

June 2018

## SLIS Student Research Journal, Vol.8, Iss.1

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## SLIS Student Research Journal, Vol.8, Iss.1

### Keywords

SLIS Student Research Journal, SRJ, San Jose State University, School of Information, iSchool, School of Library & Information Science

*SAN JOSÉ STATE UNIVERSITY, SCHOOL OF INFORMATION*

# **School of Information Student Research Journal**

*Volume 8, Issue 1 (2018)*

ISSN 2575-2499



## **CALL FOR PAPERS:**

**Submission deadline: December 1, 2018**

The SRJ welcomes articles, reviews, and evidence summaries on a variety of topics related to library and information science.

### **Submission to the Journal**

*School of Information Student Research Journal* accepts manuscripts and reviews from any current graduate student provided they are enrolled at the time of submission (authors will be asked during submission to declare their institutional affiliation). Manuscripts are accepted on a rolling basis and may be published according to the editorial schedule or at the discretion of the Editor-in-Chief.

For details on the types of manuscripts SRJ will consider, please review the [Journal's Aims & Scope](#).

Authors may submit a manuscript electronically into our review system providing the following details for each submission:

- **Keywords:** 5-8 keywords that best describe your submission.
- **Abstract:** 150-250 words, content and style as per APA. (No abstract is required for book reviews).
- **Cover Letter** (Optional): A separate cover letter to the Editor-in-Chief briefly stating the purpose of your submission and its expected contribution.

Manuscripts should conform to the Journal's [style guide](#) regarding formatting and citation.

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Author manuscripts are received by the Editor-in-Chief who conducts a preliminary review of the work for adherence to general submission guidelines and relevance. As warranted, the submission may be discussed anonymously with a member of the Editorial Advisory Board with appropriate expertise for evaluating the manuscript. Once approved, the manuscript is sent to the Managing Editor who coordinates the peer review process. The Editor-in-Chief will advise authors of all manuscripts decisions.

Manuscripts accepted for review will be submitted to at least two peer reviewers in a double-blind review system (this means that the reviewers and authors do not know one another's identity). The SRJ editorial team function as reviewers for the Journal. Editors review the manuscript and return an evaluation with a recommendation of either:

- Accept
- Minor revisions
- Major revisions
- Reject

For decisions of either minor or major revisions, authors are encouraged to revise their work according to the recommendations of the reviewers in order to stay competitive for publication. A decision of "accept" is typically reserved for manuscripts which have already undergone one or more rounds of review and revision.

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June 2018

# Memories and Milestones

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This special issue of *The School of Information Student Research Journal (SRJ)* highlights the 100,000 download mark for our journal. In this issue, we have invited contributions from Dr. Anthony Bernier, the *SRJ*'s Faculty Adviser, Dr. Sandra Hirsh, Director of San José State University School of Information, and Dr. Mary C. Schutten, Dean of the College of Applied Sciences and Arts (CASA) at San José State University (SJSU).

The *SRJ* was established in 2010 with the goal of creating a student governed publication in the field of library and information science. The *SRJ* is open to submissions from graduate students only, making it one of the best options for students who plan on working in academia or other areas that encourage publication. The exposure to peer review and the revisions process is valuable for aspiring librarians in many fields.

The benefits of the *SRJ* are not only limited to authors, but also extend to the editorial team members. The training in which the *SRJ* editors participate as a part of their duties develops skills that transfer well into the library and information profession as well as other professional areas. Editors develop a keen eye for details, critical thinking skills, communication skills, and the ability to critically evaluate an author's contribution. When asked to reflect on their time as editors for the *SRJ*, the most common responses were that the position of editor made students better writers and more aware of problems in his or her own writing. Others focused on the teamwork and collaboration, stating that learning to work as a group in an online environment with people who live across the world was a valuable experience that provided a sense of community.

Volume 8, Issue 1 ends my term as the journal's Editor-in-Chief. This year has been filled with many memories and milestones, including the change on our title and special projects completed by our editorial team members. Reaching 100,000 downloads is a major accomplishment, and I sincerely hope that all past and present editorial team members, authors, and Editorial Advisory Board members feel a sense of accomplishment in this achievement. Every person who has contributed to the success of the *SRJ* is, in some way, a part of this milestone.

