

Spring 2021, Volume 6, Issue 2

LISTEN

THE OFFICIAL NEWSLETTER OF THE
ASSOCIATION OF GRADUATE LIBRARY
AND INFORMATION SCIENCE STUDENTS
(AGLISS)

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LETTER FROM THE CHAIR



Greetings!

I hope you are all having a great semester. It is difficult to believe that it is nearly a year since the Covid-19 forced us into quarantine and into remote learning. We have all been affected in some way by the pandemic, but one thing is clear – LIS is resilient! Despite health, social and environmental challenges over the last year, the strength of our students have been exemplary. Many of you have presented at conferences, published papers, and organized student events. And all of you have stayed on course with your studies. This is commendable given the times we are in.

Faculty and staff have also been working extremely hard to provide the stellar teaching and administration to the Department. There is still a buzz about the Symposium held on February 19th. Many thanks to Dr. Syn and the entire symposium committee for a fantastic job! If you were not able to attend, please view it on Youtube at: <https://youtu.be/8m2mYTq9l6c>.

Please join us on April 9th at 6:30pm when Dr. Trevor Owens will discuss *Caring for Digital Collections in the Anthropocene*. Please register at: [Dr. Elizabeth W. Stone Lecture Series "Caring for Digital Collections in the Anthropocene," by Dr. Trevor Owens : The Catholic University of America](#).

LETTER FROM THE CHAIR (CONTINUED)

Although we are still in the midst of the pandemic, there are reasons for optimism. It appears that with the vaccine becoming more accessible, the numbers of Covid-19 cases have reduced. It is estimated that by summer, things may go back to some degree of normalcy. And while it may not be the normal we are accustomed to, it will at least allow us to return to classrooms, meet with our colleagues and have a conversation over a cup of coffee.

Looking forward to seeing you all soon!

Warmly,

Renate Chancellor

Chair and Associate Professor, Department of Library and Information Science



LETTER FROM THE PRESIDENT



Dear Students,

I congratulate and welcome all the new and returning students in the department of LIS. With pride I thank and appreciate the efforts of the AGLISS board members and our advisor to organize some virtual programs during this pandemic year. I believe that it is another great opportunity for all of us to use all the technologies in our learning environment.

The goal of this organization is to enrich the academic, intellectual, and professional growth and development of graduate library students by promoting social interests and relationships with fellow students faculty, and alumni. Publishing the newsletter is just one of the AGLISS activities that invites students to express their knowledge, thoughts, ideas, findings, stories, and experiences, that enriches the learning environment in the LIS department and student life on the CUA campus. AGLISS always welcomes students and faculty members to join all the events and planning activities to enrich programs and demonstrates that we are a CUA community.

Please feel free to send your feedback, comments, or inquiries to AGLISS at cuaagliss@gmail.com or to the AGLISS Officers. I cordially thank the Newsletter Editor, advisor, all the board members, students, faculty, and alumni for contributing and supporting AGLISS to publish this online newsletter. I look forward to meeting you all in the upcoming virtual or in-person events in the future. I wish and pray for a great academic, safe, and healthy year.

– Nirmal L. Gomes, MA, MSM, President of AGLISS

UPCOMING LIS EVENTS

April 1
1:00pm

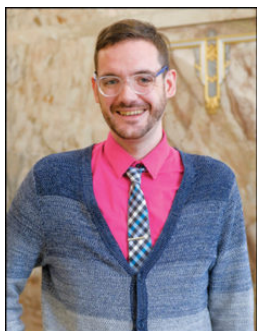
Working with Tableau **Kevin Gunn, Coordinator of Digital Scholarship**

Learn the basics of Tableau Public (free service) to create interactive visualizations of your data. This workshop will focus on the structure of the program and the terminology used. Students and faculty can download a one-year renewable license (<https://www.tableau.com/academic>).

[Zoom link](#).

April 9
6:30pm

Dr. Elizabeth W. Stone Lecture Series **“Caring for Digital Collections in the Anthropocene”** **Dr. Trevor Owens, Library of Congress**



Dr. Trevor Owens

The craft of digital preservation and digital collections care is anchored in the past. It builds off the records, files, and works of those who came before us and those who designed and set up the systems that enable the creation, transmission, and rendering of their work. At the same time, the craft of digital preservation is also the work of a futurist. We must look to the past trends in the ebb and flow of the development of digital media and hedge our bets on how digital technologies of the future will play out. This talk explores key issues for exploring and imagining that future. Drawing on frameworks for maintenance, care, and repair this talk concludes with an opportunity to reflect on and consider how memory and information workers should approach the digital present and future of our institutions and professions.

[Register](#) by April 8th!

