2020

Spotlights: Faculty, Alumna, and Courses

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Spotlight – Faculty

Ashley Marshall joined the School of Library and Information Science faculty at The University of Southern Mississippi as an Instructor in the fall 2020 after having served as the Adjunct Librarian for a year at Delgado Community College, in New Orleans, Louisiana. She received her Master of Library and Information Science in the summer of 2020, and prior to that she received a Master of Science in Family and Consumer Science (2017) and a dual Bachelor's in Communications and English (2015)—all three from the University of Tennessee at Martin.

Ashley started as a Graduate Assistant for the Paul Meek Library at the University of Tennessee at Martin and recently served as a Graduate Teaching Assistant for the Southern Miss School of Library and Information Science, where she taught face-to-face and online courses. While a student at Southern Miss, she served as a Graduate Assistant in Study Abroad for British Studies, and participated extensively in the Fay B. Kaigler's Children's Book Festival. Her master's research project, which she hopes to get published, was a study that focused on the timely topic of scholarship funding in LIS for underrepresented groups. Ashley is planning to further her education and earn her Ph.D. in Information Science and is thrilled to be joining the School of Library and Information Science faculty at The University of Southern Mississippi!

Spotlight – Alum

Since 2019, **Angie Manfredi** has been the Youth Services Consultant for the State Library of Iowa providing continuing education and support around everything related to Youth Services for all 543 public libraries in Iowa. Previously, she worked as the Head of Youth Services at the Los Alamos County Library System in New Mexico (2007-2019). Angie also edited *The (Other) F Word: A Celebration of the Fat & Fierce*, the first fat positive young adult anthology, released from Abrams in 2019. Angie has presented nationally at numerous library and education conferences since 2008, facilitating and leading conversations about youth literature and youth librarianship. Additionally, she freelances creating supplemental curriculum material for publishers including HarperCollins, Scholastic, and Penguin Random House. In spring 2021, she will be teaching a section of Reading & Responding to Children's Literature for the University of Iowa.

Angie has a special interest in spotlighting and uplifting marginalized voices in both youth literature and librarianship. She passionately advocates, in the words of Dr. Rudine Sims Bishop, giving readers “mirrors, windows, and sliding glass doors” in all the books shared with them. She cherishes mentoring new librarians and championing equity of access for all youth readers.

Spotlight—Course

LIS 445/545SL: Information Needs of Underserved Populations, developed and taught by Dr. Bomhold, explores the information uses and needs of underserved social, ethnic, and cultural groups and the various means of providing information services to them.

“This fall semester I had a great experience that impacted my life.” – LIS 445/545 student

Too often, LIS classes focus solely on the work that happens in a formal setting within the walls of a library or archive. But to many people, the library building is too difficult or intimidating to access. Frequently, the information they need is bound by time and situation. So how do we, as information professionals, serve those populations? Rather than discussing traditional library services, this class focusses on information work that takes place outside the library walls. The ALA Office of Diversity, Literacy, and Outreach Services (ODLOS) defines nine types of individuals who are historically underserved by traditional library services.

Using these parameters as a reference point, this class explores the experiences of underserved patrons and how best to bring the information that they need to them where they are, and in a format that is usable to them. Through reflective service-learning, students will get first-hand experience working with population groups to define unmet information needs and create artifacts that fill these needs. This class requires 20 hours of service-learning work which may be applied other required practicum experiences in the program. Concerned about this? Below are more student quotes:

“You're going to learn a lot more about people than you ever think you will by taking this class. This class can be tough, but you will learn so much in the process. It's a class that every librarian should have had to take in the past before they could work with the public.”

“This experience changed my inner consciousness and left me a rich point of view about life and societal needs.”

SLIS Values

The School of Library and Information Science is committed to:

- *Student-centered learning:* We are committed to cultivating an active, student-centered learning community.
- *Diversity and Inclusion:* We recognize and value the diversity of modern society and support inclusiveness in learning.
- *Intellectual freedom:* We embrace the ideals of intellectual and academic freedom and strive to nurture an open, respectful learning environment for the free exchange of ideas.
- *Service:* Because we believe it is a core of the profession, we support service at all levels and encourage ongoing professional development as a means of enhancing skills and knowledge.
- *Community:* We believe in creating, fostering, and participating in learning and research communities that span borders on state, national, and international levels.
- *Research:* We believe research is an essential part of scholarship, not just for creation of new knowledge but for support of teaching and learning and sharing of new knowledge with multiple communities of interest.

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