

# information update

A newsletter from The Weinberg Memorial Library  
SPRING 2021



## Louis Mitchell Collection

Special Collections has received a donation of books that belonged to Louis Mitchell, Ph.D. (1928-1989), a former University of Scranton English professor. Mitchell, who studied at the New York Institute for the Blind, Fordham and Columbia, joined the University in 1961. In addition to teaching English, he was also a pianist and composer. The donated material consists mostly of secondary sources on English literature, many items with braille titles. There are a number of books written by Mitchell's brother, Lofton Mitchell, a renowned playwright. The collection contains about 100 rare books, mostly 18th century literature, and also a small collection of books documenting African



Left: Several books from the Louis Mitchell collection. Right: Dr. Louis D. Mitchell teaching in 1978.

American history and periodicals for African American scholars. The material was donated by Kathy Kemmerer, Ph.D., a graduate of The University of Scranton who received her M.A. in English in 1988 and worked with Mitchell.

## My Friendship with Dr. Mitchell

When I was a new graduate student at the University in 1986, a classmate noticed that the notes on my class project were printed on both sides of the paper with one side Xed out. She asked me why I did that, and I explained that it saved computer paper. She was impressed that I used a computer and that I had been using one since 1982. At that time, computers were

expensive, and few students used them. She asked me what I knew about preparing manuscripts for publication. I told her that I had been preparing my own poetry and stories for publication for years. She encouraged me to apply for the position of graduate assistant to Dr. Mitchell, a blind professor who was a close friend of hers and who had just ordered a computer with a VERT board

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“This was the beginning of an amazing friendship that I had never expected.”

to make it easier for a blind person to operate. Although I had never met him, I applied for the position.

This was the beginning of an amazing friendship that I had never expected. Louis Mitchell was a scholar of 17th- and 18th-century British literature as well as African American literature and history. He held his doctorate from New York University, where he had studied with the eminent professor George Winchester Stone, Jr. At the time that Dr. Mitchell was a student, Stone was working on *The London Stage, 1660-1800*, an 11-volume, encyclopedic calendar of theatrical performances in London. As one of Stone’s students, he specialized in “command performances,” which were theatrical performances for the court commanded by the king. However, his knowledge of and love for the works and times of John Milton, Alexander Pope, John Dryden, Samuel Johnson and many other 17th- and 18th-century writers was impressive.

I was grateful when he took an interest in my plan to earn a doctorate. He highly recommended Fordham University, his undergraduate alma mater, and persuaded me to specialize in the 17th- and 18th-century period of British literature. Sometime after I decided on this specialty, he told me that he had willed his extensive scholarly library to me to support my scholarship. At the time, I felt that it was a nice gesture, but I hoped it was a distant prospect.

In our work, I read research to him that had not been brailled. I read student work to him for grading. I helped him to edit manuscripts in progress and then prepared the manuscripts for submission to journals. I also struggled to learn how to use the computer with the VERT board overlay.

The VERT board caused the computer functions to react unpredictably with the productivity software he had purchased. Software at that time (pre-Windows) usually relied on commands that had to be typed in. For example, to use italics, one needed to type “I” (while holding the Control key) before the words that needed to be italicized, and to

type Control “I” to turn italics off afterwards. Unfortunately, the VERT board duplicated many of the same commands to turn on and off other functions, like various kinds of screen reading. As a result, the VERT board was a very flawed technology. I agonized over this, but to my great relief Dr. Mitchell was not bothered by this. He was very practical. He had a manual typewriter that he used to compose his writing, and he felt more of a sense of urgency about getting work done than about trying to learn how to use another technology. He told me to keep it at my house and use it without the board to type his articles for publication. Problem solved.

I enjoyed his keen analysis of current events in the articles he wrote and published in *The Month*, the prestigious Jesuit magazine. I worked closely with him during the second and third year to edit these articles and prepare the final manuscripts for submission. He often told me how delighted he was with the publishing success he enjoyed now that error-free manuscripts prevented the rejection of his articles.