### **Acknowledgements**

I am grateful to Dr. Anthony Bernier for his enthusiasm and support for the *SRJ*. Learning from him was one of the highlights of my experience. I am grateful to Tamarack Hockin, former EIC, who selected me as her successor. I hope that I have given her no cause to regret her choice. I must also mention Lindsey Travis and Kelly Pollard, both of whom served as Managing Editors during my time as Editor-in-Chief; the journal is better because of your contributions. A special thank you to Dr. Hirsh and Dr. Schutten for taking time out of their busy schedules to provide comments for this issue. The support of the faculty and administration allows *SRJ* to continue to grow and succeed as SJSU's only student governed, double-blind peer reviewed, open-source venue for the dissemination of student research.




June 2018

## SRJ 100K Download Milestone

Mary C. Schutten

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On behalf of the College of Applied Sciences and Arts, I want to extend my congratulations to the entire staff of the *Student Research Journal* in the School of Information for reaching the milestone of 100,000 downloads of their high quality, student governed open source journal. These downloads span 189 countries, which dovetails with the college's commitment to global education experiences. Thank you for this good work. The journal is a significant accomplishment and, with over 80 graduate student papers published, the journal has given voice to the many exceptional students in our programs.


The Association of American Colleges and Universities, AACU, lists on their website various teaching and learning strategies that have been tested and shown to be beneficial for students from a variety of backgrounds. These practices are labeled as high impact educational practices or HIPS (<https://www.aacu.org/leap/hips>). Among the listed practices, a reader would find student research, writing intensive courses, collaborative projects, culminating projects, and global learning. The *Student Research Journal* in the School of Information uses all of these practices which benefits students, university, and the global community. Congratulations to the entire journal editorial staff, Dr. Anthony Bernier, advisor, and to Editor in Chief Holley Cornetto. Your scholarly efforts are a "best practice", they are HIP, and a key contributor to the success of students at SJSU.

June 2018

# Reaching New Scholarly Heights: School of Information Student Research Journal Hits Milestone with 100,000 Full Text Downloads

Sandra Hirsh  
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Hirsh, S. (2018). Reaching new scholarly heights: School of Information Student Research Journal hits milestone with 100,000 full text downloads. *School of Information Student Research Journal*, 8(1). Retrieved from <http://scholarworks.sjsu.edu/slissrj/vol8/iss1/3>

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## Introduction

Since 2010, the *School of Information Student Research Journal* (SRJ), formerly the *SLIS Student Research Journal*, has opened a pathway for library and information science (LIS) graduate students to contribute to LIS research and intellectual inquiry. The *SRJ* is one of many initiatives at the School of Information at San José State University (SJSU) that demonstrates a commitment to “educating future information professionals to contribute to the well-being of global communities” (Hirsh, et. al., 2015, p. S29). As the only double-blind peer reviewed journal promoting graduate student scholarship in library, archives, and information science in North America (*SRJ*, 2018, About This Journal), the *SRJ* is a remarkable and unique open access journal that invites graduate students to submit literature reviews, book reviews, and original research for publication. Full-text articles and issues are freely available for downloading at <http://scholarworks.sjsu.edu/slissrj/>. In her contributing article *Participating in the conversation*, Editor-in-Chief Otero-Boisvert (2011) quoted David Lanke’s mantra that “the mission of librarians is to improve society through facilitating knowledge creation in their communities” (Lankes, 2011). She goes on to say that knowledge creation is the primary goal of the *SRJ*, which is affirmed in each of its articles (Otero-Boisvert, 2011). This article reflects on the achievements of the *SRJ*, as it reaches this major 100,000 download milestone, by examining download and publishing characteristics, contributor attributes, and article topic trends.