UPCOMING LIS EVENTS (CONTINUED)

**April 10
2:00pm**

Alumni Event: Cataloging

Event to be held via Google Meet. Stay tuned! Discussion featuring:

- Lauren A. Chase, Cataloging and Metadata Librarian at the Savannah College of Art and Design
- Cynthia Earman, History and Military Science Cataloguer at the Library of Congress

**April 14
12:00pm**

ArcGIS Basics

Kevin Gunn, Coordinator of Digital Scholarship

Learn all about Geographical Information Systems by acquiring an understanding of the fundamentals of mapping your data using ArcGIS (<https://www.arcgis.com/home/signin.html>). We will use ArcGIS public account and not ArcGIS Online.

[Zoom link.](#)

**April 16
7:00pm**

Trivia Night

Organized by Katie DeFonzo (defonzo@cua.edu)

Save the date! Details forthcoming.

**May 1
2:00pm**

Alumni Event: Archives & Special Collections Librarianship

Event to be held via Google Meet. Stay tuned! Discussion featuring:

- Sara Duke, Curator of Popular and Applied Graphic Art at the Library of Congress Print and Photographs Division
- Maria Mazzenga, Curator of the American Catholic History Research Center at CatholicU
- Patrick Milhoan, Head of Archival Processing at the Hesburgh Libraries at the Notre Dame University
- Lynora Williams, Director of Library Services at the National Museum of Women in the Arts

UPCOMING LIS EVENTS (CONTINUED)

June 1

Theological Librarianship Student Essay Contest

The author of the winning essay will receive a \$500 cash prize and complimentary registration and a travel grant to attend Atla Annual 2022 in Baltimore, Maryland. Submissions due no later than June 1, 2021. More details at:

www.atla.com/blog/theological-librarianship-student-essay-contest-21/

**Theological
Librarianship**

Student Essay Contest



June 27–
July 1

Association of Jewish Libraries (AJL) Digital Conference: *Moving Forward*



Librarians, scholars, educators, archivists, authors, students and library advocates are invited to join us for this online conference with sessions on all aspects of librarianship and on topics related to Jews, Judaism, the Jewish experience or Israel.

Detailed information about the conference and registration opportunities will be available after April 1, 2021 on www.jewishlibraries.org. A special rate for Library Students will be offered at that time. We look forward to seeing you there!

STUDENT INTERVIEW

Meghan Glasbrenner First-semester LIS student



Tell us about your education and background.

I'm one of the many career change students in the program. I graduated with a B.A. in English in 2006 from Lebanon Valley College in Pennsylvania and then earned my M.A. in English from Montclair State University in New Jersey in 2009.

I'm originally from New Jersey, but over the years I've lived in Pennsylvania and Nebraska before settling in Northern Virginia where I've been working as a high school English teacher since 2013. I made the decision to transition into this new field early last year, but having so much time at home to think and contemplate really helped me solidify my career change choice and I couldn't be more excited to begin this new chapter!

What made you choose the LIS program at CatholicU?

Proximity to the cultural heritage institutions in D.C. was by far the biggest appeal of Catholic's program.

The librarian at the high school where I teach—St. Paul VI Catholic High School—actually just graduated from the program in December (her name is Beth Revor) and speaking to her about the coursework over the past two years really helped me realize both how much Library Science was calling to me and how exciting Catholic's program sounds.

STUDENT INTERVIEW (CONTINUED)

What do you hope to do with your LIS degree?

I'm still settling on that one for certain, but I know that my interests lie heavily in Archives and Special Collections, particularly the push to increased digitization of these resources. I'm a very detail-orientated person, so I'm also interested in cataloging and classification. I'm excited to begin finding some practicum opportunities once I close out my current job in June to really begin exploring these options.

What's one thing that others might be surprised to learn about you?

While both my degrees are in English, my undergraduate concentration is actually in Theatre. I was a member of the executive board of my college's student run theatre company, Wig & Buckle, for 3 out of my 4 years, including stage managing two productions and directing the musical during my senior year.

I also served as an assistant for Montclair State University's Film Studies program during my time in graduate school so in addition to gaining a background in this field I've also had experience repairing and maintaining film reels.

All this means I have a lot of random knowledge about many different types of media which is likely why I've gravitated toward Cultural Heritage!

Interview conducted via email by Mandy Bernard in February 2021.

STUDENT INTERVIEW

Katie Willard Last-semester LIS student



Tell us a little about your education and background.

I have an undergraduate degree from George Washington University and a master's degree in history from George Mason University. I actually studied math as an undergraduate until my senior year, when—after taking one history class—I decided that I wanted to pursue a graduate degree in history. I decided to get a degree in library science after one of my history classmates from GWU recommended the program. One semester into this program, I began working for the National Park Service, based out of Wolf Trap National Park for the Performing Arts.

Which LIS class have you enjoyed the most?