In addition to 17th- and 18th-century British literature, Dr. Mitchell had extensive knowledge of African American literature and history. He specialized in both the “Harlem Renaissance” and the contemporary writers and musicians of the ’60s and ’70s, many of whom he knew.

He was a good teacher. He challenged his students, encouraging them to work up to their potential. He was kind but would not excuse laziness. He was generous with his time and his resources, as I can attest. Although I had already been teaching on the college level for several years, he positively influenced my teaching and my scholarship. In addition, he often talked about academic politics as a game played for very low stakes and gave me some excellent advice that helped me navigate this important part of academic life.

In the first year that we worked together, I learned a great deal about his childhood before his blindness, visiting relatives in North Carolina as we worked on his book of short stories based on these experiences. We also worked on a history and genealogy of his extensive family. The hardcover history and genealogy was published in time for his family reunion in North Carolina

later that year. In the second year, I helped edit and prepare the manuscript for a libretto based on Jean Toomer’s novel *Cane*. Twice annually, we worked on talks given at an American military installation in Spain near his condo in Madrid, where he spent winter breaks and summers. We worked on contributions to a *Cursillo* newsletter for a local group that he belonged to. He was a prolific writer, and, as a result of his very full life, our work was exceptionally diverse.

On one occasion, he was not feeling well enough to work and wanted me to go home. Reluctant to leave him knowing that he had a fever and that no one would be checking on him over the weekend, I insisted that he call his doctor, who had me drive him to the hospital. He was diagnosed with a serious illness that lasted for several weeks. After that, he jokingly called me his adopted goddaughter, and introduced me to his actual goddaughter, Lynn Akers. Ever after, I knew that he had accepted me into his family and his heart. The feeling was mutual.

I admired his intelligence and quick wit. He laughed easily and contagiously. In times when I found the pressure of being a graduate student, a graduate assistant and a mother especially intense, I appreciated his unfailing kindness. After I graduated from The University of Scranton, pregnant with my fourth child and bound for doctoral work at

Fordham University, Dr. Mitchell requested that I be allowed to remain his research assistant. I was as eager for this as he, since I enjoyed working with him and hated so to see the partnership come to an end. His request was granted, and our work continued.

The third year was difficult. I was commuting to the Bronx twice a week, dealing with my graduate studies, trying to meet my expanded family responsibilities, and working to fulfill my research assistant role. Dr. Mitchell was increasingly ill, battling cancer. Although it was easy to see that he was suffering, he never complained, never asked, “why me?” Instead, he would say, “Why not me? God didn’t spare his only Son, who willingly suffered to redeem us.” His faith remained strong, even as his body weakened.

When he died on March 29, 1989, I shared the overwhelming grief of his friends, his family and his students. I was grateful to do one of the readings at his funeral Mass because it was a chance for me to read for him one last time.

Over the years, researching in the books he left me and teaching the literature we had shared has kept him close to my heart. I keep a picture of him over my desk, and I feel his presence as I work. When the time came to pass his library on, I thought immediately of The University of Scranton, where we met and forged a strong friendship. This seemed like the right home for his collection and the volumes that I added over the years. ☞

— Kathleen Nulton Kemmerer, Ph.D.

“Over the years, researching in the books he left me and teaching the literature we had shared has kept him close to my heart. I keep a picture of him over my desk, and I feel his presence as I work.”

## Biography

**Kathleen Nulton Kemmerer** earned her B.A. in English from Misericordia University in Dallas and her M.A. in English from The University of Scranton, where she was a graduate student of and research assistant to Louis D. Mitchell, Ph.D. Mitchell recommended that she attend his undergraduate alma mater, Fordham University in Bronx, New York, for her Ph.D. work. Like Mitchell, she specialized in 18th-century British literature, specifically the works of Samuel Johnson, the 18th-century writer and literary critic. Kemmerer published *‘A neutral being between the sexes’: Samuel Johnson’s Sexual Politics*. She also published various articles on Johnson’s *Lives of the Poets* and gave many papers at regional, national and international conferences around the country. After teaching at the college level for more than 30 years at universities in Northeastern Pennsylvania, Kemmerer retired in 2019. With her husband, Eugene G. Kemmerer, a pharmacist, she had four children.