## Background

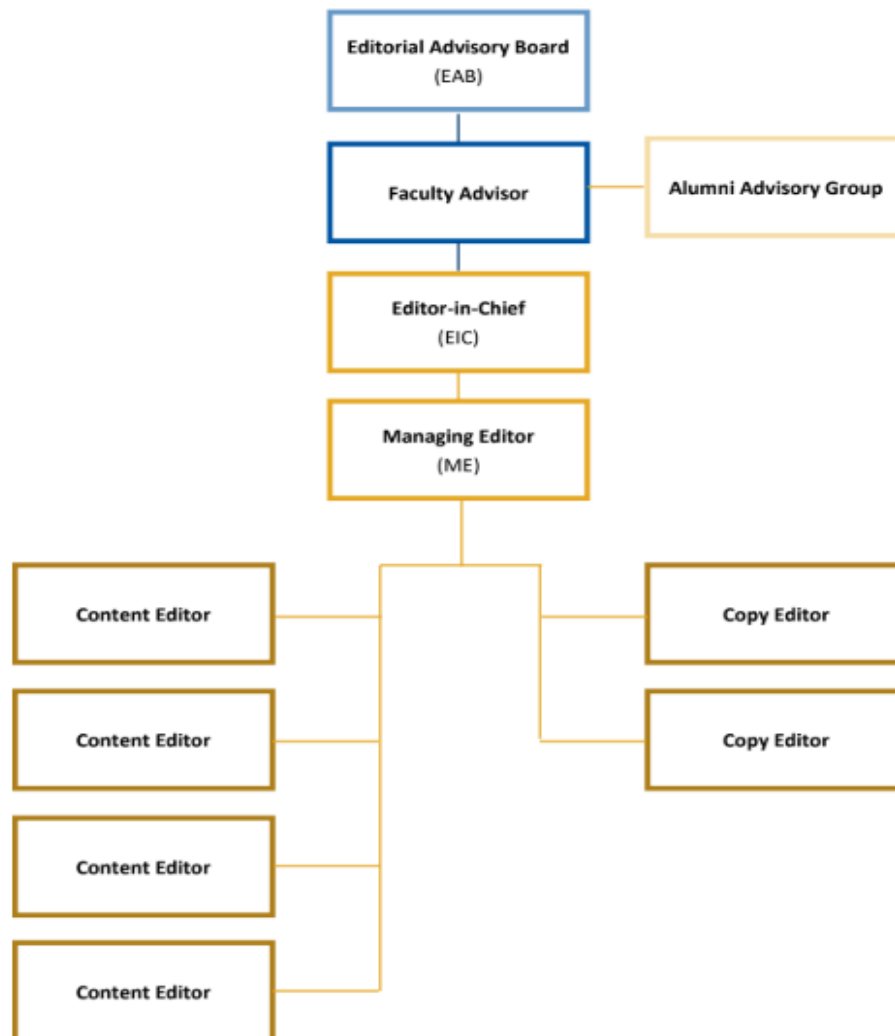
The need for more scholarly contributions and original research among practitioners is expressed by many in the library and information science (LIS) field. In their content analysis of 1880 articles from LIS scholarly journals and periodicals, Turcios, Agarwal, and Watkins (2014) identified that only 16 percent of the literature qualifies as research. Hayman (2015) infers that information professionals are not producing enough research, and therefore this should be a focus going forward. Partridge and Given (2016) assert the need for LIS professionals to engage in open conversation for research collaboration, and the need to establish evidence-based research work as part of the LIS profession. Evans, Dresang, Campana, and Feldman (2013) dig deeper, emphasizing that LIS programs offer a shortage of courses and opportunities that enable students to participate in authentic field research. They further argue for improvements in research methods education in LIS programs in order to better support the growth of future research in the LIS professional field.

The *SRJ* addresses this gap in both original scholarship and student engagement by opening up a direct avenue for engaging with original research, writing for publication, and experiencing a professional peer-to-peer review process. Being published and contributing to broader communications in the field is of tremendous value, and the opportunity and experience of engaging with the

writing and submission process alone prepares these new LIS practitioners for future scholarship and contribution.

In addition to offering MLIS students the opportunity to contribute and be published, “the *SRJ* has also provided a unique forum for MLIS candidates to experience scholarly communication as editors, reviewers, teammates, and managers” (Hockin, 2017, p. 1). Figure 3 shows the organizational chart governing the journal, which includes an Editorial Advisory Board and a faculty advisor. All members of the editorial team are graduate students at the iSchool.