I have enjoyed Heather Wiggins' course—Copyright & Licensing Institute—the most. I signed up for her course after she gave a lecture during Dr. Chancellor's 557 course this past summer. That course gave me a whole new perspective on copyright, especially since the copyright system really needs another update.

What's next for you, once you have your MSLIS in hand?

MSLIS in hand (hopefully!), I plan to stay with the National Park Service as well as in the DC area. Since this is my second graduate degree in four years, I definitely don't have plans to get another one—at least for another 10 years!

Interview conducted via email by Mandy Bernard in February 2021.

STUDENT PERSPECTIVE I



Karen Stephanites on Completing Graduate School During a Pandemic

In early 2020 I began my final year of taking courses to complete my MSLIS degree with a focus on law librarianship. For the spring semester I took Advanced Legal Research with Dr. Renate Chancellor and I started a 120-hour practicum at Howard University School of Law Library. In addition to taking graduate courses, I also work full-time at Catholic University's Mullen Library.

My schedule was expectedly busy once the semester started. I would take the Metro to Howard University Law a couple mornings per week and return to campus to spend afternoons and evenings at work. In addition to the practicum at Howard Law, one of the assignments for the Advanced Legal Research course was to spend 50 hours doing supervised assignments in a law library. I decided to complete those 50 hours at the University of the District of Columbia's law library during Spring Break. That turned out to be the week the world changed.

I began the assignment at UDC's law library on March 10, 2020. COVID-19 was in the news, so I was being extra careful in public areas. Fortunately, UDC's law library was not busy at the time due to Spring Break. It is also a very secure library, requiring card access for only those who work or study there. The law librarian supervising my assignments provided me with office space, so the staff and I were able to stay far away from each other.

By the end of that week, though, the [World Health Organization declared a global pandemic](#), the [National Basketball Association suspended the season](#), actor [Tom Hanks revealed he got it](#), and Catholic University management began to arrange [work-from-home policies](#) for staff and faculty along with instructing students to leave campus.

STUDENT PERSPECTIVE I (CONTINUED)

UDC staff let me continue my 50-hour internship on site, although I changed from taking public transportation to driving there (amazing how little traffic there was that week). There were signs on shops and restaurants near campus about necessary changes, such as fitness centers closed and restaurants offered pickup only. The nation's capital suddenly was a ghost town during peak tourist season. But once I was at a computer, I focused on the assignments given to me by the law librarian. After I completed the 50-hour assignment on March 19, 2020, I stayed home for the rest of the semester. My legal research course, the remainder of my practicum, and work were now exclusively online.

I first thought no more commuting would give me more time and energy to finish my assignments. Technically, I saved about 10 hours per week by staying home, but the disruption of life due to something so dangerous to everyone messed with my concentration at times. I was able to complete my assignments on time and continue to do a lot of my work via computer, but my mind seemed to shift to a lower gear and it took me longer to finish tasks.

During Summer 2020, work at Mullen Library remained mostly at home but my colleagues and I agreed to each enter the library once per week to process book returns, scan book chapters, and complete other tasks impossible to do online. It was eerie to be in a large library on an empty campus by myself all day, but it was also a refreshing change from working at home.

I took a few days off from work so that I could take the comprehensive exam in July as well as focus on my final course: Federal Libraries with GAO Library Director Meg Tulloch. Even though we could not tour federal libraries, the online presentations from staff at The Library of Congress, The State Department, National Library of Medicine, National Institutes of Health, Department of the Interior, Smithsonian, Environmental Protection Agency, and a U.S. Army librarian in Europe made us feel like we were

STUDENT PERSPECTIVE I (CONTINUED)

actually there with their photos, videos, and live interviews providing us incredible insight into their unique work. By August, I learned that I had passed the comprehensive exam and completed 36 hours of courses. Phew!

What did I learn during the sudden transition to distance learning and working? I am grateful that we have access to technology that made it all possible to complete my studies and continue to communicate with my colleagues. What if this pandemic happened 20 years ago, before smartphones, Wi-Fi, cloud computing, and video meetings? We would not have been nearly as productive at home. Our studies would likely have been delayed by months instead of days. The disruptions caused by the pandemic also made people realize how valuable libraries, archives, and museums are. Imagine if digital versions of these institutions did not exist. And how did libraries successfully make the transition? Trained and dedicated staff.



STUDENT PERSPECTIVE II

A Proposed Public Program Plan by Jerome Taylor

This past Fall I took the class LSC 843: Public Programs, Outreach and Digital Exhibits in Libraries, Archives, and Museums. The final assignment was a Program Outreach Plan that allowed me to show what a public library can do for a community. This is a shortened version of it. I made a plan that would create a partnership between the DC Public Library (DCPL) and DC Public Schools. The goal of the partnership would be to create an outreach program to allow students to learn about the career and job world.