## Weinberg Memorial Library Developing Five-Year Tactical Plan

On Sept. 25, 2020, the Board of Trustees approved the University's new Strategic Plan. Father Scott R. Pilarz, S.J., President notes, "[G]rounded in our mission, this new Strategic Plan will guide our University community as we navigate changes, challenges and opportunities [...]" ([scranton.edu/strategic-plan/2020/index.shtml](http://scranton.edu/strategic-plan/2020/index.shtml)). In conjunction with the mission, the Strategic Plan will serve as the University's guiding document for the next five years.

As an integral aspect of the University, the library takes pride in developing our tactical plan under the framework of the Strategic Plan. A new Strategic Plan provides the library an opportunity to reassess our priorities and plan for the future. It is also an opportunity for the librarians to explicitly note how our priorities and objectives directly support the University's strategic plan.

Developing a new tactical plan is an involved and ongoing process for all

organizations, and the library is a relatively complicated organization. The Weinberg Memorial Library is a collection of departments, programs, initiatives and operations, each headed up by different faculty librarians, staff, administrators and committees. The library touches all aspects of University life, and tactical planning is an opportunity to prioritize how we will redefine the library as a space at the heart of campus and as a social and learning environment. The library's tactical plan must capture each department's day-to-day operations, ensuring that we are functioning. Furthermore, the tactical plan must capture our aspirations. As scholars, the library faculty stay on top of new trends in the field of librarianship and information science, and we use tactical planning as an opportunity to help shape the future of the Weinberg Memorial Library and librarianship at The University of Scranton.

Before diving into writing the tactical plan, the library faculty and administration met in December 2020 to discuss the University's Strategic Plan in detail. By jointly studying and discussing the Strategic Plan, the librarians could be certain how the University's goals will help us focus our work. The initial planning meeting allowed us to help one another understand the meaning and significance behind each of the Strategic Plan's five goals and its stated objectives. We also utilized the opportunity to discuss how the library can meet our community's needs and advance libraries and librarianship as a profession.

In January of 2021, the faculty and administration met again to map library initiatives to the Strategic Plan's five goals. Each faculty lead department had an opportunity

to discuss their initiatives and objectives and how each mapped to the Strategic Plan's goals. By sharing department priorities with the group, all the librarians could refine objectives and offer suggestions for collaborations both inside and outside the library.

By the time the newsletter is published, the initial drafting of the tactical plan should be complete. The library faculty will regularly revisit the plan to revise and propose new objectives for each academic year. The librarians will also meet regularly to ensure that we remain on track to tackle our priorities over five years. The living document will be published on the library's website and regularly updated to reflect the status of our objectives. ✨

— Professor George Aulisio,  
Chair of the Faculty Librarians

## From the Interim Dean of the Library



Some new ways of providing service may even stay with us when everything on campus returns to being fully in person again!

Unfortunately, we will not be fully in person for the spring semester. The campus will continue with the partially in-person/partially online hybrid, and the library will continue to interact based on the protocols set up in the fall. Also unfortunate is that the campus will continue to be closed to visitors, and many of the events

You may recall that when our last issue was compiled, we were just beginning to provide library services to a campus working in a new hybrid model — partially in person and partially online. I'm happy to report that most of the changes the library made in response to that challenge were successful.

that were hastily canceled last spring will not be allowed this spring either.

Although we won't be seeing you in person, our Special Collections spring exhibit has an online presence, which is discussed in this issue. I encourage you to visit the exhibit virtually, and to consider participating in the Schemel Forum, which successfully transitioned to being virtual last fall and is continuing with exciting virtual programming this spring.

We also are not offering our Leaves of Class fundraiser this calendar year but encourage you to patronize the local businesses who have been so kind in supporting our work up until now.

2021 will continue to challenge us in ways we could not have anticipated, but I feel optimistic that vaccines will continue to roll out and have us all interacting in person again for the fall semester. Thank you for your continued interest in our work, even if it must be at a distance.