Figure 3: School of Information *Student Research Journal* Editorial Board Organizational Chart



Retrieved from: *Student Research Journal*. (2018). *SRJ* Editorial Structure Chart.  
<https://drive.google.com/open?id=0B3MpMolmsWhvQXo1OFRBQUZwZEU>

The average editorial team is comprised of an Editor in Chief, a managing editor, six content editors, and two copy editors, each of whom must be a

currently enrolled graduate student at the iSchool. The team is responsible for developing the journal's aims and scope, managing operations, promoting the journal, and building a strong journal reputation across scholarly LIS platforms (Hockin, 2017, p. 1). They are also responsible for recruiting, promoting, and selecting new editorial team members as vacancies appear. Since its inception, the journal has recruited 64 iSchool graduate students to serve on its editorial team. Forty-five percent of these students served on the editorial team for two issues (or one full volume/year), 23 percent served on only one issue, 22 percent served on three issues, and 5 percent served on four issues. One editor served for five issues, and two students served for six issues (equivalent to three full volumes).

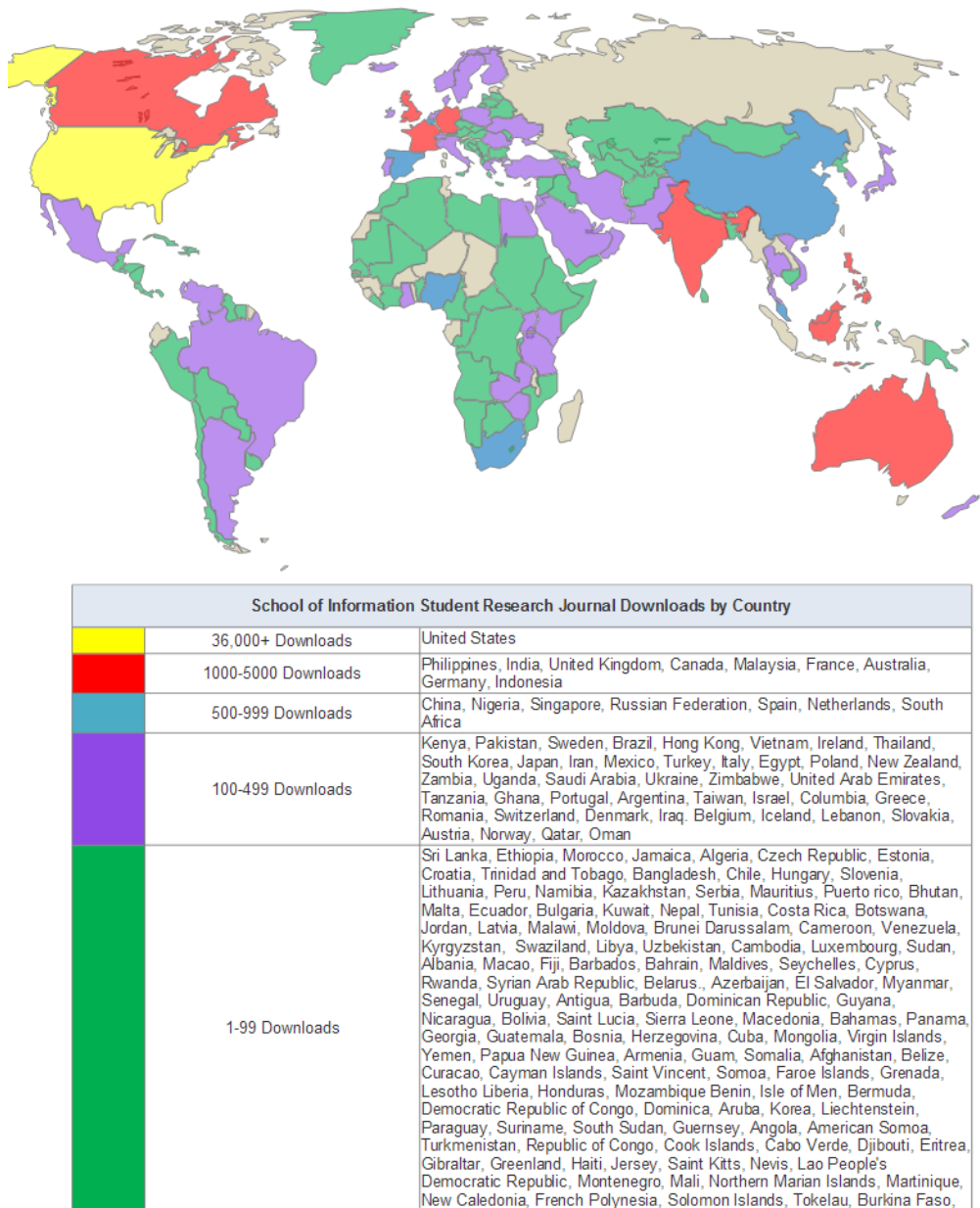
Hockin highlights her experience as Editor-in-Chief (2016-2017) as the most valuable experience from her MLIS experience at the School of Information (Perilli, 2017). She further highlights the many skills that students gain as a result of working on the *SRJ* editorial team, including "critical thinking, project management, leadership and ... research" (Ibid).

