

INSIGHT

THE NEWSLETTER FOR MICHIGAN STATE UNIVERSITY LIBRARIES | SPRING 2023

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Libraries
MICHIGAN STATE UNIVERSITY

A Message from the Interim Dean of Libraries

Dear Friends,

It's been a year of change and growth, and I'm excited to share some of the highlights of our work at the Libraries in this issue of the Insight. As the Interim Dean of Libraries, it has been a privilege to help lead the Libraries in navigating both the challenges our community has faced and the path forward in continuing to promote equal access to information and spaces for all.

In a recent message to our community about actions to improve campus security, Interim President Theresa Woodruff noted that creating a safer and more welcoming campus is a stated goal of our university. As the center of academic life at MSU, the Libraries has focused many recent efforts toward healing-based programming to support our students and greater MSU community as we endeavor to recover from the violence our campus experienced on February 13. In addition to reconfiguring our spaces to welcome classes from Berkey and the Union for the spring semester, we continue to collaborate with the rest of the university to make campus as secure as possible. The Libraries is unique in that we are a public space and an important part of the research infrastructure of our state, which means it is imperative that we remain dedicated to allowing public access to our space. To that end, we've ensured that public hours will remain a priority as we work toward security improvements and enhancements.

We also remain committed to implementing and maintaining initiatives that support the Libraries' strategic plan, including furthering ways in which the Libraries can help make our spaces more inclusive and welcoming to all. Earlier this spring we had a soft launch for our new VuFind Catalog, which should be fully available for public use by summer. We also announced a new collection called the Self-Care Lending Library that includes noise-canceling headphones and light therapy lamps. Finally, we just completed a nearly yearlong project with brightspot strategy to reimagine our library spaces and services to be more responsive to the current and future needs of our students, faculty and staff. This summer we are looking forward to beginning the renovation of the Main Library 3-East floor to safely store and showcase our Stephen O. Murray and Keelung Hong Special Collections.

As we look forward to more change within the Libraries and the wider MSU campus, we continue to be grateful for the support we receive from our community. You are essential to our work here on campus, and we appreciate working alongside you. Thank you as always for your partnership.

Sincerely,

Terri Miller
Interim Dean of Libraries



INSIGHT

The newsletter for MSU Libraries

Insight is published to inform the MSU community about the collections, services, and activities in the MSU Libraries. If you are interested in giving to the Libraries, please contact Director of Development Caitlyn Perry Dial at 517-432-0032 or the Office of Development at 517-884-6446, or visit <http://lib.msu.edu/support>. For general information about the Libraries, please contact 517-353-8700.

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New faculty bring broad expertise to strategic library initiatives

This past year MSU Libraries welcomed a new Latin American and Caribbean Studies Librarian, a Life Sciences Librarian and a User Experience Librarian who, along with one of our two new Information Literacy Librarians, moved from a staff position to faculty. Communications Manager Elise Jajuga asked each of these new faculty members five questions.



Caitlin Benallack

Information Literacy Librarian

Caitlin Benallack began her position as an Information Literacy Librarian at MSU Libraries in January of 2023. As part of the Information Literacy Unit, Benallack works with freshmen writing classes, and creates and updates online library video tutorials. She also performs reference duties. Previously, Benallack worked at Central Michigan University as the Instruction Librarian, University of Wisconsin-Milwaukee as an Instructional Design Librarian, and Baker College of Muskegon as an Academic Resource Coordinator. She has an MLS and an MA in Latin American and Caribbean Studies from Indiana University Bloomington, and a BA with majors

in Spanish and Social Science from Central Michigan University. Benallack is active in the Michigan Academic Library Association, serving on the Interest Group Coordination Council. She is also a member of the Instruction Committee for the Distance and Online Learning Section of the Association of College and Research Libraries. She has published articles about the “ACRL Framework for Information Literacy for Higher Education,” specifically focusing on how the ACRL Framework is used in credit-bearing information literacy courses and how it can be used in library/writing center collaborations.

EJ: As an information literacy librarian, instruction will be a large part of your role here at the MSU Libraries. Can you tell me about the types of courses you typically instruct, and if, in your work with students, you ever find yourself being surprised by findings that come out of their research?

CB: I haven’t started teaching classes at MSU yet because I was hired so recently, but I’ll be working primarily with the Writing, Rhetoric, and American Cultures introductory courses. Most students I have seen in my previous roles were working on individual projects since that’s generally the nature of introductory composition courses. These types of classes call for a certain amount of self-direction from students in terms of the topics that they pick, which also helps ensure they feel invested in what they’re writing about.

I was once teaching a class and had a student who wanted to research pollution—just pollution in general. I was like, “okay, you have to focus this research question. You cannot address the entirety of the topic of pollution in 8 weeks.” So she focused it—and focused it and focused it—until finally she was writing about how microplastics impact the reproductive cycle of oysters. And it really surprised me, because I was not expecting her to take my advice that far or to focus her topic that much. And she did, and it was a great project, because she had found a niche where there was enough published literature for her to explore, but also not so much literature that she couldn’t possibly engage with it all. I was kind of blown away that she managed to narrow the scope of her topic so successfully in a 100-level course.

EJ: You’ve shared your job has a large teaching focus, which also requires collaboration with the class instructor. How do you work with the syllabus that the instructor provides in the course, and is there any flexibility?

CB: Because so much of my role involves working with other people’s classes, I need to make sure that I am understanding very clearly what they want from me, and that they are understanding very clearly what I can provide to them. I don’t get to go into somebody else’s writing 101 class and be like, “here’s what I think you all need to know.” They have an assignment, which has research-related learning outcomes, and I need to be meeting those as best I can. Occasionally the assignments are not designed the way that I would have designed them, and in those cases I might gently communicate the ways that there may be a gap in the expectations of the instructor and the reality of how academic information works. Usually, this kind of communication is done in private, often via email, but letting the students see the instructor and I communicate during the library workshop itself can also be a great teaching tool.

Some of my favorite instruction sessions have turned into a dialog between myself and the instructor. It allows for more nuance in the session because students get to see us clarify ideas with each other in real time. It also makes it easier to tie what happens in the library workshop into what happens in the rest of the semester. Instructors interject to highlight how something I am talking about relates to a reading they did earlier in the semester or an activity they have planned

New Support Staff

Support staff are vital to our work in the Libraries. New hires since January 2022 include:

- Robbie Carter, Acquisitions
- Cevetta Howard, Acquisitions
- Cole Tackett, Circulation
- Shel Vilag, User Experience

for a future class session. I also think these interactions make me seem more approachable and less like a library instruction robot, so hopefully students will be more comfortable asking me questions if they need to.

EJ: You've recently joined the faculty at MSU Libraries, but you worked in several institutions in a similar capacity prior to coming here. Can you speak about what drew you into librarianship, and more specifically Information Literacy?

CB: For a long time, I thought that I was going to work in politics—not as a politician, but behind the scenes, or in an NGO. I imagined myself writing up reports on different information, like briefs to help keep the Senator or whoever I was working for informed. I quickly realized that was not a good fit for me for a variety of reasons, but initially I wanted to go that route because I really believe that having good information is vital to a functioning democracy. So if I didn't want to go into politics, I thought perhaps another way to make sure that people are getting good information was to become a librarian, and information literacy is an area in librarianship that allows me to help people learn how to sift through the massive amounts of information they encounter every day. What drew me to information literacy is the same thing that drew me to libraries, which is the idea that information can be really powerful—but it's not going to be powerful if you can't find it or evaluate it effectively.

That said, the power of information is complicated by the fact that we're living in an age in which people are increasingly distrustful of traditional sources of authority, such as medical institutions, government agencies and academia. The rise of the internet has removed traditional information gatekeepers, which decreases barriers to sharing information, but has also made it incredibly easy to falsify information. Additionally, AI-generated images and text are becoming increasingly common in online spaces and serve to further muddy the waters when it comes to the credibility of online information. Despite a lot of information being freely shared online, there are still issues of access when it comes to more traditional media like newspapers and scholarly journals that are still behind paywalls for most people. Fortunately, MSU students, faculty and staff have access to many of those resources through library subscriptions, but I also try to encourage people to use open access materials, for example, as a strategy they can take with them after they move on from MSU.

EJ: I'm glad you brought up writing, because publication is a facet of academic library work that many librarians need to consider as part of their roles. You've authored articles that have appeared in several of these library-focused journals. Can you talk about the publication process from an author perspective?

CB: One of the articles I coauthored is about how credit-bearing library and information literacy courses use the "ACRL Framework for Information Literacy for Higher Education." That article grew out of conversations I was having with a colleague about our own syllabus and the way that it engaged with the Framework. We were curious about whether other institutions had incorporated some of the more abstract concepts from the Framework into their library and information literacy courses, or if they had kept a more library skills-based approach. I cowrote another article with Dan Lawson, who is director of the Writing Center at Central Michigan University. It was an interesting article to work on, because it was for a writing center publication, so all of the norms of writing that I was used to, from the article structure to the concepts we could expect our audience to be familiar with, weren't necessarily applicable. There was a steep learning curve for me to get up to speed on some of the theory side of writing and composition, even though my contributions focused on the library perspective.

The publication process varies from journal to journal, but it usually takes at least a few months from the time you submit to see the article in print. After you submit an initial draft, the editor makes a decision about whether it's a good fit for their journal. The next step in the process typically includes the editor sending the article to their peer reviewers—in my case, peer reviewers would be other librarians—who review it and provide feedback. The editor will often also offer comments or suggestions along with their response to your submission. The response usually comes in the form of either a rejection, a request to revise and resubmit or a simple acceptance, which is very rare. The article I cowrote with Lawson for the writing center publication was unique in that we originally submitted a proposal specifically for a special topics issue on library and writing center collaborations, and it actually underwent an open peer review process rather than a blind peer review process, which is much more typical.

— story continues, p. 27

Jodi Coalter

Life Sciences Librarian



Jodi Coalter joined the MSU Libraries in July of 2022 as the Life Sciences Librarian. In this role she works with campus science departments including Integrative Biology; Entomology and the Bug House; Ecology, Evolution, and Behavior; and Genetics and Genomics Sciences. Coalter ensures these departments have the resources they need to conduct their research and instruction and help train students and faculty on how to use library resources effectively. She also works in the Reference and Discovery Services Unit providing in-person and virtual reference desk service several days a week. Previously, Coalter was the Life Sciences and Outreach Librarian at the University of Maryland, College Park, and the Technology Graduate Assistant at Wayne State University's School of Information Science. She has been published in the journals *Issues in Science & Technology Librarianship* and *Collaborative Librarianship* and contributed chapters to several ACRL publications including "The Data Literacy Cookbook."