The DC Public Library mission statement is: The District of Columbia Public Library is a vibrant center of activity for residents and visitors in the nation's capital. The Library provides environments that invite reading, learning, and community discussion and equips people to learn all their lives, embrace diversity, and build a thriving city.

The focus of this outreach program is low income students in the District in Wards 7 and 8 who are at high risk. 58% (over half) of the jobs in the District require post-secondary education, and 35% are a combination of a high school diploma and other credentials (further education) (Coffin & Tanaz, 2020). A study of at-risk students from DC Public schools in 2018 shows that out of 100 students in the ninth grade, 31 will not complete high school and 30 will receive a high school diploma within four years (Coffin & Tanaz, 2020). This study also points out that of 100 students, 25 will enroll in a post-secondary institution and dropout (Giambrone, 2020). Lastly, this study points out that 14 out of the 100 will graduate, which is likely within six years, not the traditional four (Coffin & Tanaz, 2020). In addition to these statistics on the high school and the college graduation rate, additional data from 2018 states that the majority of at-risk students are not ready for careers or college (Lazere, 2019). In terms of math, the percentage of students who are not prepared are at 84%, and in English it is 82% (Lazere, 2019).

STUDENT PERSPECTIVE II (CONTINUED)

The District of Columbia School system has a career and training program called Career and Technical Education (CTE), yet this varies by individual school—something students have little control over. The library outreach plan can provide training on careers and post education in person or virtually. This workshop will include weekly assignments that will give students insights and skills in career searching (What do they want? To go to college or trade school?), resume assistance, interviewing, the job application process, post-education financial assistance, and more as needed. These are already free at DCPL branches. The primary target audience is high school juniors and seniors; at this age they should have ideas or thoughts for their future. If not, this program will install them. The outcome of this program is to prepare students from underprivileged sections of the capital for the job market and help them thrive financially.

The key marketing strategy for this program was to show the statistics, bluntly state what is needed to survive, and point towards the library. Beyond this, the marketing methods used to promote this plan is gentrification which is “The process whereby the character of a poor urban area is changed by wealthier people moving in, improving housing, and attracting new businesses, typically displacing current inhabitants in the process” (Lexico.com, 2020). Gentrification affects the communities that libraries try to assist and sometimes save.

In the library’s evaluation of the program, measurements will be taken that include the number of students who participated in the workshop along with the number and complexity of assigned tasks such as career searches. What did the students look up? How detailed were their searches? What assignments helped? What raised more questions? Beyond this, long term tracking needs to take place. The District only tracks students for six months after graduation (Coffin & Tanaz, 2020).

STUDENT PERSPECTIVE II (CONTINUED)

References and additional links

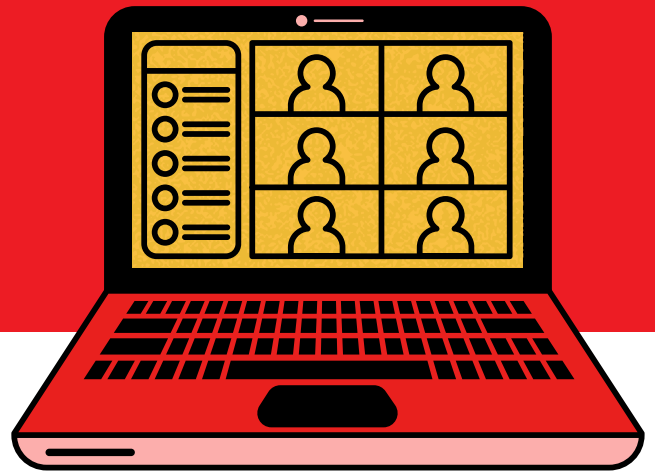
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- DC Public Library. (n.d.) Mission and History. Retrieved November 27, 2020, from <https://www.dclibrary.org/about/mission>
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- Lazere, E. (2019, April 3) What's In the Proposed Fiscal Year 2020 Budget for PreK-12 Education? Retrieved November 29, 2020 from <https://www.dcfpi.org/all/whats-in-the-proposed-fiscal-year-2020-budget-for-prek-12-education/>

Other links on libraries and gentrification

- The Library's Role in Gentrification: <https://hacklibraryschool.com/2018/07/26/the-librarys-role-in-gentrification/>
- Libraries and Gentrification: <https://ontarianlibrarian.com/2019/12/01/libraries-and-gentrification/>
- Eytan, T. (2019, March 26). How Washington, D.C. Became The “Most Intensely” Gentrified City In The U.S. Retrieved December 3, 2020, from <https://wamu.org/story/19/03/26/how-washington-d-c-became-the-most-intensely-gentrified-city-in-the-u-s/>



BRIDGING THE SPECTRUM



Donna Welles

This year I presented at Bridging the Spectrum about my research at the University of the District of Columbia. I assisted with a literature review about efforts to review course syllabi for information literacy. Meghan Kowalski, the Outreach and Reference Librarian, Cathy Meals, Assessment Librarian, and I conducted the literature review.