Jean Lenville  
Interim Dean of the Library

# Heritage Room Exhibit: Medieval Manuscript Leaf Exhibit

Special Collections Librarian Michael Knies and classical languages and history major Casey Welby have been working on an exhibit, both physical and online, of medieval manuscript leaves on loan from the collection of Jim Sims. Knies met Sims in April 2019 at a medieval manuscript workshop at the University of South Carolina. Sims expressed interest in seeing his vast collection of medieval manuscript leaves become more widely used by exhibiting portions at academic institutions. In summer 2019, Welby, who had been working in Special Collections, expressed interest in doing an honors project using Special Collections material. Although the library has its own small collection of medieval leaves, they have mostly been interpreted and are available online. Knies suggested the Sims collection. Welby was interested, and Sims agreed. Subsequently, Welby was awarded one of the initial student humanities fellowships at the Gail and Francis Slattery Center for the Humanities. Consequently, the project will serve as both an honors project and fellowship project for Welby.

Since January 2020, Welby has been working with Knies learning the basics of Western European medieval Latin paleography and the essentials of medieval book identification. During autumn 2020, Welby worked with both Knies and Digital Services Librarian Colleen Farry on designing an online exhibit using Omeka software with the support of Digital Services Web Developer Jennifer Galas. The exhibit looks at the progression of medieval handwriting, primarily in liturgical books, lay prayer books and Bibles. While not all types of medieval handwriting are in the exhibit, scripts such as Carolingian, Gothic and Humanist, among others, are featured. The Heritage Room will be hosting the physical exhibit of the Sims medieval manuscript leaf collection from Feb. 1 through May 21. However, due to COVID-19 restrictions, the campus is closed to the general public. The online version of the exhibit can be viewed here: [scranton.edu/digitalprojects/medieval-leaves](https://scranton.edu/digitalprojects/medieval-leaves). Please contact Professor Michael Knies at [Michael.Knies@Scranton.edu](mailto:Michael.Knies@Scranton.edu) for more information. ☞



Italian Leaf from a  
Hagiography ca.  
1150-1200 written  
in Carolingian  
Miniscule featuring an  
historiated initial with  
a depiction of Saint  
Carbonius added in  
the 14th century.

# Creative Commons: Librarians Become CC Certified



to learn more about the licenses, how to apply them and when they are appropriate to use. In Fall 2020, faculty librarians Kelly Banyas and Marleen Cloutier participated in the Creative Commons Certificate for Librarians course, receiving sponsorship from Affordable Learning Pennsylvania. Affordable Learning Pennsylvania covered the full tuition of 25 Pennsylvania librarians and educators to form a cohort for the course, which ran from Sept. 14 through Nov. 22.

Course participants completed quizzes, posted in discussions, created assignments, and submitted a final project. Assignments and projects covered the history of Creative Commons, the various CC licenses and their impact on the expansion and use of Open Educational Resources, or works that can be freely shared, used, adapted, reused and remixed by educators. Each assignment created was licensed under a CC license so that it could be shared with others and future students in the course. Participants who earn a grade of 90% or higher become CC Certified, an accomplishment achieved by both librarians.

As to how the knowledge learned throughout the course will impact the Weinberg Memorial Library, Professor Cloutier remarks, “Librarians witness how challenging it can be at times for faculty and students to locate the materials they need, let alone understand copyright and licensing requirements. Having the knowledge and tools to help faculty and students to understand and navigate Creative Commons licensing can help to alleviate some of those challenges.” Cloutier and I also agree that this information will assist with future programming and initiatives towards promoting affordable learning on campus, since Creative Commons licenses are so prominently used with open materials. We look forward to sharing our knowledge with others in our University community. ☞

*“Librarians witness how challenging it can be at times for faculty and students to locate the materials they need, let alone understand copyright and licensing requirements. Having the knowledge and tools to help them understand and navigate CC licensing can help to alleviate some of those challenges.”*