EJ: As the Life Sciences Librarian, a large part of your job entails acting as a liaison between the Libraries and some of the science departments, including Entomology. As an entomologist yourself, I'm sure you work together on some interesting projects. Can you tell me about some of the recent research projects that you're either currently working on or have recently wrapped up?

JC: Right now I'm working on a really fun project with both the entomology department as a whole as well as a couple of beekeeping labs. We are doing extensive research on the history of beekeeping, and the entomology department is specifically looking at the history of beekeeping in America because there was recently a significant donation to our Special Collections by Roger Hoopingarner. He was a very well-known beekeeper who worked extensively through the MSU Extension system and with the American Beekeepers Association. He donated a large amount of his books to the entomology department, and the entomology department gave them to Special Collections because of our preexisting beekeeping collection. There will be an exhibit on that in collaboration with the entomology department in the fall, but there are also a lot of labs that have been intrigued by this work. I've got one lab who's studying Pliny the Elder and sort of comparing Pliny with Aristotle in terms of the different tones that the two men take. Pliny sounds to our ears very scientific and scholarly—like, he dismisses the idea that bees spring from a cow corpse. On the other hand, the writings of Aristotle were essential throughout most of European scientific history, and he's like, "yeah, of course, bees come from dead cows." We are trying to understand these two very different perspectives and why Aristotle was the go-to as opposed to Pliny, who seems very curious and passionate about

this kind of science. The lab is digging into research on this, which is very history of science rather than hard science, so it has been quite a learning curve for me, but exciting!

EJ: It would never occur to me to link philosophy with beekeeping, so thank you for the mini introduction to bee lore. It seems like there are a lot of opportunities for cross-collaboration within your job with these kinds of labs and other aspects of your liaison position; how does this role directly inform your work within the Libraries?

JC: My liaison work definitely informs my buying for the Libraries, especially books. I have to be on the lookout for materials that are necessary for everyday instruction, but I can also look for things that might be exceptionally valuable to research itself, which includes materials that might cost a bit more but could potentially have a long-term impact on our research agenda. I also do reference, so I work one-on-one with students, and I walk them through any type of research that they might need for instruction. I had one student who scheduled a consultation with me at the beginning of the semester, and—he was so nice—he was like, "you came into my class and gave an instruction on the Web of Science database. But you mentioned that if we were thinking about going into medicine, we should really know the PubMed database, and I was hoping you could walk me through it." I was like, "I don't know who you are, but this is awesome, and I am so impressed that you listened and actually took my advice, because PubMed is something that you really do need to know if you're going into research or medicine at all." I do a lot of this kind of work in databases and instruction that overlaps with other types of work I do within the Libraries.

EJ: You're also a part of the EndNote citation team, which helps researchers store and use their citations correctly. I think it's fair to say that citations are an aspect of research that many don't necessarily consider when looking at the bigger project picture—can you speak to the importance of citations in this kind of work?

I think, for me, it's easy to see the significance because in the sciences people place a lot of intrinsic value on citations. They look at them and they say, well, obviously this person gets cited a lot, so clearly they are important to their field and deserve promotions and more money and tenure. Citation counts are notoriously awful, but ultimately they create authority. By giving somebody a citation, you're saying, "yes, this person deserves to be cited, they deserve to have their voice out there in science, they deserve to be here." If they're not cited, on the other hand, it makes it seem like they don't deserve to have a voice. That they don't deserve to be here. They don't deserve that promotion, or that raise. And if people are being cited on something else other than the content of their work—and it's very abundantly clear that they are, in many cases, being cited on their gender or their race—then they're just not as likely to get those kinds of promotions. As I said, in the sciences, huge amounts of consideration go into those citation counts for promotion and tenure, so when I saw this type of research coming out around what is called citation justice, I was like, "oh yeah, we need to have conversations about how this is problematic." I do a lot of research into that—for example, I look at bibliometric analyses that are coming out that show citation patterns across various fields. One of the things that we see in many scientific fields is that women, people of color and people from the LGBTQ community all get cited less frequently than their white male counterparts. It's also an area where some of my personal research interests intersect with those of the Libraries, and eventually I'd like to do one of those kinds of bibliometric analyses for library science.

EJ: It makes sense to me that your personal research interests would overlap with professional research interests. As a self-identified citizen scientist, how do you bring your observations and experiences in the natural world back to the Libraries?

JC: The thing about science in academia is that much of the research that scientists do stems from information found in journal articles. There are very few monographs that are written about entomology, for example. They are out there, but they tend to be more popular science books, so that's what I've been focusing on, and I've been looking at field guides in particular. I have a weird passion for field guides—I think they're awesome. They look so different depending on the audience for whom the field guide is written. There are, for example, field guides that are written for experts called keys, and some keys are just

massive volumes that actually don't work very well as field guides. Then there are other field guides that don't go all the way to the species level and instead group a bunch of, say, insects or plants together. Then there are field guides that maybe you and I are more familiar with that have beautiful glossy pictures or illustrations, and there's a whole science behind this method of image selection. So, you have these very basic introductory field guides meant for people who are just getting started in the outdoors, and then you have these massive keys with very few illustrations that are meant for an expert or a more advanced naturalist.

I'm constantly curious about what I see in the natural world. I go out there, and I see things that I don't recognize or understand. It happens to me a lot, and I know more about the natural world than most people. I'm constantly just wondering what other people do with this abundance of nature they are seeing and observing—how do they work with it? I love field guides because I think they make the outdoors accessible, just like I love the cell phone apps that make the outdoors accessible—I think they're just absolutely wonderful. So, I have been doing a lot of field guide collection work, including a display at the Main Library entranceway in April to encourage people to check them out because I think it's a good, solid collection. Take them with you, go out into the world, and see what's out there.

EJ: Here's a two-part question for you. First, circling back to your entomology background, can you tell me if you have a particular favorite insect? And second, is there anything of particular note in the Life Sciences collection that you find especially fascinating given your love of bugs?

JC: People ask me this and I don't know why I never have an answer for it. Once you start learning about insects, it's hard not to love all of them, because they all do so much for us, and we don't even realize it. Flies are a really great example. When most people think of flies, they tend to think of house flies, but the biggest pollinator by far in the insect world are flower flies. They do more pollination than literally any other insect group out there, including bumblebees and other native bee species. But then our native bee species are just breathtaking—they come in beautiful gemstone colors like brilliant blues and greens, and they perform some really specialized pollination services. Ants are also amazing creatures, and there is actually more ant biomass in the world than the combined biomass of birds and mammals (excluding humans). For example, one invasive ant called the Argentine ant is very territorial, and will kill each other off in their native range. This keeps their number in check. One colony, however, has globalized and spread across the world, so now these genetically related Argentine ants

— *story continues, p. 28*



Sruthin Gaddam

User Experience Librarian

Sruthin Gaddam was born in India and migrated to Kansas when he was young. He earned his bachelor's degree in Accounting and Computer Information Systems from Pittsburg State University in Pittsburg, Kansas. He moved to MSU to pursue a master's degree in Human Computer Interaction/UX from the College of Communication Arts and Sciences. He joined the MSU Libraries in January 2015 as a student employee in the Web Services Unit, and from there assumed several roles working with the unit and the Digital Repository team to build and enhance

the Libraries' digital interfaces. He recently became the User Experience Librarian in December 2022, which provides him with opportunities to identify usability problems with Libraries' digital interfaces and physical services and aligns with his passion for designing and building equitable experiences for all users. He is also an active member in the Library Environmental Committee as he is very keen about learning and advocating for environmentally friendly policies and procedures at the Libraries and incorporating these procedures in his personal life.

EJ: I think that a lot of folks, or at least me, don't necessarily consider the digital aspect of librarianship when they think of librarians. How would you integrate or wed the traditional ideas of knowledge-seeking with the more technological aspects of your job?

SG: It's basically the same idea—the primary role of a librarian includes helping people find resources. In the Libraries' digital spaces, we are using the current technology to help folks find the resources that they are seeking, similar to how librarians traditionally helped people coming into the library find physical books and newspaper articles in the past. My job is to make sure our digital interfaces are easy to navigate so folks can find those resources. The job hasn't changed much between back in the day and now, but how folks are accessing information has changed a lot, and I think we are just adapting. There is also a lot of research and learning that goes into identifying new technologies out there. For example, two years ago we did not have the technology to automatically test our websites for accessibility errors, but now we have automated scripts that can do it for us. There was a lot of research and learning behind figuring out how they work, and there are also a lot of attitudinal and behavioral methods that are necessary to understanding how users navigate both physical and digital spaces. Using some of those methods to get actual data from folks who are using our services is a major area of focus in my job.

EJ: You've been here since 2015, including during the COVID lockdown periods that saw the use of technology like Zoom skyrocket. At that time you also transitioned from the Web Services Unit to the User Experience Unit

while working toward your current faculty position. What kind of changes did this move mean for your role at the Libraries, pandemic-related or otherwise?

SG: During COVID the Libraries went through a massive reorganization, which is also when I moved to the User Experience team. The unit and the role were both new to me, and had a large focus on the Libraries website, which was also a personal priority because I was working toward my current position, where I continue to do a lot of website work. It was a huge shift in job roles and responsibilities for me in that half of my job completely changed. I also worked and continue to work closely with the Makerspace, which also saw a lot of changes at that time. For example, we had to offload some off our 3D printing workflow. We had developed a web app back in 2018 to help with that workflow, which we had to adjust to account for COVID. Folks couldn't come into the library to pick up their 3D print jobs, so we added new features to the app that included shipping and locker pickups to allow them to pick up materials without physical contact. I reworked that app in September of 2020, which is now called MakeAtState that anybody can access at makeatstate.lib.msu.edu.

Another big change was working from home. I have Asperger's syndrome, so I don't do change very well. I'm one of those people who is very focused when things are kept the same. Right after COVID hit I was having a hard time adjusting, so my informal supervisor spoke to the dean and they were able to make accommodations for me to come into the building and work from my office even though everything was closed. I only worked from home for a few weeks, and then I was back in the building, which is when things started to settle down for me and I was able to get back into working the way that I used to.

EJ: One of the Libraries' values includes advancing accessibility, which I know plays into your role as User Experience Librarian. Can you speak a little bit about the accessibility work that you do in helping folks find these digital resources?

SG: During our development process, we take a lot of care in making sure that keyboard accessibility is built in. For example, someone who might have motor challenges could use a keyboard instead of a mouse, or a different device that allows them to easily navigate the website or their email and things like that. Other accessibility considerations include folks who have vision challenges or partial challenges, like color blindness. For example, making sure that folks who cannot see green can easily navigate our website is important because our site is mostly green—go Green and go White!—and it's also important to make sure screen readers can read out text in a logical manner using alternative text. For example, you don't want folks using a screen reader to find the main menu at the bottom of a page, you want it to be one of the first items they read at the top of the page so they have their menu options upfront. We also take into account cognitive disabilities, like autism or Asperger's syndrome when trying to make sure our site is easily understandable. This includes avoiding the use of acronyms that are not widely known and keeping our tone and reading comprehension at basic levels so we're not using language that can only be read by postgraduates or doctoral students.