The journal is further supported by an Editorial Advisory Board and a faculty advisor. All members of the Editorial Advisory Board are full time faculty with the SJSU School of Information. At the time this article was written, the Editorial Advisory Board includes 25 full time faculty members. The journal's faculty advisor, full-time iSchool faculty member Dr. Anthony Bernier, works closely with the editorial team as a member of the Editorial Advisory Board and was the first contributing faculty member for the journal. His article *Reaching escape velocity and the purpose of SLIS Student Research Journal* (Bernier, 2011) celebrated the inaugural issue of the journal by providing insight and guidance to student contributors on how to formulate a literature review and exercise their professional voice within the LIS profession. His article embodies the role of the Editorial Advisory Board, which advises, mentors, and supports the work of the graduate student editors who perform the operations and editorial functions of the *SRJ*.

### **Download and Publishing Characteristics**

A total of 66 papers have been published since the founding of the journal in 2010 across seven volumes, with two issues published in each volume. The average issue is comprised of one editorial, one invited faculty contribution, and three graduate student articles, offering the scholarly field of library and information science an average of six original articles per year. The largest volume, Volume 2, Issue 2 published in 2013, offers one editorial contribution, one invited faculty contribution and five student articles. Only one issue, Volume 6, Issue 2, includes a book review contribution by a student.

The *SRJ* has demonstrated a scholarly impact around the world on the field of library and information science (LIS). Since its inception, the journal has been downloaded in 189 different countries. Figure 1 represents the global reach of the *SRJ* by the number of full-text article downloads.

Figure 1. Global Reach of the *SRJ* Journal by Article Download

While the United States represents the highest number of article downloads (36,972 downloads), the next nine countries representing the highest number of downloads, shown in red in Figure 1, span across the globe and include the Philippines (3692), India (3662), United Kingdom (2339), Canada (2037), Malaysia (1591), France (1510), Australia (1342), Germany (1137), and Indonesia (1126). Figure 1 demonstrates how a student-run scholarly journal is providing a viable avenue for students to contribute directly on key issues, trends, and issues impacting the LIS field that are of interest and value to the broader international community.

The journal's most popular article, "Digital vs. Print: Reading Comprehension and the Future of the Book" (<http://scholarworks.sjsu.edu/slissrj/vol4/iss2/6>) has been downloaded over 25,000 times (Tanner, 2014). In this article, iSchool student M. Julie Tanner explored the suitability of print, e-reader, and computer display reading platform for reading comprehension. The article demonstrated that "while printed books are most conducive to learning from longer, more difficult texts, e-readers and computer displays offer convenience and some distinct advantages to readers in particular situations" (Tanner, 2014, Abstract). The article, published in 2014, Volume 4, Issue 2 of the *SLIS Student Research Journal* is by far the most popular article in the *SRJ*. Figure 2 shows the top ten downloaded article titles across all seven volumes.