One important aspect of the growing conversation about open resources and sharing in the digital age is the use of Creative Commons (CC) licenses. Creative Commons ([creativecommons.org](https://creativecommons.org)), a non-profit organization, provides licenses that allow creators the ability to set terms on which their works can be freely shared, used or adapted by others. These licenses work alongside copyright to retain the rights of creators while allowing for more adaptation and innovation by others under the terms designated by the applied Creative Commons license.<sup>1</sup>

Navigating copyright and licensing can be challenging for the most experienced professional. With the variety of CC licenses offered for the different levels of use/reuse/adaptation, Creative Commons developed a certificate program for interested parties

<sup>1</sup> Creative Commons. What We Do. <https://creativecommons.org/about/>

— Professor Kelly Banyas



Erica Getts

"I love interfacing with our users on the wide array of topics they are researching. Every day that I come to work, I never know what I will end up researching!"

## Introducing Our Staff: Erica Getts

Erica joined the library Research & Scholarly Services department in November 2019 as the part-time evening Research & Instruction librarian. Frank Conserette (FC), editor of *Information Update*, recently interviewed Erica (EG).

**FC**: Please tell us about the work you do as an evening Research & Instruction librarian.

**EG**: The major focus of what I do is providing reference services to students, staff, faculty and anyone else that might have a question outside of normal business hours. Most of the questions I answer come in through our chat service, but I also answer the phone and emails. I also do other small projects. For example, I strongly believe in providing accessible distance library services, so I reviewed our LibGuides (library research guides) and made edits and suggestions to make them more accessible to all of our users.

**FC**: Could you tell us more about your background and how you got into librarianship?

**EG**: Sure! I actually got into librarianship very early on in my career, which, in my experience, is unusual. In high school

when I was trying to pick a career path, I knew I wanted to do something where I could help people, but I wasn't exactly sure what was the right fit for me. Then, one day, probably after a Library Club meeting, I remember asking my English teacher, "Can I become a librarian!?" and he was so enthusiastic about how if he had chosen another career that that is what he would have done that I was sold! I got my Bachelor of Science in education in library science, and I was a high school librarian for a few years after college before I completed my master's in library science from the University of Maryland, College Park.

**FC**: Can you tell us about your experience as a Distance Education librarian at Johns Hopkins University? How did that experience help you when the Weinberg Memorial Library's Research & Scholarly Services department transitioned to remote services in March 2020 as result of the COVID-19 pandemic?

**EG**: From 2014 until I started here in 2019, I was as a Distance Education librarian at Johns Hopkins University, where I worked on a small team that provided completely remote library services. This means that we had no physical library space, no physical books, no campus, and the students, staff and faculty we worked with lived across the globe. When you are virtual, your website is your library, so it is essential to make sure it is user-friendly and robust. Last March when we were leaving for Spring Break, I sent my supervisor an email that read something along the lines of, "In the off chance we aren't able to come back in two weeks, I think it would be a good idea for me to set up a Google Voice account for our team and put together some basic instructions on how to use it." He agreed, and now that is how we have been taking and returning calls since we returned from Spring Break. Google Voice is one of the many tools I was already

familiar with thanks to my previous work experience. The rest of the team did an excellent job figuring out the other logistics like using our website to disseminate information that was rapidly changing, especially early in the pandemic.

**FC**: What do you enjoy the most about working on the research and instruction side of libraries?

**EG**: I love interfacing with our users on the wide array of topics they are researching. Every day that I come to work, I never know what I will end up researching! It's particularly gratifying to help a student resolve something that they had been puzzling over. I believe that we have one of the best student populations here at The University of Scranton; everyone I help is so kind and appreciative that they are a joy to work with.

**FC**: What was it about The University of Scranton that interested you?

**EG**: I grew up in Scranton; I am a graduate of West Scranton High School. My parents are both University of Scranton alums — in fact they met here! So much of my life growing up involved the University, from going swimming here at night because a friend's dad was an employee to attending basketball games with my father to coming to see concerts on campus as a teenager, that the prospect of being able to participate in perpetuating that culture for other Scrantonians was very appealing. Once I was ready to move back to Scranton to be closer to family and friends, I was delighted to see that there was a professional opportunity open for me here!