I'm very passionate about accessibility. I think it's overlooked a lot, and there is a significant demographic out there that needs assistive technologies. Even I need assistive technologies, like when there are too many abbreviations on a page. I might look at it and say, "oh, this is too much cognitively for me, and I need some help interpreting this site." I might put in code to make it helpful for folks—for example, adding code that allows a definition for the abbreviation to appear when you highlight it with the mouse. I believe there is a huge demographic out there who benefits from little things like that.

EJ: Going back to your jump from the Web Services team to the User Experience team, I'm curious about what that might look like to someone like me who is neither a librarian nor a tech person. Can you tell me about the kind of work you did in Web Services versus the work you do in User Experience?

SG: When I was in Web Services I had very little interaction with the users because much of the work was done behind the computer, such as coding and designing for websites and other backend databases. Programming was the majority if not 100% of my job outside of committee and other librarian work. I don't need to do accessibility work on the backend side of this kind of digital work because it really only relates to how I use the systems—it's not forward-facing.

When I moved into the User Experience Unit from Web Services, my supervisor Joshua Sanchez was teaching a class in UX and I was able to collaborate with him on opportunities to work with MSU students in the Experience Architecture program. The students were doing UX research, and in working with the class I was also learning alongside them—I now know how to do some of this user research because of my experience with them. We also collaborated with a team of students from University of Michigan in a similar program who were doing UX research on our website. We helped them look at and assess Google Analytics data from the MSU Libraries website and provided feedback on the design mockups they submitted. They were learning from us, we were learning from them, so it was both a two-way learning street and a great opportunity. In December of last year, my role completely changed when I moved from staff to faculty, in that the focus was less on programming with more emphasis on user experience research and accessibility.

EJ: In our conversation you've touched on a lot of aspects that involve collaboration with various units at the Libraries, even though much of your work could be considered "behind the scenes." Can you tell me about any notable projects that might have come out of these relationships?

SG: One service of the Libraries that I am proud of and that I think a lot of people here are also proud of is our Makerspace. It was a really high point for me when I was able to build the MakeAtState app for them. There were also a lot of external dependencies involved, like working with the central MSU IT team to make sure everybody at MSU could login seamlessly and use it without any problems.

Another collaborative effort that I'm looking forward to seeing completed is the launch of our new website in August. I think it's going to be much easier to navigate, and the UX testing that we've done has received a lot of positive feedback. It's my personal feeling that the search on this new website especially is a lot better than what we currently have. It makes finding resources easier—we are pulling data from different sources to ensure we get more accurate data. You can find textbooks for students, which is the first time that we've ever included that search tool. This is something that I'm really proud of and that I can relate to because I was a really poor student. I didn't have any money, and if the library had textbooks it made my day, because it meant I didn't have to buy them for exorbitant prices on Amazon. Now that we've incorporated that search, I think students will be able to find textbooks much more easily that they can then come pick up at the library. 📖

Leah Morin

Information Literacy Librarian



Leah Morin joined the MSU Libraries Information Literacy Unit in January of 2023, though you may recognize her from the work she has done in library classrooms, the Reference Desk and outreach events the past four years. As an Information Literacy Librarian, Morin works primarily with first-year writing students in both the James Madison College and Writing, Rhetoric, and American Cultures programs. She aims to affirm the knowledge students bring with them to college and demystify the academic research experience. Her research interests revolve around the feminist ethic of care and incorporating emergent strategy concepts in teaching, topics on which she has published and presented. Morin received her BA in English from Michigan State University and her MLIS from Wayne State University. Prior to becoming a librarian, she primarily did nonprofit cancer work for the American Cancer Society and Sparrow Hospital.

EJ: You work primarily with first-year writing students, which includes teaching information literacy basics. Can you give a bit of insight into some of these fundamentals, and possibly touch on why they might be valuable on an institutional level?

LM: Information literacy encompasses so much. Being critical and thoughtful about knowledge-sharing is one practice that would be considered a basic fundamental in information literacy. For example, in recognizing fake news or seeing other pieces of information, pausing to consider the validity of the content rather than immediately turning around and sharing it. Thinking about information-seeking is also important; how can you look at a number of trusted resources to guide your research process? How can you examine things like the authority that's present in any piece of work? This information-seeking piece is complex, and students typically come in with some anxiety about the research process, and using libraries in general. And, you know, thinking that the information they get by Googling a question and finding an answer is not effective research. I like to assure them by telling them, you know what? That's how I get my information too. That's how librarians get answers as well, and that's the best place to start, because the library research piece takes quite a bit more sophistication and practice. I like to affirm that the same information-seeking they already do when they are curious about something is effective and is the best place to start for a school project as well. Once they have used the internet, social media, news or other reference sources to understand their topic more fully, then we can go looking for academic evidence to support what they are exploring.

EJ: You bring up fake news as an example of information literacy importance, which has become a familiar term in contemporary conversation surrounding media since 2016. Have you seen an increased need for information literacy work on campus in recent years, with the changing political landscapes?

LM: For a long time, we thought about misinformation and bias in news as sort of a spectrum of trustworthiness. Certain news outlets might lean one way versus another, for example, so it's important to learn how to know who you can trust along the spectrum. Really though, information does not exist in a vacuum and no sources are unbiased. So now we ask students to explore how their own backgrounds and feelings about an issue influence how they react to a topic. We ask them to think critically about how a news piece is framed to produce certain strong reactions. We encourage lateral reading of any source, meaning, do some investigating into the source itself before you trust the content it shares.

EJ: It sounds like you put an emphasis on critical thinking, which I think could require a kind of discipline that looks unfamiliar to many given social media and the instant gratification it allows for with real-time engagement. How do you think information literacy intertwines with social media in today's Information Age?

That's really interesting to think about. There are so many positives to information-seeking via social media: students are familiar with the platforms, have cultivated their networks, the algorithms are amazing. Like Google and Wikipedia, I encourage students to utilize their social media when gathering

background information and expanding their understanding of an idea. Like you mention, however, it absolutely is true that we get used to these algorithms doing a lot of the legwork for us. You can start typing whatever you are thinking into a Google search and it essentially reads your mind and returns applicable results. Miraculous! So students are like all of us, and expect natural language searching to work effectively when seeking academic sources as well, and sadly it is not so sophisticated. I tell my students to mine their regular sources of information for keywords, buzzwords, phrases, technical terms for things—then come to a library search with those terms ready to go. For example, the Google or TikTok algorithm knows what you want when you search “cars that drive themselves,” but the library search only returns great results when you search “autonomous vehicles.”

EJ: As we’re discussing research, I’m curious about how your interests in the ethics of care and emergent concept strategies influence your role at the MSU Libraries, as both ideas strongly align with the Libraries’ core values. Can you speak to how these interests show up in your work?

LM: I do a lot of research into care practices in teaching and higher education. There is a ton of literature dedicated to it in credit-bearing classes that look at instituting an ethic of care over the course of a semester-long relationship with students. I have been curious about how I can do that, for example, in a library session that essentially meets one time for two hours, and then I may never see those students again. Can you use some of those same care practices in those types of more abbreviated learning situations? And I really think that you can. There’s an entire caring interaction that can happen in a very short timeframe and it doesn’t necessarily require a prior relationship to take place. I think it’s really important that the student knows that the end of the session is not the end of their relationship with their library and with their librarian. I try to emphasize how much I value ongoing relationships with them, over the course of the assignment they are researching, the class they are taking, the semester they are in, and their entire career at MSU. I really don’t want that one workshop to be the end of our relationship. But another facet of an ethic of care is pushing back on the concept of a teacher pouring knowledge into the empty vessel that is a student brain. No! What I really want to do is affirm that the knowledge they come in with, from whatever their background is, whatever their parents or their ancestors have taught them, and whatever ways of information-seeking that they already have are valid and valuable and matter just as much as what I’m going to teach them.

Now, emergent strategy is already focused on that singular meeting: how can a facilitator effectively lead a group of people when they only have that one day to do it? How can they make meaningful things happen in the room that day? There are nine core emergent strategy concepts developed by adrienne maree brown, who based much of her work on writings by Octavia Butler. Butler talks about courage in the face of change, leadership in the face of change, leading with courage. brown has taken these larger concepts and applied them to thinking about meeting facilitation and other kinds of mediation work. For example, one of the core tenants is “be like water”: whatever happens on a given day, be able to move like water and roll with it. And I just really love how those concepts can be applied to the library workshops that I do.

EJ: The idea of moving like water and being ready for change at any given moment seems like a philosophy that might have been especially critical during the pandemic, especially in the areas of teaching and learning. Can you speak to how you might have seen information literacy evolve during that period?

LM: In March of 2020, when everybody had to quickly shift their teaching from what we were all used to doing—the in-person format—to a virtual format, I think our information literacy unit was very necessary in helping librarians and teaching faculty figure out how to make that transition. It’s hard to believe now, but back then nobody knew what Zoom was or how to use it. And very few knew how to creatively interact with students and classes in the virtual format—how do you make active learning happen? Our unit was on the forefront of figuring that out so that we could help other librarians also be successful in that virtual format. We also worked with the larger campus teaching community to evaluate their course management systems to make sure that the digital aspects of their teaching were accessible and engaging, their actual synchronous teaching was as effective as possible, that other equity-related issues were front of mind. I think the library, along with other campus partners, really led that movement into having very successful online learning during the pandemic that continues today. 🌊



Janette Núñez

Latin American and Caribbean Studies Librarian

Janette Núñez joined MSU Libraries in July of 2022 as the Latin American and Caribbean Studies Librarian. She is the liaison to the Center for Latin American and Caribbean Studies (CLACS) with a secondary in Special Collections. She recently joined the Libraries' Diversity Advisory Committee and the Summer Research Opportunities Program. Previously, she was a Graduate Research Assistant (GRA) for Special Collections at the Nettie Lee Benson Latin American Collection at the University of Texas at Austin where she completed a dual master's program in

Information Studies and Latin American Studies. At the Benson, she processed collections and created exhibitions, finding aids and metadata for Special Collections. While completing her bachelor's degree in Latin American and Latino Studies/Politics at the University of California Santa Cruz, she interned at the Library of Congress's Hispanic Reading Room.

EJ: You've recently joined the MSU Libraries from UT Austin. In addition to a cross-country move, you went from working as a GRA to a librarian, which I imagine had a learning curve even with your experience at places like the Library of Congress. What are you finding is new to you in your current position (besides, of course, the weather)?