The goal of the project was to look for these items within the course syllabi at the university: (1) Which courses and departments provide opportunities to embed additional library support or information literacy where it does not exist?, (2) Does existing instruction content meet the student needs that arise from research assignments?, (3) Does the library or its consortium partners hold the materials that are most commonly assigned to students, and (4) What types of materials—e.g., OERs, print textbooks, online tutorials—are professors assigning and in what proportions?

The Association of American Colleges and Universities rubric has five learning outcomes related to information literacy: (1) determine the extent of the information needed, (2) access the needed information, (3) evaluate information and its sources critically, (4) use information effectively to accomplish a specific purpose, and (5) access and use information effectively and legally. The Association of College and Research Libraries has a framework for information literacy for higher education. A syllabus analysis study might look for (1) the presence of library use, and (2) information literacy learning outcomes.

The first step in any syllabus review is to determine if any library use is required. The syllabi can be scaled for more and less library use. The syllabi are coded for the presence of six themes using a three-indicator scale, not present, implied, or explicitly stated.

BRIDGING THE SPECTRUM (CONTINUED)

Emily Swain

RDA Implementation in Public Libraries: Challenges Faced and Lessons Learned

Abstract: In 2013, most American public libraries adopted Resource Description and Access (RDA) as the new catalog standard replacing the Anglo-American Cataloging Rules, second edition (AACR2). Despite forward thinking RDA objectives, including a linked data focus and desire for international application, concerned non-adopters remain. This research explores the efficacy of RDA, considers evaluative efforts, and investigates the rationale of non-adopters. Both theoretical and practical influences play a role in this discussion.

RDA aimed to solve some of the heavier concerns with AACR2 as well as shift focus to a FRBR-based standard. There have been mixed responses to this shift. Some of this concern could be addressed through formal evaluation of RDA of which the field, to an extent, lacks. Lack of resources, both budgetary and personnel based, play a part in adoption. A clear divide between rural and urban libraries furthers this issue. The research strives to prompt discussion of lessons learned over RDA's application in the last few years.



Catholic University of America
Library & Information Science

BRIDGING
the SPECTRUM

The symposium took place on Friday, February 19, 2021. The keynote address was delivered by the Executive Director of the D.C. Public Library, Richard Reyes-Gavilan. [Click](#) to watch his address, view the full program, and more.

AGLISS FALL 2020 ACTIVITIES

Report from the Secretary's Desk

The Fall 2020 semester proved to be an abnormal semester for AGLISS and the Catholic University community. Library science students were required to take class online to help prevent the spread of COVID-19. Restrictions on social meetings prevented the traditional in-person gatherings. Despite these restrictions, AGLISS organized several online events to foster community among club members. AGLISS also published the Fall issue of the newsletter *LISten*.

Halloween Happy Hour: The first event, the Halloween Happy Hour, took place on October 30th. AGLISS hosted this event with the goal of providing a relaxing evening for members to catch up and celebrate Halloween remotely. The event was organized by AGLISS Public Relations manager Benjamin Sussman. Participating members met for an evening of catching up and listening to Halloween themed music and a few Halloween trivia facts.



Holiday Celebration and Social Interactive Event: AGLISS also hosted the annual Christmas party on December 14th. Members first participated in a review and discussion on “Teaching Tweeting: Recommendations for Teaching Social Media Work in LIS and MSIS Programs,” a journal article on libraries and social media. The discussion was moderated by AGLISS board members Katherine DeFonzo and Charles Gallagher. The discussion highlighted the growing importance that social media plays in the library field.

AGLISS FALL 2020 ACTIVITIES (CONTINUED)

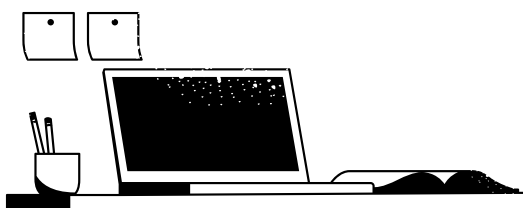
Holiday Celebration (continued): Following the lively discussion, AGLISS members who were graduating from the program were given the opportunity to speak on their experience in the program and their next steps in their careers. Finally, AGLISS members were treated to a concert by two local violin musicians: Javier Godinez, an alumnus of CatholicU and a Music Teacher for Montgomery County Public Schools in Maryland, and Noah Gomes, a Senior at Eleanor Roosevelt High School in Greenbelt, Maryland.