**FC**: Do you have any particular professional plans for the future?

**EG**: I hope to find myself in a full-time position here in the future where I can have an even greater impact on the University and local community. I see a lot of opportunity for growth in the library's virtual

offerings, and I'd like to have a role in making that happen. I also think that I bring a unique perspective to collection development, and I would love to continue to help add diverse voices to our collection.

**FC**: Tell us about your life outside the library. What do you do when you're not working?

**EG**: In October, I started working on a second master's degree at the University in human resources management, so working on those courses takes up a lot of my free time. Then, as a family-oriented person, I'd ideally be spending more time with family, but because of the pandemic any visitation is extremely limited. One of the highlights of my week is taking my four-year-old nephew, Jacob, on walks (almost) every Saturday. Also, my husband, Patrick, and I love to travel, but since travel has been stymied, we've been focusing that energy into projects around the beautiful old house we bought in the city last year.

**FC**: Thank you for taking the time to share a bit about yourself with us. ✨

### Staff Changes

**Sylvia Orner** joined the library faculty on Nov. 16, 2020 as the new Collections and Resource Management Librarian.

**Lori Gaccione**, Senior Acquisitions Clerk, retired on Dec. 4, 2020 after 23 years in Technical Services.

On Dec. 21, 2020 **Narda Tafuri**, Associate Professor and Coordinator of Technical Services/Acquisitions Librarian, retired from the University after 26 years of service.

Effective January 2021, **Sheli Pratt-McHugh** has resigned her position as Assistant Dean to return to the library faculty as Reilly Learning Commons Coordinator and Research & Instruction Librarian for Technology and Outreach.

On Feb. 8, 2021 **Eric Pencek** joined Circulation Services as the new Evening Circulation Services Clerk.

On Mar. 22, 2021 **Tiffany Ash** will join Technical Services as the new Acquisitions Clerk.

### Welcome to the Newest Friends of the Library

We would like to thank the newest members of the Friends of the Weinberg Memorial Library for their contributions.

Christine Biondi  
Mike & Libby Donohue  
John A. Farkus Jr.  
Maureen Finnerty  
Nina Flanagan  
Toni Goldberg  
John & Patricia Graham  
Barbara Kelly

Beverly Klein  
Carl Kuehner  
Jerry & Lin O'Connor  
Father Jerome Purta  
Eugene Roe  
Dr. Gerald & Mrs. Mary Tracy  
Casey Welby  
Richard & Mary Ellen Winslow

# Leaves of Class XXI Winners



July

**Eileen Bell** of Clarks Summit, Pa., won: a 2020 Storyslam season pass to the Scranton Fringe Festival; two theatre subscriptions to The University of Scranton Players; a \$75 gift certificate to AV Restaurant & Lounge courtesy of Denise Gilroy; a \$25 gift card to Gertrude Hawk Chocolates; a \$100 gift card to Wegmans; a \$25 gift certificate to Pop It! Jackets & Accessories; a basket of University “Swag” from The University of Scranton University Advancement; a Pink Stone Necklace courtesy of Charles Kratz; a three-month Platinum membership to Uno Fitness; \$250 Cash courtesy of Charles Kratz; a six-pack of craft Beer courtesy of Camille Reinecke; one bottle of wine from Tolino Vineyards; and Wine & Basket (three bottles of wine and Longaberger basket) courtesy of Charles Kratz.



August

**Randy Shemanski** of Dunmore, Pa., won: four VIP admission tickets to Roba Family Farms; one annual couple membership to The Schemel Forum; “Dear Evan Hanson” Book & CD courtesy of Charles Kratz; a \$25 gift card to Morgan’Z Pub & Eatery; a \$25 gift certificate to Café Rinaldi; and a \$50 gift certificate for any hair service at Total Hair Solutions.