JN: This is my first job as a librarian, so many things feel new to me! The first task I gave myself was learning the ins and outs of how MSU operates and discovering what the priorities are for this school. As a liaison to the CLACS, I must also be aware of current and new students' and faculty's research interests. Finding ways to connect and collaborate with them as a colleague rather than a student is also new and exciting. Finally, collection development is something I'm still learning about. There weren't many classes at my previous institution that focused on collection development, so there weren't many opportunities to practice. I was fortunate enough to have my previous supervisor and other Latin American Studies librarians at UT Austin walk me through their collection development strategies. However, each institution is unique, and collection development strategies that work for one library may not work for another. I've also had fantastic mentors here at MSU Libraries who have walked me through their strategies, and I'm excited to continue honing my skills in that area.

EJ: I'm intrigued by the ideas of both forming and "practicing" collection development strategies. How do you come up with and test out these strategies, and how do your own research interests play into them?

JN: As I get to know a student or faculty member's interest, I am testing out strategies in a few different ways to make sure our collection works for them. I speak to different librarians,

especially those in Area Studies, and try out what I think would work for my area of collection development. One way I am practicing at the moment is finding a balance between buying materials published in English versus Spanish, Portuguese or the many Indigenous languages found across Latin America. For faculty and graduate students, sometimes the materials published in languages other than English end up being the most helpful. However, I find that a lot of undergraduate students prefer materials in English. I also want to work with the strengths in the collection that are already there, for example, the comic book collection in Special Collections. I pay special attention to new publications or vendor lists focusing on comics, and look for items that can further strengthen our collection at MSU.

While I do buy and make decisions based on my research interests and what I learned during graduate school, I try not to let it be my only influence. Especially since my research interests are primarily focused on Mexico, and while this is extremely important, I also recognize that there is already a lot of scholarship on countries such as Mexico, Brazil and Argentina. There are many narratives from Central and South America that are frequently overlooked in academia. Not only that, but I want to ensure that the collection continues to reflect the research interests of faculty and students, and that it is a collection that they can use. Aside from GOBI, I buy a lot of materials for the Libraries from vendors in the United States, Latin America, Spain and Portugal. In the future, I plan to attend book fairs in other countries and visit local bookstores to ensure that the MSU Libraries' collection is diverse. I was also fortunate that my predecessor, Mary Jo Zeter, had many vendor connections that I could reach out to, as well as having the opportunity to connect to a few on my own while working as a GRA at UT Austin.

EJ: You mention plans of future travel to acquire in more diverse areas, but it sounds as if you've already done work toward giving visibility to books and other materials that might be underrepresented elsewhere. Can you talk a bit about any pieces that are notable or otherwise hold special significance for you in the MSU Libraries' Latin American and Caribbean collections?

JN: I'm very excited about a new recipe book called "Recetario para la memoria" that we recently purchased for Special Collections. It is a collaborative book of the favorite dishes of those that have been forcefully disappeared in Mexico. It was organized by 10 groups and 72 families from different municipalities across the state of Guanajuato, Mexico. With no assistance from federal or local authorities, the state of Guanajuato alone has 16 civilian search groups still looking for more than 3,000 missing persons. The book, like many other civilian groups across Mexico, was put together not only as a call to the government to put more effort into searches, but also to remember the victims of state violence and forced disappearances. The book is also being used to raise funds for office space rent, internet services to maintain databases and gasoline to help with these searches. A list of the missing persons can be found here: www.recetarioparalamemoria.com/es/losquesellevaron.

This book was especially meaningful to me because my family is from Guanajuato, and much of my research at UT Austin was focused on civilian methods of archiving and preserving memory of human rights violations. I felt it was critical for our library to obtain a copy in order to raise awareness of the ongoing searches in Mexico and to provide a different way to preserve memory. I was also excited about this particular item because it was an opportunity to add material to one of our other strong areas, the Cookery & Food Collection in Special Collections.

EJ: The topic of missing persons in Mexico and the lack of awareness (intentional or otherwise) surrounding their disappearances lends itself to the question of what it means to prioritize knowledge. In our conversations, you touched on the importance of holding institutional space for positions that place an emphasis on diverse perspectives. Can you expand a bit on what this means to you in your role here at MSU?

JN: I knew I wanted to be a Latin American and Caribbean Studies librarian before I started graduate school. I decided to apply to a dual master's program in Information Studies and Latin American Studies because I knew that it would not only provide me with knowledge of current research topics and trends, but it would also provide me with the experience of conducting research myself, giving me a different perspective

when purchasing or recommending databases and other materials. However, I was also aware that there are only a handful of these types of positions in the country, and that it might take a few years before I could find a position that fit, so I was ecstatic to see the posting at MSU while applying for jobs. I understand how unique this position is at MSU and believe that my role is to ensure that MSU students and faculty have access to a diverse set of resources. For me, this means having a balance of knowledge produced both domestically and internationally, as well as developing relationships with faculty and students in order to find new ways to collaborate and highlight all that the library has to offer.

EJ: Collaboration is a large part of library work, including building those types of relationships with faculty and students. Are there any upcoming projects that involve this element of collaboration that you'd like to share?

JN: So as an example, I've started looking at nontraditional vendors. Usually when we order books and other resources, we use an established vendor like GOBI, or other sorts of publication houses. But, you know, oftentimes there are a lot of worthy projects that don't have the money or the resources to get published by a big name. An example of something that I recently found along these lines is a crowdsourcing project where they're trying to make the first ever dictionary in Náhuat, which is the last Indigenous language in El Salvador. I'm trying to see if the library can help support this project, and in the process of doing so secure a copy of this book for our collection.

So that's something that I'm currently working on, and I'm hoping that the relationships I'm forming with the students that I've met in graduate school and the faculty and staff that I meet here will help point me to these sorts of projects that you don't find as easily as those you might learn about through more traditional channels. I actually found out about this specific project through an undergraduate student that I was working with for a Special Collections pop-up who knew about the project and sent me the information on it. But I wouldn't have been able to find out about this project if I didn't speak to the graduate students to see what they might be aware of that I wouldn't necessarily know about otherwise. So that's also a way I'm kind of trying to diversify the collection that we have here. 🌟

Healing through MSU Libraries

Faculty & staff initiatives at the heart of creating community



Photo by Alexandra Rivera.

Spartans worldwide continue to feel the impacts left by the tragic shooting of February 13. During the approximate 4 hours of the shelter-in-place order on campus and the greater community, MSU Libraries employees and students protected themselves in offices and other spaces. As students returned to campus the following week, MSU Libraries worked to reconfigure our spaces in order to welcome several classes formerly held at Berkey Hall and the MSU Union.

While the Libraries has always taken pride in being the center of academic life on campus, it was during the aftermath of the violence that our faculty and staff stepped up as the true heart of the Libraries. They went to work, immediately and tirelessly, planning events and other activities to provide support to our students and greater campus community, ranging from crafts in our

Makerspace to celebrating the work of our MSU Libraries police liaison. Much of their work is highlighted in this article, although the collective and individual efforts of many in the MSU Libraries to make our space welcoming continue to resonate across the campus community.

Makerspace: Relax, rest & reflect

The MSU Libraries Creative Services Center includes the Selma D. & Stanley C. Hollander MakeCentral: Makerspace, which has received well-deserved attention from local media outlets that recognize the unit's outstanding efforts to redirect programming efforts toward healing through creativity. In the week following the violent events, Jamie Moriarty, coordinator and student supervisor at the Makerspace, worked to implement some of the regular activities that the Libraries' Makerspace unit hosts during finals week. These activities, which include creating with watercolors and perler beads and other crafts, are offered to students as a way to relax, rest and reflect during what is a stressful time for many.

"Like many in our community, I was left wanting to do something. I thought about all the ways that the Makerspace works to help alleviate student stress during finals week, and figured, at the least, that maybe having some of the regular activities that we put on at that time

could provide an opportunity for people to work with their hands and let their minds rest a while."

The Makerspace is a unit within the MSU Libraries that was founded in 2016 as a space on the second floor of the Main Library's West Wing. It was initially established with the aim of helping students learn the basics of digital design tools including 3D printing. According to Moriarty, who started at Makerspace in 2019, the unit's original offerings consisted of a handful of 3D printers, a small laser cutter and a vinyl

cutter. Now, she says, the Makerspace has expanded to include a larger laser cutter, a CNC router, a variety of self-service equipment from sewing machines to a vacuum former, and expanded lending technology.

In addition to innovative learning, the kind of creativity the Makerspace enables is often recognized as a vehicle to increase mental health benefits. According to Olivia Scott,

"We cannot underestimate the power of creativity and community in the effort to express ourselves, feel less alone and make meaning."

who is acting assistant director of MSU Multicultural Initiatives and Community Engagement and a licensed psychologist at MSU Counseling & Psychiatric Services (CAPS), it is important to recognize the different ways in which healing can occur.

“Just as trauma can take many forms and affect people differently, so can the process of healing,” Scott said. “Mental health counseling is a valuable tool and context for treating trauma, but it is not the only one. We cannot underestimate the power of creativity and community in the effort to express ourselves, feel less alone and make meaning. Such expression and connection can also move us forward and restore our hope as we carry the memory of what we went through and who we’ve lost.”



CAPS is a campus resource for students seeking support for concerns involving personal mental health including anxiety, depression and traumatic experiences. The information coming from CAPS in the weeks following the shooting continues to be an important resource for our student community.

The healing-centered programming that the Makerspace currently offers will continue through the end of the semester. Per Moriarty, attendance at these events the week after the shooting averaged more than 30 students per event, even with several days of severe Michigan winter weather.

“We recognize that grief is not linear, and there will be a continuing need to support our students,” Moriarty said. “The beautiful thing about Makerspace is that, yes, it’s a place for people to come work on their projects, get assistance and create, but it’s also a space where you can see collaboration and community materialize.”





Therapy dogs: Comfort from our furry friends

Almost immediately after the shooting, MSU Libraries received an outpouring of support from groups eager to offer comfort in the form of their four-legged companions. Outreach and Engagement Librarian Holly Flynn, who has worked with local and regional therapy dog organizations over the past 10 years in coordinating events for the MSU Libraries, said her contacts began reaching out as soon as the 11 p.m. press conference on February 13 ended.

“During the week of the shooting, I sometimes had up to a dozen calls a day from organizations looking to offer the support of their therapy dogs to our students,” Flynn said. “Some were people who have been coming to the library for many years during final exams, and some were from organizations new to us. They all said that dogs offer unconditional love and comfort, and since the library is the heart of campus, coming here was a natural place for students to find.”

MSU Libraries partnered with several different organizations that provide therapy dogs to bring canine comfort to students and other campus community members in the weeks following the shooting. Beginning the day after campus restrictions were lifted on Friday, February 17, organizations including Brighton Area Schools Pack of Dogs, Therapy Dogs International, Love on a Leash and Buddy’s PALS brought their therapy dogs to the Libraries to visit with patrons.