Fall 2020 Newsletter: AGLISS also produced the Fall issue of the [newsletter *LISten*](#). Amanda Bernard, AGLISS's Newsletter Editor, consolidated and edited the Fall edition of the newsletter. This issue highlighted club members' accomplishments and library students' experiences of working and studying in the library field during a pandemic. The issue was well received and even received a compliment from President Garvey!

AGLISS Monthly Meetings: From July 2020 to February 2021, AGLISS organized six board meetings to plan and discuss activities. All members of the LIS community are welcome—and encouraged!—to attend these board meetings.

Through these activities, AGLISS has sought to connect the library student community even while members were physically separated. A thanks to everyone who helped organize events or contributed content for the newsletter last semester. We look forward to seeing all you at the upcoming events this Spring and wish you luck with your studies!



AGLISS OFFICERS



Nirmal Gomes, President

Nirmal L. Gomes previously served as VP of AGLISS and is now serving as President. A Student Ambassador of the LIS Department, he has previously earned the following degrees from Catholic University: Master of Science in Management (M.S.M.), with a specialty in Human Resources; Master of Arts (M.A.) in Higher Education; and Bachelor of Arts (B.A.) in Social Sciences. Nirmal's LIS concentration is in Community Service Librarianship and Digital Libraries/Academic Library Specialization. He currently works at Mullen Library. His future goal is to work for an academic library or federal agency.

Zoe Mann, Vice President

Zoe has an undergraduate degree in English with minors in Accounting and Computer Science. She is on the Cultural Heritage Information Management (CHIM) track and plans to specialize in either Archives or Special Collections/Rare Books. She loves reading, music, and the beach, and her future goal is to work at the Library of Congress.



Daryl Jackson, Past President

Daryl is in his last semester of his joint History/LIS master's degree, having completed the requirements for the History M.A. last year. A Medievalist in History, his concentration within LIS is Cultural Heritage Information Management (CHIM). He received his bachelor's degree in History from the University of New Orleans in 2017. Daryl has previously worked as the graduate assistant for the University Research Day Committee and as a teaching assistant in the History department.

AGLISS OFFICERS

Katie DeFonzo, Treasurer

Katie is completing her third and final year of the Joint Program in LIS and History at Catholic University. Her primary historical interests include Spanish colonialism and the early American Republic, and her Library Science concentration will be in Cultural Heritage Information Management. She holds a B.A. in History and Spanish Language and Literature from Fordham University, Rose Hill. Katie currently works as the graduate assistant in the Semitics/ICOR Library in Mullen Library, and she hopes to one day work in this sort of special collection.



Benjamin Sussman, Public Relations

Benjamin serves as the Administrative and Facilities Management Assistant for Georgetown University's Graduate Health & Life Sciences Research Library. He received his undergraduate degree from Earlham College in Japanese Language and Linguistics and is now pursuing an MSLIS in Digital Archivism. His hobbies include all areas of Japanese history and humanities, as well as American comic culture and digital design. He hopes to work in the digital preservation and dissemination of early American comic art to preserve its heritage.

Charles Gallagher, Secretary

Charles works as an Access Service Technician at Catholic University's Mullen Library. At Mount St. Mary's University, he earned a bachelor's degree in History and Economics in 2015 and an MBA in 2018. Since he is still fairly new to the program, he has not yet decided on a specialization. Some of his favorite hobbies include reading and walking his dog.

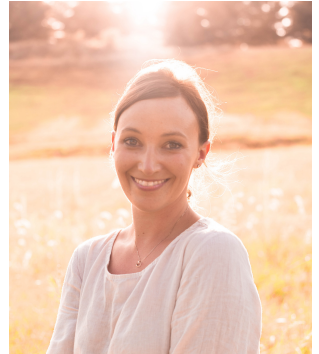


AGLISS OFFICERS



Amanda Bernard, Newsletter Editor

Mandy graduated *summa cum laude* from St. Mary's College of Maryland in 2016 with a degree in English and began working at the Catholic University Archives in August 2019 as a Graduate Library Preprofessional. An aspiring archivist, her concentration is in Cultural Heritage Information Management. She loves visiting historic sites, trying new restaurants, and cuddling up with her corgi.



**ARE YOU
INTERESTED IN
SERVING AS AN
AGLISS OFFICER
FOR THE
2021-2022
ACADEMIC YEAR?**

If so, please contact AGLISS President, Nirmal Gomes:
cuaagliss@gmail.com, or gomes@cua.edu

LIS SENATORS



Janae Carter, GSA Senator

As senator, Janae will represent the LIS department in the Graduate Students Association (GSA). She is in her second and final year of a joint History/LIS master's degree with concentrations in American History and Cultural Heritage Information Management (CHIM), respectively. She did her undergrad here at CatholicU, graduating with a B.A. in History. She enjoys baking, going around to the museums in D.C. and elsewhere when she travels, loves learning about the First Ladies, and hopes to stay in the D.C. area when she graduates this coming spring!