September

**Bob Klem** of Scott Twp., Pa., won: four pack of tickets to Reaper’s Revenge; one signed copy of *Circe* from the Friends of the Weinberg Memorial Library; a \$30 gift card to Bar Pazzo; a \$25 gift certificate to Café Classico; a \$25 gift card to Cooper’s Seafood House; a \$10 gift card to Fire & Ice on Toby Creek; a \$20 gift card to La Cucina Restaurant; a \$25 gift card to Gerrity’s; a \$25 gift certificate to Great Temptations; a coffee gift basket from Java City; a \$25 gift card to

Lynn Sandy’s Bakery; a \$40 gift certificate to McNally’s Pub and Restaurant; a \$25 gift card to Ruth’s Chris Steakhouse from Metz Culinary Management; a \$25 gift card to Morgan’Z Pub & Eatery; a \$25 gift card to Olive Garden courtesy of William Varady; a \$25 gift certificate to P.J. Scanlan’s; a \$25 gift card to The Sanderson St. Tavern; a \$25 gift certificate to The 16th Ward; a \$30 gift certificate to The Wandering Hen Café & Market; a \$100 gift card to Wegmans courtesy of Kathy Moran; a gift certificate for an overnight stay for two and breakfast for two in Casey’s Corner at the Hilton Scranton & Conference Center; a \$25 gift certificate to Tim Wagner’s Sports Corner, Inc.; a \$40 gift certificate to Live With It by Laura Hobbs; “The Great Pumpkin” pin handcrafted and signed from Liztech Jewelry courtesy of Charles Kratz; a Handmade Crocheted Purse courtesy of Patti Davis; and a \$25 gift card to Amazon courtesy of Charles Kratz.



October

**Caitlin Perch** of Philadelphia, Pa., won: a gift certificate for an overnight stay in a luxurious and elegant deluxe king suite, two entertainment tickets to any show of choice, a couples massage and \$200 food credit at Mount Airy Casino Resort; 10 free coffee or café beverage gift certificates to Aramark; a \$50 gift card to Backyard Ale House; a \$25 gift card to POSH @ The Scranton Club; a \$50 gift card to Sibio’s Restaurant; a \$50 gift card to Thai Rak Thai Restaurant; a \$50 gift card to The Settlers Inn at Bingham Park; the book *Someone Knows* by Lisa Scatolini from Carroll & Carroll Booksellers; a book-themed basket of gifts from Library Express; one large jar candle from American Candle; a \$25 gift certificate to Stately Pet Supply from Best Friend Basket; and a Wine Basket of Gifts (one bottle of wine, Yankee candle and wine stoppers) courtesy of Gretchen Welby.



November

**Gregory Krenitsky** of Taylor, Pa., won: 10 free coffee or café beverage gift certificates to Aramark; a \$10 gift card to Fire & Ice on Toby Creek; a \$30 gift card to Harvest Seasonal Grill & Wine Bar; a \$25 gift card to Riccardo’s; a \$30 gift certificate to Sambuca Italian Grille & Bar; a \$75 gift card to State Street Grill; a \$25 gift card to Ruth’s Chris Steakhouse from Metz Culinary Management; Thirteen Olives Balsamic Vinegar courtesy of Charles Kratz; a Christmas gift bag (five stemless wine glasses, Christmas serving tray, six Christmas hors d’oeuvres plates, four holiday coasters & Christmas soap caddy) from Something Old & Something New Marketplace; a Harbour Lights Limited Edition Lighthouse —Kilauea, HI courtesy of The Weinberg Memorial Library; a red embroidered Christmas table scarf courtesy of Charles Kratz; a Christmas Book courtesy of William Varady; a \$50 gift card to Boscov’s; a \$25 gift card to Woods & Company; a \$25 gift card to CVS Pharmacy; a \$25 gift card to Daisy Collective; Cinnamon Hot Buns Candle courtesy of Charles Kratz; \$250 Cash courtesy



December

**Kathleen Saltry** of Scranton, Pa., won: a \$25 gift card to Savory Masa; a \$25 gift card to Starbucks courtesy of William Varady; an iPad courtesy of The University of Scranton, Division of Information Technology; a \$20 gift card to Comics on the Green; a \$150 gift card to The University of Scranton Bookstore; a \$25 gift card and *Thirteen Ways of Looking* by Colum McCann from Barnes & Noble Booksellers — Allentown; a Handmade Fleece Throw courtesy of Annette Kalwaytis; a \$100 gift certificate to William Edward Florist; a \$25 gift card to J.C. Penney courtesy of William Varady; a Google Home Mini courtesy of Charles Kratz; and Wine (one bottle of wine and four stemless wine glasses) courtesy of Sheli Pratt-McHugh.