Deepak James, an MSU student in his second year of the Chemistry Graduate Program, came to the MSU Libraries after seeing the therapy dog event announcements on social media. He noted that it was his first time interacting with therapy dogs, and that he found it helpful in coping during the aftermath of the shooting.

“Interacting with therapy dogs at MSU Libraries was a heartwarming and calming experience that helped me to find peace amidst the trauma and difficult emotions I was feeling,” James said. “The unconditional love and comforting presence of these dogs provided me with a sense of support and relief that I will always cherish.”

Therapy dogs will continue to visit the MSU Libraries on Thursdays through the end of the semester, with plans to schedule regular visits from support groups again in the fall. 🐾



From left to right, Jennifer Hurand, Rachel Shuler and Molly Bawol distribute welcome bags to students at the Main Library on Spartan Sunday.

Spartan Sunday: Spreading words of support

MSU Libraries joined what started as a grassroots student effort to show support to peers returning to campus on the Sunday following the shooting, which grew into a campuswide event with institutional support. In addition to therapy dogs and Makerspace craft events, faculty and staff were on hand to distribute free coffee and snacks, including welcome bags donated by various community members and MSU alumni. Spartans were also encouraged to write and draw messages of support along the windows of the Main Library to help spread love and cheer.

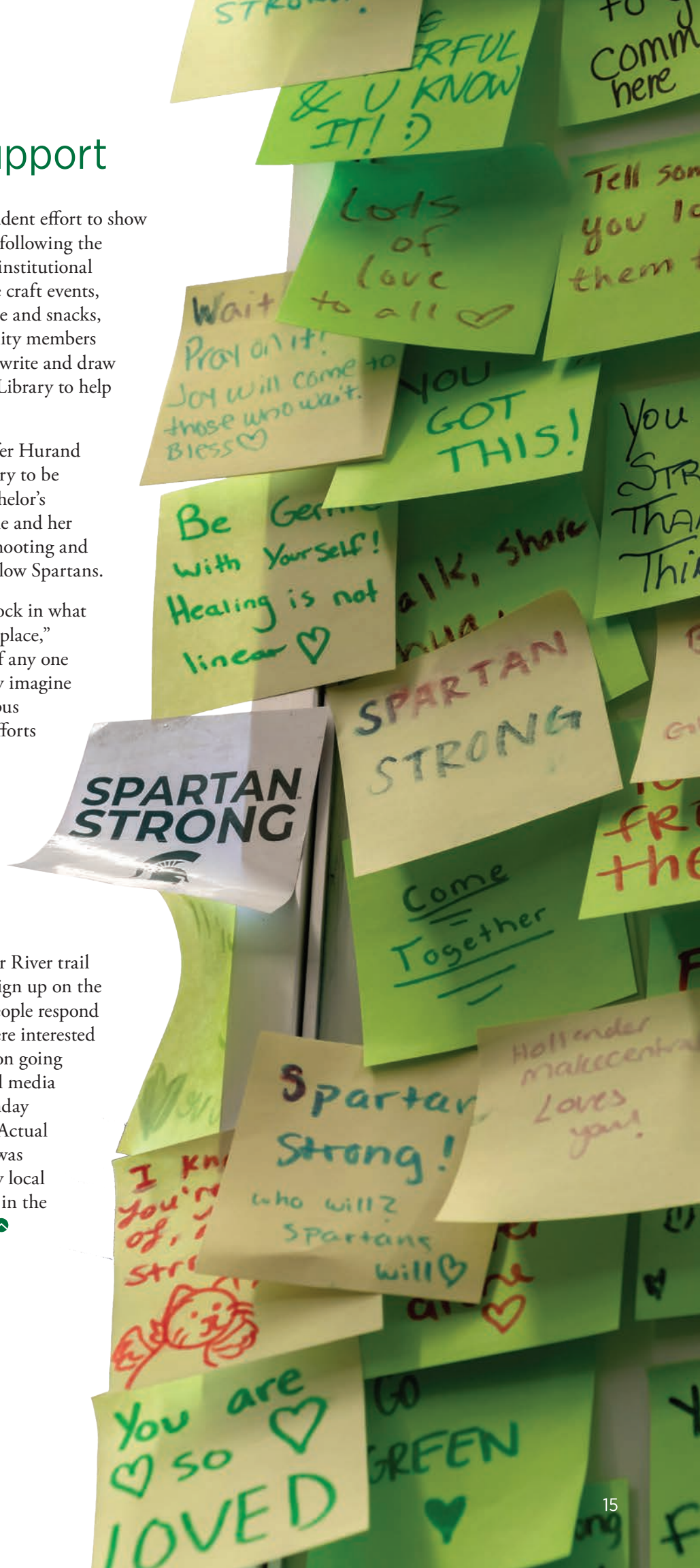
MSU alumni Rachel Shuler, Molly Bawol and Jennifer Hurand were among those who brought resources to the library to be handed out to students. Shuler, who received her bachelor's degree in advertising from MSU in 2015, said that she and her friends were left feeling stunned in the wake of the shooting and wanted to do something to show support for their fellow Spartans.

"My close friends and fellow alumni felt frozen in shock in what to do after learning about the awful events that took place," Shuler said. "The three of us didn't come on behalf of any one organization—just as fellow Spartans who could only imagine what we'd want to see and feel coming back on campus that Sunday if we were still students. Knowing our efforts would be modest, we wanted to make a small but intentional impact. We got together to write cards of encouragement and fill welcome bags up with treats that would provide comfort in this hard time. Our hope is that it made coming back to campus less scary and more supportive for students knowing near and far the MSU community and alumni will always be there for each other."

Spartan Sunday, which was held along the Red Cedar River trail behind the Main Library, had over 1400 volunteers sign up on the MSU Spartans Serve website and more than 4000 people responded that they were interested or planned on going on the social media Spartan Sunday event page. Actual attendance was estimated by local media to be in the thousands. 📍



Photo by Alexandra Rivera.





Captain Dan Day: Love for our MSU Police liaison

Many may have noticed the office of Cpt. Danial Munford when they enter the MSU Main Libraries from the Red Cedar River entrance because his door always seems to be open. Captain Dan, as he is known to faculty and staff, is a fixture at the MSU Libraries. During the night of the shooting and in the days following it, however, he was anything but

stationary as he first worked to help escort people out of the Union and then continued performing other supportive actions in the wake of the violence.

Munford has been with the MSU Police Department for 25 years. Prior to his assignment to Community Engagement in the MSU Main Library two years ago, he was a road patrol officer and supervisor who primarily worked the midnight shift. He has been a community police officer and supervisor for 24 of his 25 years at MSU, and is also a proud MSU alumnus. Munford called the days following the violence of February 13 a “blur” as he and other members within his department worked to support the wider campus community, including helping students gather their belongings from the Union and Berkey Hall (a multiweek effort that was still ongoing as of this writing); providing security at the Wharton Center for the College of Veterinary Medicine’s “white coat” event, a transition ceremony for third-year veterinary medicine doctoral students as they enter their clinical studies; providing security at candlelight vigils to ensure safety and security for students and others; and, along with Lt. Kim Parviainen, providing security for the Spartan Sunday event, which included attending and taking part in planning meetings to ensure the students who initially created the event had the support necessary to welcome our students back.

To show appreciation for Munford—not only for his efforts in responding to the events of February 13, but for his tireless support of the Libraries and the greater Spartan community—the MSU Libraries surprised him with Captain Dan Day on Friday, February 24. Interim Dean Terri Miller presented Munford with a thank-you card signed by staff and gifts as well as a donation in his name to the Spartan Strong Fund. When asked about his response toward Captain Dan Day, Munford replied that his initial reaction was shock and gratitude.

“I knew the impact that members of the MSU Library community have had on me, but I had no idea that the work we have done together had a meaningful impact on any of you,” Munford said. “To take the time to thank me for doing my job that I love was a complete surprise and so appreciated. I am grateful to each and every one of you for your kind words, generosity and support during these difficult times. Thank you!” 🍀

Resources: Self-Care Lending Library & more

The Self-Care Lending Library collection on 2-West became available in the fall of 2022. The collection is a result of conversations that Media Preservation Librarian Sarah Mainville and Organizational Development Librarian Jill Morningstar began in 2018 about ways the Libraries could support the greater campus community beyond traditional services. According to Mainville, the two recognized a need for resources that help students practice self-care during periods of stress, whether stemming from schoolwork or elsewhere. They were inspired by the development of the Library of Things concept, which promotes loaning out non-traditional materials that help facilitate lifelong learning.

“This library is so important not just for students, many of whom are learning to care for themselves for the first time, but also our colleagues across the university,” Mainville said. “We wanted to collect items that could be used to mitigate burnout and strain. The collection is small right now, but we have high hopes to grow it to adapt to the needs of our community.”

Currently the Self-Care Lending Library holds 6 pairs of noise-canceling headphones and 6 light therapy lamps, all of which are available for checkout at the Hollander MakeCentral: Service Desk. More information about the collection can be found under the Student Health and Wellness research guide, which offers resources on community services that support students seeking information on topics including grief, mental health, mindfulness and sleep, trauma and more. The Student Health and Wellness LibGuide can be accessed at libguides.lib.msu.edu/StudentHealthWellness.

The MSU Libraries takes pride in being the heart of campus and we remain committed to providing welcoming spaces for all. The wellbeing of the MSU community is paramount in considering how to best support our patrons, and we will continue to be mindful of the healing power that can come through libraries as we move forward in providing dedicated stewardship of our collections, programs and services. 🌱



The MSU Libraries maintains a collection of books and information about community services that provides easy, centralized, unmediated and judgement-free access to information and resources that support student physical, emotional and social well-being.

We have brought together books and materials (including local support services) on topics like: LGBTQ identity, nutrition, counselling, mental health, trauma, housing, legal aid, disabilities, healthcare, sexuality, grief and more.

Visitors will find the Student Health & Wellness Information Center in the south lobby of the Main Library.





Students craft with perler beads during an event in the Makerspace.

Connecting overseas

Area Studies librarians on why buying trips and other travel is essential to stewardship at home

The MSU Libraries is the center for academic learning here on campus, but an essential facet to continuing responsible and effective stewardship over our collections incorporates buying trips for materials that aren't easily sourced or are impossible to find in the United States. Buying trips are necessary for a variety of reasons, ranging from securing books and other print resources from small presses to cementing vendor relationships, that require on-the-ground expertise from librarians looking to expand their collections.