Hana Beckerle, GSA Alternate

Hana will serve as the alternate senator for the LIS department in the Graduate Students Association. Hana holds a B.A. in journalism and political science from Penn State University, and is in the Community Services Librarianship track for her MSLIS degree. She is currently working in the Electronic Resources and Services department at Mullen Library as a Graduate Library Preprofessional. Her interests include college football, reading, and birding.



Our senators represent the LIS department and LIS students in the Graduate Student Association (GSA), and are responsible for handling the department's annual allotment from the GSA student activities fund. They use these funds to reimburse our students for the cost of conference attendance and professional association dues.

To submit a funding request, please contact Janae and Hana at gsasensor.lis@gmail.com

SAA ANNOUNCEMENTS



March 18 **Guest lecture in Digital Curation class**

Aaron Krebeck, Director of Library Services, WRLC
Topic: Digital Repository Infrastructures

March 31 **SAA Meeting**

Dara Baker, Digital Format Specialist, National Archives and Records
Administration Office of Innovation
Topic: Certified Archivists Exam

April 6 **Guest lecture in Electronic Records and Digital Archives class**

Lauren Baker, Digital Collections Specialist, Web Archiving Team,
Library of Congress
and

Meghan Lyon, Librarian-in-Residence, Digital Content Management
Section, Web Archiving Team, Library of Congress
Topic: Web Archiving

SLA ANNOUNCEMENT

HELP JUMP START YOUR CAREER

by joining SLA as a
Student Member



- Network with others in your industry
- Visit our career center to access high quality, relevant job postings
- Participate in online learning programs
- All for \$10 a year

The Special Libraries Association (SLA) would like to invite members of The Catholic University of America's Department of Library and Information Science to come and join us as we build a strong professional network of library and information professionals. The [Washington, D.C. Community](#) is the largest geographic community in the association by number of members. The rate to join for student members is only \$10.

For more information about the benefits of student membership, please visit this website: <https://www.sla.org/access-membership/student-member-benefits/>.

Contact Samuel Russell (73russells@cua.edu) if you are interested, or you would like more information.

LLSDC ANNOUNCEMENT



Interested in Law Librarianship? Join LLSDC!

The [Law Librarians' Society of Washington, DC \(LLSDC\)](#) is the D.C. Metro-area's local chapter of the American Association of Law Libraries. As an entirely volunteer organization, we are always looking for new members to help us grow, and we would love to welcome new students to our roster. We have a special [student membership rate](#) and can offer great opportunities to network and learn through events and committee work. This year our committees are focusing on projects to take concrete action against systemic racism and injustice as outlined in the [LLSDC Blueprint](#). These initiatives include creating a new Diversity, Inclusion, and Decolonization Committee, organizing an annual program to promote awareness of the challenges faced by underrepresented members of our profession, and developing a diverse mentoring network to facilitate a formal mentoring program for aspiring and future law librarians in the area.

Students may also want to attend the upcoming lunchtime Legal Research Institutes ([Part I](#) and [Part II](#)) which will introduce the concepts of legal research and prepare attendees to perform research using legal resources. The workshops are designed and taught by experienced librarians from local law schools, law firms, and the government. The LRI is open to anyone and would be especially beneficial to those who are new to legal research.

You can keep up with LLSDC by subscribing to our [listserv](#) and checking our [calendar](#) for upcoming events. If you have any questions, please [reach out to us](#)—we look forward to hearing from you!