## Do you want to enhance your students’ research abilities? Then consider applying for an **INFORMATION LITERACY STIPEND** for your course.

You can receive a \$1,000.00 stipend for collaborating with a faculty librarian to develop assignments that develop and assess information literacy skills and abilities. Up to two stipends will be awarded.

### TO APPLY:

- Interested course faculty should submit a proposal, not to exceed two pages, that includes the following:
- Course name and number
  - Student learning outcomes related to information literacy
  - Assessment plan to determine how student learning outcomes will be evaluated
  - Projected Timeline (Summer/Fall 2021)
  - Name of the faculty librarian who has agreed to collaborate with you

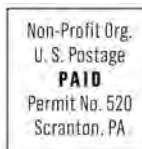
### SELECTION CRITERIA:

- Proposals will be reviewed by the Library Advisory Committee’s Information Literacy Subcommittee for evidence of the following components:
- Student learning outcomes related to information literacy
  - Assessment plan to determine how student learning outcomes will be evaluated
  - Collaboration and consultation with a librarian before submission

If you are interested, consult with the librarian liaison to your department in advance of preparing your proposal. Examples of previous stipends awarded are posted on the Library’s website at [scranton.edu/informationliteracystipends](http://scranton.edu/informationliteracystipends).

For more information, contact Donna Witek, Information Literacy Coordinator, by email at [donna.witek@scranton.edu](mailto:donna.witek@scranton.edu).

**Application Deadline for Summer/Fall 2021 courses: Friday, April 9, 2021**




## Spring 2021 Affordable Learning Implementation Grants

The Weinberg Memorial Library had an incredibly successful pilot of Open Educational Resources (OER) Implementation Grants during the 2019-2020 academic year, with six faculty members across different disciplines receiving \$1,000 stipends to replace their for-cost course materials with no-cost materials in their courses, which could include OER and appropriately licensed library resources. We estimate that these implementations saved students across those courses a total of \$37,000. Faculty recipients wrote assessment reports on their implementation process, which have been published to the library's website and reflect on how using no-cost resources changed their courses and affected their students.

Over the summer of 2020, the library's OER Committee decided to rename the awards to Affordable Learning Implementation Grants to emphasize the overall goal of the grants to reduce the financial burden on students by replacing expensive for-cost textbooks and course materials with no-cost or low-cost educational resources. We are still encouraging faculty to use and

explore OER, which include online textbooks, media and other materials that are freely available for use and can be remixed/reused for educational purposes, but librarians are also working closely with faculty to identify Weinberg Memorial Library materials that can also be accessed by all students in the class for no additional cost to them.

For our Spring 2021 Affordable Learning Implementation Grants, an interdisciplinary judging panel drawn from volunteers of the Library Advisory Committee evaluated four applications to choose two recipients. The two faculty members who received Affordable Learning Implementation Grants for courses offered in the Spring 2021 semester are Dr. David Dzurec, professor in history, and Dr. Christopher Hauser, assistant professor in philosophy. We project an average savings of about \$53 per student in these two classes, reaching 105 students for a total savings of \$5,600.

The library will once again offer Affordable Learning Implementation Grants for courses taught in Fall 2021 and will be accepting applications until April 16, 2021. 

## information update

A Newsletter from the  
Harry and Jeanette Weinberg Memorial Library  
Scranton, Pa 18510-4634

Editor: Frank Conserette  
Interim Dean of the Library: Jean Lenville  
Phone: 570.941.7816