Three of the MSU Libraries Area Studies librarians have recently traveled on behalf of the MSU Libraries, including South and Southeast Asian Studies Librarian Zoë McLaughlin, Middle East Studies Librarian Deborah Margolis and African Studies Librarian Erik Ponder. The following interview was conducted by Communications Manager Elise Jajuga.



You've each been to some amazing places on behalf of the MSU Libraries in the past five years. Can you tell me a bit about the areas you visited and why it might be important to travel to meet with vendors versus buying online or indirectly otherwise?

ZM: I traveled to Southeast Asia this past fall. Generally, in my areas of the world, buying trips are very helpful because there are a lot of materials that can't be sent here. Things from small presses, small vendors—these types of places aren't interested in jumping through all the hoops necessary to get something to the United States, so it's easier to go there in person and buy

things. This trip I was also targeting government offices that have publications they put out, but they don't sell them because they can't accept money for them. It's hard for them to send those, because somebody needs to pay for shipping costs. So, again, it's much easier to show up in person and ask for their publications. I also have specific items requested by faculty members and students for their research that can't be purchased from the US, so I target vendors for those items as well.

DM: Between 2015 and 2019 I traveled to Israel, the West Bank (Palestine) and Jordan five times. Buying wasn't the primary focus of all those trips, it's been more like one of the things I was doing when I was in a country. I've done Arabic language study in Jordan, and I've presented at conferences and libraries in Jordan and Qatar. I've toured libraries in Israel, and I've visited different community organizations having to do with youth and art in Palestine. I was also involved with a class at MSU that was run as a collaboration between MSU art students and young Palestinian artists. I traveled as part of that to meet Palestinian artists, and I ran a public event over there with an instructor in Palestine. I've also traveled to collect international comics, including visiting specific comic bookstores in Tel Aviv and Amman, and even a comics festival in Tel Aviv. It was great to meet the comic creators there and directly purchase their work. MSU Libraries has the world's



Ponder created "Sites of Memory," a 360-degree immersive documentary film shown here in the Digital Scholarship Lab. This film utilized images from his trip to Rwanda in 2019.

— story continues, p. 20

Connecting overseas

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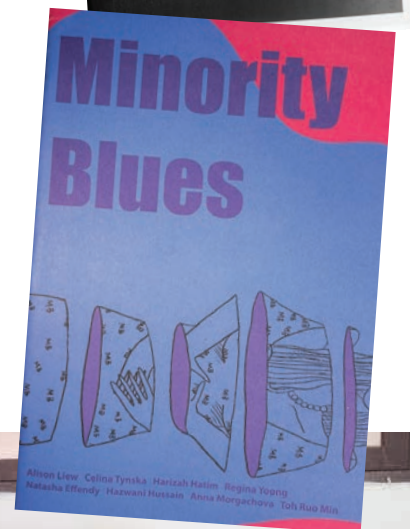
largest library comic book collection, and we also have, at least in terms of Israeli comics, the largest publicly accessible comics collection outside of Israel, which was just recently confirmed to us by a researcher.

EP: I've been here a little over five years, and in 2019 I took a buying trip with more of a relationship focus. I traveled to East Africa, where I went to both Rwanda and Kenya. I traveled to Rwanda as part of a side project, which is the 360-degree immersive documentary film entitled "Sites of Memory" that I made on the Rwandan genocide, and in Kenya I met with our Library of Congress partners. The Library of Congress has offices around the globe, including two in Africa—one in Kenya that works to secure materials of Sub-Saharan Africa and one in Egypt that focuses on the Middle East. My trip to Kenya was primarily centered on getting to know the various personnel and leadership of their Library of Congress and becoming more familiar with what they do. And just a quick description: The Library of Congress is kind of like a consortium in that they're both a vendor and a purchaser of books. They purchase for their own collection, but they also purchase for a number of institutional member libraries including us, which makes for an interesting relationship. And it's very important to cultivate that relationship, just like any other relationship.

How do you learn about these types of acquisitions and related travel opportunities?

ZM: Primarily from my seniors in the field, so other Southeast Asia librarians at different institutions. I've either traveled with them while I was still in library school, or talked to them more recently about where they go and what sorts of things they're looking for. For MSU specifically, it's a lot of researching into what could benefit our collection and assessing what is needed. I'll look into what bookstores and offices are in the cities I'll be visiting and cross reference them with the sorts of materials that I'm interested in finding. So, for example, on this recent trip to Southeast Asia, I was aware of this genre of government publications, and then looked at what sorts of small offices in each city would be useful to visit.

DM: First, through our centers here at MSU, including the Asian Studies Center and the African Studies Center, which are federally funded through Title VI. They provide support that encourages travel by library liaisons to acquire materials on their regions. Second, like Zoë, I learn about travel opportunities through talking to MSU faculty and taking into consideration their research



McLaughlin (below) meeting with the Dinas Perpustakaan dan Kearsipan Kabupaten Rote Ndao/Library and Archives Agency of Rote Ndao Regency to discuss library work and receive books about the region. The Malaysian zines (right) on identity and social issues are being added to the Stephen O. Murray and Keelung Hong Special Collections.





From left to right, Area Studies librarians Zoë McLaughlin, Erik Ponder and Deborah Margolis discuss examples of the art, ephemera and new acquisitions from their recent travel.

needs or recommendations. I also make my own plans for overseas travel that combine buying opportunities with conferences that I might be presenting at or attending, or study abroad trips. It's also just important to have firsthand knowledge of people and places that I can try to bring back, which really makes travel almost essential for this job, at least for me.

What kind of factors do you take into consideration when looking to purchase materials or identifying potential vendors in traveling for the MSU Libraries?

EP: Purchasing trips can be necessary for various reasons. The African Studies librarians have, for example, purchased for Special Collections, so I specifically purchased comics in both Rwanda and Kenya, and, in Rwanda, comics specifically related to the Rwandan genocide. I made these purchases in thinking about one of our strengths. We know that our MSU Libraries comic books collection is very strong, and we

also know that our comics collection, as it pertains to international material, is also quite strong. So when we travel internationally, we keep comics in the back of our minds. Another aspect that you have to consider in traveling for Area Studies is that the material we collect is for the most part hard copy. This is because we're dealing with overseas publishers on the ground, which is different than what you would find with the US model, where there's a great deal of electronic resources.

ZM: I start with faculty interests. What are faculty researching? What sorts of courses are they teaching? And because Area Studies is so interdisciplinary, I look not just at anthropology and history, for example, but also further out into the fields of science and technology. I also consider our graduate students' interests, including recently popular topics among the graduate students. For example, there's a lot of human-animal interaction research that's currently being done on campus. Being aware of broad research interests on campus greatly informs

my considerations when purchasing materials.

I'm also currently working to expand the collection in terms of representation of people from Southeast Asia. So I take into consideration the areas Southeast Asians are researching and what they're saying. While I'm looking at broader disciplines like anthropology, history and agriculture, I'm also looking at representation of minority groups from Southeast Asia, including Indigenous groups and LGBTQ communities.

The final thing I take into consideration is, like I said before, smaller presses, and other places that might have books or other publications in shorter print runs that are not held at all or are very sparsely held in the US. For example, I purchase many comics from Southeast Asia because MSU is known among

— *story continues*, p. 22



Margolis curated the “States and Visions: Recent Acquisitions from Palestine and Israel” exhibit after a summer 2015 trip. Pieces shown here include artwork by George Amer [top, left]; posters from the Tamer Institute for Community Education [top, right]; and a copy of the Palestinian newspaper The Youth Times [bottom right]. A complete run of The Youth Times (1998–2014) was donated by the Palestinian Youth Association for Leadership and Rights Activation and is now preserved in our Stephen O. Murray and Keelung Hong Special Collections.

Connecting overseas

continued from p. 21

my colleagues in the US for having the strongest Southeast Asian comics collection, so I want to maintain that collection strength. Trying to provide more breadth in terms of the sorts of materials that are being produced in Southeast Asia and viewpoints that are being expressed is a big consideration for me in this role.

Can you speak to any experiences with a more nontraditional channel you went through to make a library acquisition or a client connection?

DM: I visited the West Bank in Palestine, where there is a community of Samaritans. Here at the Libraries we have the Chamberlain Warren Samaritan Collection, which is the most extensive collection of Samaritan materials in the US. The Samaritans are an ancient people who split from Judaism, and they have their own similar but different Jewish traditions. They’re a very small community, and their holy mountain is Mount Gerizim near Nablus, where I was staying. My friend and I went up to the mountain and visited the museum there, and I bought several publications about the Samaritans in their community

for the Libraries. There was also a tour guide that day who I met named Abood Cohen from the Samaritan community, and I learned so much from him. Since then, I’ve worked with an MSU history professor named Noah Kaye, who’s also in our Jewish studies program. Twice now we’ve had his students who are studying the Samaritan manuscripts in our collection meet virtually with Abood Cohen, who educates them on the Samaritan community, which is so generous of him. He’s actually in line to become their high priest—literally, “Cohen” translates to “priest.” The Samaritan culture is very interesting in that it kind of falls between Palestinian and Israeli society. There are only about 800 Samaritans, some of whom live on this mountain in the West Bank, and some of whom live near Tel Aviv.

EP: I travel mostly to South Africa, which has a major bookstore chain similar to Barnes & Noble called Exclusive Books. I always find something terribly interesting at Exclusive Books, but again, it’s just like Barnes & Noble, and the question is, as a library, what kind of relationships do you want to build? Typically, I want to build relationships and hopefully work with the mom-and-pops and other smaller bookstores more than the bigger chains. When I was in South Africa, for

example, I cultivated a relationship with a bookstore owner who had just a couple small shops in Johannesburg. Another advantage of being on the ground and working with smaller shops is that you get a better sense of what the prices should be. I could go into Exclusive Books and see what they’re charging for a book, and then look at my tally from, for example, Clarke’s Bookshop in Cape Town and say, “okay, their markup is pretty high.” The traveling component of our work is important because you can get a sense of pricing and similar benchmarks by just going to local bookstores. It’s both interesting and necessary to at least have a sense of the publishing infrastructure if you’re buying outside of the US.

Are there any notable pieces you’ve collected or experiences in connecting overseas that you can share?

ZM: It’s hard to say, because every time I found something I thought, “Oh, this is the coolest thing I’ve gotten yet!” I obtained some really interesting books on ornithology, forestry and environmental studies from very specific localities, especially outside of Java, which was really cool. Then everywhere I went—in Malaysia, Thailand and Indonesia—there were interesting zines, and it was a real privilege to meet the

people making and selling the zines. And third, there have been some books about specific social and political issues in Indonesia that I've been trying to get for a while. I finally was able to meet one of the authors, Magdalena Sitorus, and buy some of her books, which I've just cataloged and are really augmenting our collection. But also making connections and networking are both so important. On this trip, I met up with an author, Indah Darmastuti, whose short stories I've translated, and she took me to a meet a man, Bandung Mawardi, who's very interested in the printed word in Central Java. His whole front room was just books that he'd collected over the years. He's very interested in local publishing and both historical and modern books, and has gone through his collection and made what he calls catalogs.