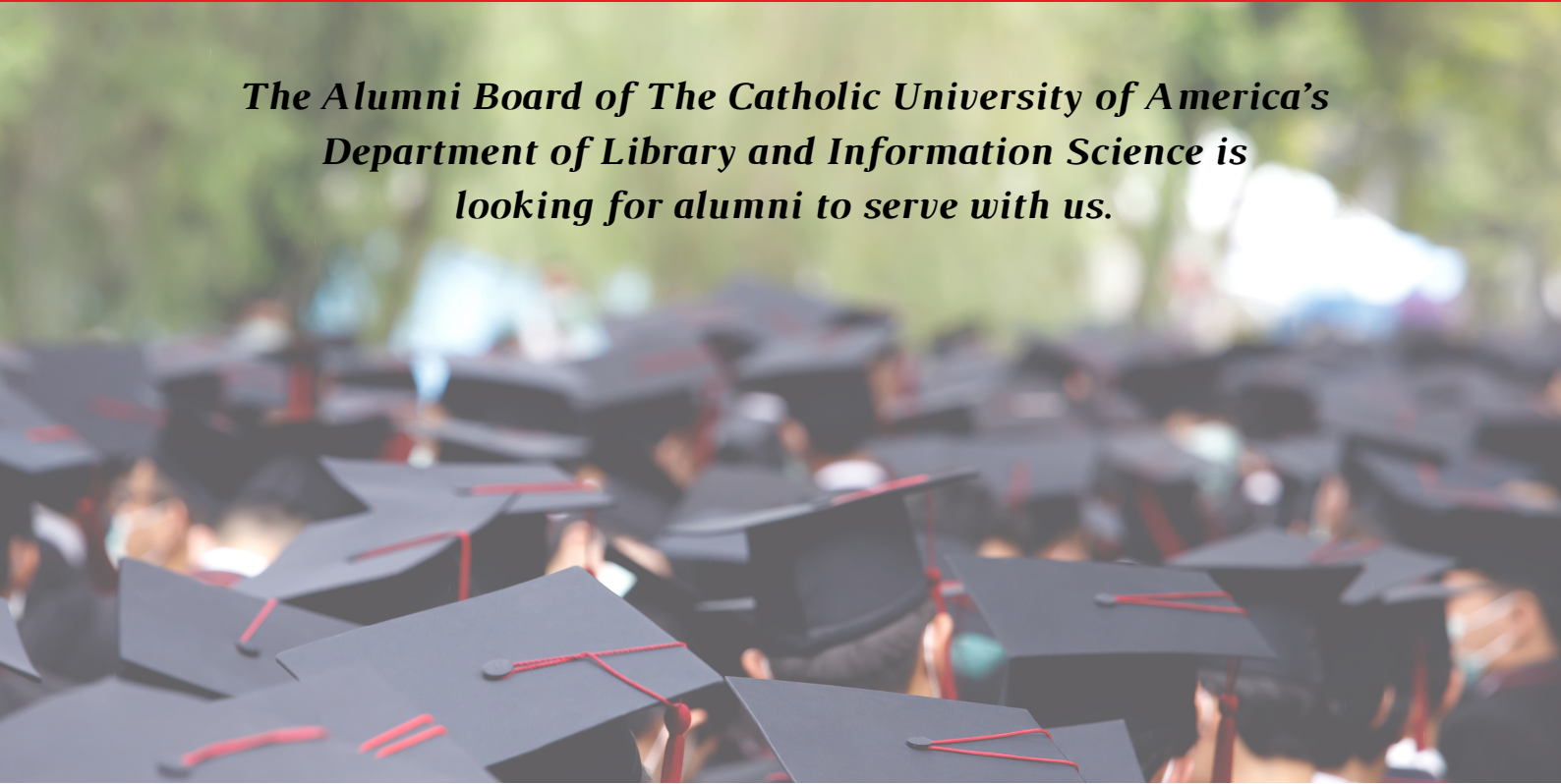
Sara Gras (sara.gras@udc.edu), LLSDC Vice-President

Acting Associate Dean of Law Library and IT Services

David A. Clarke School of Law, University of the District of Columbia

ALUMNI BOARD ANNOUNCEMENT

*The Alumni Board of The Catholic University of America's
Department of Library and Information Science is
looking for alumni to serve with us.*



Be on the lookout for nominations for next year's board towards the end of the semester; in the meantime, please join us at our regularly scheduled monthly meetings: **the third Thursday of the month at 6:30 PM.**

Serving on the board is a great way to give back to The Catholic University of America's Department of Library and Information Science and help put on great networking and programming events throughout the year.

Please email us with any questions: cualisalumniboard@gmail.com.

You can also connect with us on LinkedIn ([linkedin.com/groups/1030557](https://www.linkedin.com/groups/1030557)) where our members share job postings and other library related news and information.

REMINDER: REIMBURSEMENT PROCESS



Students who join professional organizations (such as ALA, SLA, SAA, and others) or attend LIS-related conferences and events can be reimbursed using LIS department funds through the Office of Campus Activities (OCA).

Students should email gsasenator.lis@gmail.com and include their name, the full name of the event attended or organization joined, date(s) of the event, and a mailing address to send the reimbursement check to. Students should also attach proof of payment, which should clearly indicate the amount paid by the student to the given organization and the date of payment. PDF copies of electronic receipts, scanned paper receipts, or PDF copies of emails confirming payment are all acceptable options.

Our GSA Senator, Janae Carter, will submit the request to OCA. OCA will then contact the student requesting reimbursement to notify them if the request has been accepted, or if additional information is needed. Reimbursement checks may take a few weeks to be processed by Accounts Payable. This year, many organizations are taking their events online. Virtual conferences, lectures, and other professional events are all eligible for reimbursement through the same process.



Please note: if a student is interested in inviting a speaker to give an in-person lecture or having another LIS-related event on campus, these events must adhere to University guidelines for social distancing and other COVID-related safety measures in order to be eligible for department funds. For more information on hosting an event on campus, please visit <https://activities.catholic.edu/covid19/eventresources.html>.