But they're more than just a list of titles—they're lists of titles sorted by specific topics, like education, and they include his commentary on them. These are very helpful for demonstrating to researchers the historical materials that are out there, even if I can't purchase the titles individually.

DM: I've mostly focused on literature, including plays and poems, but mainly novels and other writings from people in the region. Literature is such an integral part of language and culture, and it's a piece that I try to bring back with me from my travels to share with students and faculty through exhibits and other active learning opportunities. MSU Professor Camelia Suleiman, for example, told me about a number of Arabic authors that she would like to see more of in our collections. I really fell in love with one Palestinian author, Sahar Khalifeh, in particular because of the window into life on the West Bank that she provided in her books. I've done three literary-based exhibits that include materials that I've brought back from my trips, and one was focused on this author's work. We included a timeline of her life and work, and combined it with materials like book excerpts along with

posters and other artwork I collected that I really thought would allow people to experience the aspects of culture she depicts in her writing. Khalifeh's work was also featured in one of our Muslim Journeys scholar-led book discussion events, organized jointly by the Libraries and the Muslim Studies Program. The discussion was led by Aida Bamia, who was the translator of Khalifeh's novel "My First and Only Love." You can view the event recording here: www.youtube.com/watch?v=KkolbslbK9w.

EP: We are buying a lot of print. I have five or six vendors that I deal with on a regular basis, including those I previously mentioned like the Library of

"I cannot emphasize enough the importance of cultivating relationships with vendors and familiarizing yourself with the publishing infrastructure on the ground."

Congress and Clarke's, as well as Susan Bach Books, among others. I cannot emphasize enough the importance of cultivating relationships with vendors and familiarizing yourself with the publishing infrastructure on the ground. This kind of travel also helps you get a feel for different regions and countries—like in Nigeria, they publish a lot of academic journals, whereas in Malawi, they do not. You also have to be aware of postcolonial relationships. For example, our Lusophone vendor is based in Portugal, but they purchase for the African continent. In further considering those postcolonial relationships, you have to think about the local people who have left Angola or Mozambique or Cape Verde, and who are writing about their homelands from Europe. There are so many different dynamics to really consider. You also have to think about us as being stewards of funds, and how to spend those funds in the best way possible. It's really interesting terrain to kind of navigate and learn, especially when you're dealing with foreign markets; whether it's for distributors and vendors, the publishing landscape, local libraries, regional libraries or university libraries.

Where would you like to travel next and why?

ZM: As I cover South Asia as well as Southeast Asia, my next trip will be to South Asia, likely to India. I plan to visit the Library of Congress's field office in New Delhi to learn more about the publishing landscape there, before visiting a few other cities to collect more specialized, regional material.

DM: I am travelling to Poland this spring as part of my work as one of the instructors of an MSU Honors College seminar on Holocaust research. I will attend a conference at the POLIN Museum of the History of the Polish Jews in Warsaw and visit various institutions and sites. I will buy some specialized publications when at museums, memorials and bookshops. I work with several faculty from various disciplines who

research and teach on this topic, and both my experiences and the materials collected will be shared with their students and others, to enrich all of our learning.

EP: One area of interest that is particularly strong here at MSU Libraries is our collection on southern Africa, and South Africa especially. We have a great relationship with our South African vendor, and it would be ideal to visit their office to learn about new developments in the region to continue to cultivate that relationship. In addition, as university presses such as those at the University of Witwatersrand, Johannesburg, and the University of Cape Town become even larger players in the publishing industry, I believe a trip to southern Africa would align well with some of the efforts emanating out of our own university press. South Africa is the economic engine of southern Africa, but there are other publishing markets to explore and investigate, and I would love to be able to travel in order to better assess what purchasing might look like in the next five years in countries like Zimbabwe, Mozambique, Botswana and Angola. 📍



Thomas Volkening Seed Library sows community

By Eric Tans, Environmental Studies Librarian

As a pioneer land-grant institution and the first in the United States to teach scientific agriculture, MSU's agricultural roots run deep. This commitment to innovation in higher education can be seen in person on the second floor of the west wing in the MSU Main Library. Nestled beside the Selma D. & Stanley C. Hollander MakeCentral: Makerspace, patrons will find a hidden gem in the library collection: the MSU Seed Library.

A seed library is a service point that distributes free seeds for community members to "borrow" for planting. The MSU Seed Library, established in 2019 with funding from the MSU Libraries microgrant program and the Giuliani Endowment for Library and Information Resource Provision in support of Lifelong Learning, provides heirloom vegetable and flower seeds to gardeners both on campus and in the surrounding communities. Housed in a converted card catalog painted Spartan green, the seed library is open to all during the spring planting season for as long as seed supplies last, although users are asked to limit withdrawals to five seed packets per day.

The seed library facilitates the preservation and application of knowledge about local and heirloom seeds and promotes community resilience and personal health by encouraging people to locally grow their own food. Although the seed library is a fairly recent Libraries initiative, the team has already made an impact on the wider community. While it was established in fall 2019, the MSU seed library's first season was intended to be spring 2020. Due to the pandemic restrictions, the seed library team was unable to organize the in-person planting launch as planned. Instead, they donated the recently acquired seeds to the Greater Lansing Food Bank. When similar restrictions were in place the following year, the team assembled to-go bags with 5–6 seed packets per bag and distributed them outside of the Main Library.

MSU Plant Sciences Librarian Suzi Teghtmeyer is part of the seed library team at the Libraries and spoke to the

value of the seed library in the context of community. "Every seed is a tiny unit of life," Teghtmeyer said. "The seed library provides our students and patrons an opportunity to bring this little life into their own space—to tend it, watch it grow and enjoy its bounty whether it be food, color, scent or simple companionship. The seed library allows accessibility and choice as to which kind of plants to select that can enrich their space, and that is what a library is about—selecting items that satisfy



Thomas Volkening joined the MSU Libraries in 1984 and served as Engineering Librarian for over 35 years until his retirement in 2022.

the mind, senses and needs of a person as a whole."

The seed library is now officially known as the Thomas Volkening Seed Library, named for longtime MSU Engineering Librarian Tom Volkening. Volkening was an avid gardener and a member of the seed library team, and his practical knowledge of gardening from seed was essential to the seed library's success. The MSU Libraries memorialized Volkening, who unexpectedly passed away in December only six months after retiring, at a naming ceremony and cookie exchange on March 1. Volkening was always generous with sharing the bounties of his garden and kitchen, and the ceremony seemed a fitting way to honor both his benevolent spirit and love of baked goods, with library staff members providing cookies to share. Those interested in supporting the work of the Thomas Volkening Seed Library are encouraged to donate to a special fund established to honor Volkening's memory. Please visit our online giving page at givingto.msu.edu/gift/?sid=16315. 🌱

Library staff members help to sort and package seeds for the spring 2023 planting season.



New collections document Black voices at MSU

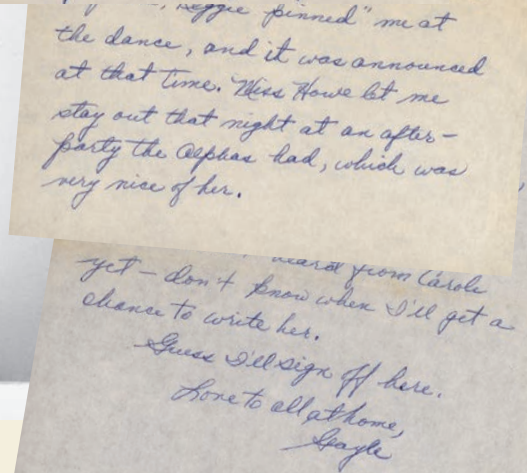
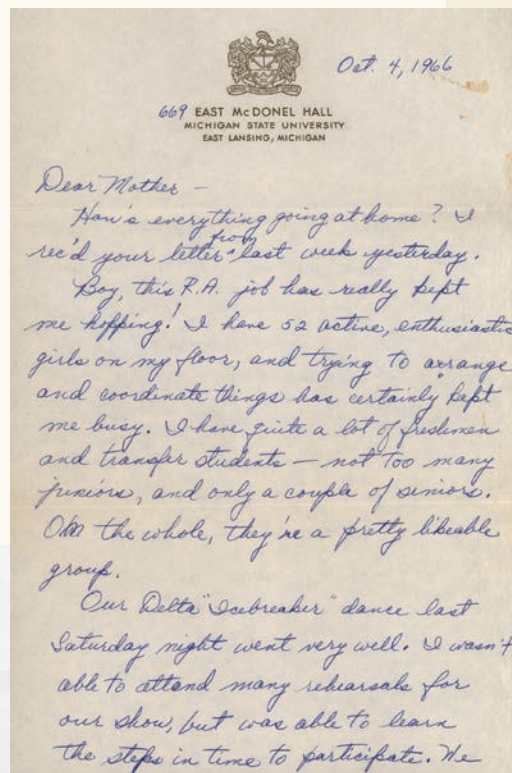
By Sarah Roberts, Archivist

The Michigan State University Archives and Historical Collections is pleased to announce two new collections in our holdings that document activism and the day-to-day life of students in the 1960s.

The Barry D. Amis Papers contain flyers, notes and newspaper clippings about the creation of the Black Student Alliance at MSU between the years of 1967 and 1970. Amis was one of the founding members and leaders of the Black Student Alliance (BSA). The collection contains some of the first BSA flyers announcing meetings and listing topics to be addressed, such as a name for the organization and purpose of the group, as well as events. Other items that reflect Amis' activism include letters to the editor, a letter and list of demands to MSU administration for more Black representation on campus, and newspaper articles about rallies and forums Amis helped organize. This important collection documents the issues Black people faced on campus during this time period, including Amis and other's fight for recognition of their needs and equality on MSU's campus. The MSU Archives is excited to share Amis' collection with the public.

Another recent acquisition is the Gayle Robertson papers. This collection consists of letters Gayle Robertson, a Black student at MSU, wrote home to her mother. Robertson attended MSU from 1963 to 1967, and the letters go into detail about her experience on campus. She describes studying, dormitory life and living with roommates, her social life, student jobs, worries about her mother paying for college and thoughts on her post-college life. The collection also includes several photos showing her dorm room and friends, which, along with the letters, provides a detailed glimpse into the day-to-day life of a Black student during the 1960s.

While the collections vary in terms of perspective, they both provide a necessary lens to the Black student experience at MSU in the 1960s. One of the Archives' primary functions is to preserve the administrative records of the University, and the addition of these two collections both enhances those records and gives a more complete and representative picture of the history of MSU. 🌟



To view these collections and more, make an appointment at the Archives at lib.msu.edu/branches/ua/appointments

Legacy of elevating Indigenous voices to continue at MSU Press

The American Indian Studies Series (AISS) published by Michigan State University Press has thrived and grown under the leadership of Gordon Henry, a professor in the English department at Michigan State University and enrolled member of the White Earth Nation. During his editorship, AISS published more than thirty books focused on understanding American Indian and Indigenous cultures and identities.

“The reach of American-Indigenous literature has become extensive,” said Henry. “I think one way we can count success is that we have reached an international audience and published international scholars.”

In 2007, Henry took over leadership of the series at the request of then Press Director Fred Boehm. Henry faced the challenge of revitalizing the already established series to have a more global focus and increased the number of books being published. From the time he took on the appointment to lead the series, it has consistently published books at the rate of two per year and elevated the voices of a diverse range of authors.

Henry also established the Makwa Enewed (ME) imprint, which currently has 10 books in print. Each book published under the ME banner emerges from tribally based people and places, reminding readers of the varied beliefs and pressing interests of American Indian peoples and nations.

Henry’s valuable contributions to the press are recognized by former Interim Press Director Catherine Cocks. “Under his leadership, the American Indian Studies Series has published important scholarship on Native literature, history and culture, as well as vibrant fiction and poetry by Native authors,” said Cocks. “The Makwa Enewed imprint broke new ground in providing an outlet for works by and for tribal people and communities.”

While professional recognition is appreciated, Henry found the personal connection to readers most affirming. “I was in Poland in Warsaw at a conference, and an 18-year-old Ukrainian woman wanted to take a picture with me,” said Henry. “She said she had to because her dad had all my books. I thought, well, I’m just a person in the US not that well known. I wondered how her father connected to me all the way over in Ukraine. You never know when you are going to find that affirmation. I’ve had letters from Argentina and Portugal. I’m sure our authors have seen similar affirmations.”

Henry has taken pride in nurturing up-and-coming scholars and authors through his appointment as series editor. “I’ve been put in the position of *Oshkabaywis*, the Anishinaabe word for helper, and that is a role that I take very seriously. In this role, I transfer knowledge to others to give them opportunities. This has been an opportunity to invest my time and energy into something dear to my heart.”



GORDON HENRY
Professor and former AISS Editor

“I’ve been put in the position of *Oshkabaywis*, the Anishinaabe word for helper, and that is a role that I take very seriously. In this role, I transfer knowledge to others to give them opportunities.”

When he looks back on the body of work that he helped develop, Henry has a difficult time selecting a favorite book. He has a special place in his heart for poetry and literature and is particularly proud of the poetry of authors who became big names in their field. One such writer is Heid E. Erdrich, who published “National Monuments” and “Curator of Ephemera at the New Museum for Archaic Media” with MSU Press and went on to receive two Minnesota Book Awards, as well as fellowships and awards from the Library of Congress. Another notable author who worked with AISS early in her career was Gwen Nell Westerman, who published “Follow the Blackbirds” with MSU Press before being named the Minnesota poet laureate.

In 2023, Henry is working toward retirement and handed over the ME and AISS leadership to Jill Doerfler. Doerfler was born and raised on the White Earth Reservation in Minnesota,



EJ: We’ve talked a lot about your information literacy role, but you also have a secondary assignment in reference. In speaking with you, it seems that information literacy and reference go hand-in-hand. Do you have any examples of when you might have used some of your experience in information literacy at the reference desk?

Information literacy and reference are very closely related, and I think having an understanding of information literacy can be useful, at least for me, in providing reference desk help. When I’m doing the reference interview, for example—the reference interview being questions you ask the library patron to clarify what they’re looking for—it can help me get to the heart of what the patron needs, and it can also help me get them to think about their topic in a different way.

I personally tend to think of reference as being almost one-on-one instruction. For example, I remember a specific instance where somebody asked me for help finding resources on cancer when I was working at a previous institution that had a nursing program. I was like, “okay, we can find resources about cancer,” and we ran a search in a health science database because most students with health science related questions were looking for diagnosis, treatment or prognosis information. But after that first search, I could see from her face that the results that came up were not speaking to her. Eventually, as we continued searching and talking about the perspectives she might want to consider and her personal experiences, we realized she was actually interested in the impact of caring for cancer patients on friends and family, which is very far from where we started in our initial search. Helping people figure out what they are really curious about and how they can satisfy that curiosity using the information available to them is where I see a lot of overlap in these two roles. And I’m really excited that I’m able to do both types of work—information literacy and reference—at the MSU Libraries. And of course, I am pleased to have a new group of colleagues to do that work with. The academic library world is small, and I am excited to be working with many MSU librarians that I had first encountered through their publications or work in professional organizations. It feels great to be moving from an admirer of their professional work to a coworker. 🌟

where her mother is an enrolled member. She earned her Ph.D. in American studies from the University of Minnesota, and she is a professor and department head of American Indian studies at the University of Minnesota Duluth. Her book, “Those Who Belong: Identity, Family, Blood, and Citizenship Among the White Earth Anishinaabeg,” was published in AISS in 2015.

Doerfler plans to continue to honor Henry’s legacy. “Gordon published a wide diversity of texts in the American Indian Studies Series including fictional works of poetry and novels as well as important historical and interdisciplinary texts,” said Doerfler. “It’s rare for a single

series to have such breadth, and that was only possible because of Gordon’s extensive knowledge of the field. Based on my experiences working with him and shadowing over the past year, I would say that Anishinaabe values really influenced his approach and guided how he worked with authors. I will work to carry on that tradition. I hope to expand the number of texts focused on Tribal governance

and administration as this is a growing area with a real need for more literature.”

As he is handing over the reins of the series that is close to his heart, Henry has high hopes for its continuation. “I hope that the new editors will continue to emphasize the importance of American Indian Tribal voices in the work that they deliver and produce,” said Henry. “I hope they will continue to help scholars in a landscape where it is so important to publish.” 🌟



JILL DOERFLER
University of Minnesota Duluth
Professor and AISS Editor

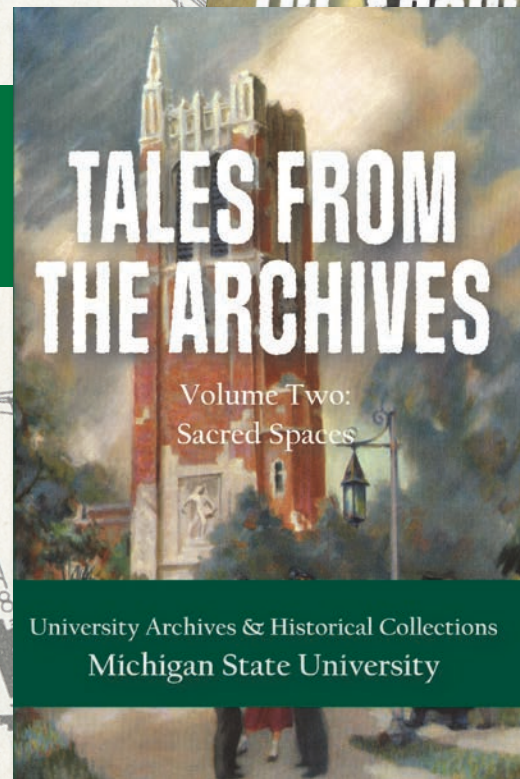


Now available from University Archives
& Historical Collections

TALES FROM THE ARCHIVES VOLUME TWO: SACRED SPACES

The University Archives & Historical Collections at Michigan State University is thrilled to announce the publication of “Tales from the Archives, Volume 2: Sacred Spaces.” This second volume of rich and little-known campus lore comes on the heels of the initial “Tales from the Archives, Volume 1: Campus and Traditions,” published in 2017. Both are compiled by the staff and students of the University Archives.

“Tales from the Archives, Volume 2” is 149 pages and includes two maps and 81 illustrations. It is available for purchase at shop.msu.edu.



Jodi Coalter

continued from p. 5

appear everywhere—I think the only continent on the earth that doesn't have them now is Antarctica. We only know a small portion of insects in the world, and I'm constantly stunned and amazed. You could learn about insects your whole life, and never get tired or bored, because there's just so much to know.

One thing about the Libraries that might not be widely known is that we have an amazing collection of older foundational entomology texts in our Special Collections, and some of them are just astonishing. For example, we have a book called “American entomology, or, Descriptions of the insects of North America” by Thomas Say. It was the very first entomology book written and published in America on insects that are unique to America. It's also a beautifully illustrated book on American entomology, and it's one of those things where I'm just like, wow, I never thought I would hold this. And anybody can come in and see this text, flip through the pages and view these amazing illustrations of incredible American insects, but

we don't just have that. The Libraries also has a full text and journal entries from Jan Swammerdam, who was an amazing microscopist. He was publishing in the 1600s, and he was the first to use a microscope to explore insect anatomy. The detail on these copper plate prints is just stunning and fascinating. If you are interested in the history of the natural world, if you're interested in knowing how current research is being conducted, or if you're just interested in bees, we have so much here. You can jump in, you can get excited, you can get going, you can see all of the research that's been happening. And I think that's something that MSU offers that I've not seen in other institutions—even those that are also land-grant universities. We have such a dedication to giving back to the broader Michigan community, and that's beautiful. It's one of the reasons that I wanted to come and work here, and it's one of the reasons that I continue to do what I do—I know that people in Michigan are going to appreciate it. 📍



Therapy Dog Thursdays provide students with a welcome break from their studies. See related story on p. 14.

A Year of Giving



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2021
2022



8,750,377
TOTAL NUMBER OF
PRINT VOLUMES HELD

2,829,585
TOTAL NUMBER OF
E-BOOKS HELD



AFFORDABLE TEXTBOOK
PROGRAM

\$8,306
SPENT ON BOOKS FOR

51
UNIQUE COURSES



INTERLIBRARY LOANS

19,025
FILLED REQUESTS PROVIDED
TO OTHER LIBRARIES

12,458
FILLED REQUESTS
RECEIVED FROM OTHER
LIBRARIES OR PROVIDERS



219,515

NUMBER OF
PHYSICAL BOOKS
CIRCULATED



INSTRUCTION SESSIONS

296
GROUP PRESENTATIONS

9,641
PARTICIPANTS



HOLLANDER MAKERSPACE

89
MAKESTATION
RESERVATIONS

1,159
PROJECT FILES
COMPLETED



7,513
REFERENCE
TRANSACTIONS



OPEN EDUCATIONAL
RESOURCES

\$1,763,600
ESTIMATED COST SAVINGS REALIZED BY

17,636
STUDENTS ENROLLED IN OER COURSES

135 47 484
INSTRUCTORS COURSES SESSIONS