Figure 2. Top 10 Full Text *SRJ* Articles

Top 10 Full Text <i>SRJ</i> Articles			
Article Title	Downloads	Year	Author
<a href="#">Digital vs. print: Reading comprehension and the future of the book</a>	25,051	2014	Tanner, M.J.
<a href="#">Using technology to connect public libraries and teens</a>	6,556	2013	Aplin, S.M.W.
<a href="#">Digitization and digital preservation: A review of the literature</a>	5,900	2014	Routhier Perry, S.
<a href="#">Website blocked: Filtering technology in schools and school libraries</a>	4,506	2014	Overeaa, J. M.
<a href="#">Library cartoons: A literature review of library-themed cartoons, caricatures, and comics</a>	4,082	2013	Chambers, J.B.
<a href="#">Using organization theory to explore the changing role of medical libraries</a>	4,048	2012	Fatkin, K.J.
<a href="#">Preparing LIS students for a career in metadata librarianship</a>	3,064	2014	Gonzales Mooney, B.
<a href="#">Ethical considerations in Web 2.0 archives</a>	2,872	2011	Baker, A.E.
<a href="#">Open Source Integrated Library Systems in Public Libraries</a>	2,503	2013	Brooke, T.
<a href="#">Crisis Informatics: Perspectives of Trust – Is Social Media a Mixed Blessing?</a>	2,443	2013	Hagar, C.

The topics addressed by these top ten most downloaded articles provide compelling evidence for how well the *SRJ* addresses a variety of trending research topics in the LIS field. In particular, these highly downloaded article topics frequently address the impact technology has in the LIS field and the way new and practicing professionals can embrace and innovate the role of technology, online materials, and social media within the LIS field.



## ***SRJ*'s Contributor Characteristics**

The focus of the *SRJ* is on peer reviewed articles “submitted for consideration by graduate students from any institution in North America or internationally” (*SRJ*, 2018, About This Journal). By inviting graduate students from other MLIS programs to contribute, the opportunity for unique contributions from the field’s newest professionals is expanded to include views, perspectives, and experiences that represent diverse types of scholarly communication and inquiry.

Stephens (2011), an iSchool Professor serving on the *SRJ* advisory board, emphasizes that many of these students bring in a wide range of backgrounds, prior career experiences, and differing cultural values that offer a mix of ideas, perspectives, and influences which will benefit the greater LIS community. He further states:

“These authors identify specific concerns among a breadth of issues and events that intersect our domains of knowledge. Explicit connections among these works may be relevant to not only the library information science community, but to all audiences. As we know of our online environment information can be ephemeral, presenting challenges to source and exchange credible, valued information.” (Stephens, 2011, p.3)

An analysis of *SRJ* articles shows that 86 percent of the contributing authors are students at the SJSU School of Information. Fourteen percent of contributions (seven articles) come from students from other MLIS programs throughout the United States and beyond. Table 1 lists articles authored by non-SJSU students and their affiliations. As the table shows, three contributions are from SUNY Buffalo, one is from Syracuse University, one is from the University of Arizona, one is from University of Tennessee at Knoxville, and one is from the University of British Columbia in Canada.

Table 1. Non-SJSU Student Contributors

<b>Student Author</b>	<b>Article Title</b>	<b>Non-SJSU MLIS Program</b>
Lindsay L. Marlow and Amy Miller	<a href="#">A picture is worth a thousand words: The perplexing problem of indexing images</a>	State University of New York (SUNY) at Buffalo
Annalise Ammer and Katherine Bertel	<a href="#">#Socialtagging: Defining its Role in the Academic Library</a>	SUNY Buffalo
Amanda McCormick	<a href="#">Copyright, Fair Use and the Digital Age in Academic Libraries: A Review of the Literature</a>	SUNY Buffalo
Mary Grace Flaherty	<a href="#">Health Literacy: An overview of an emerging field</a>	Syracuse University
Michel Castagné	<a href="#">Consider the Source: The Value of Source Code to Digital Preservation Strategies</a>	The University of British Columbia
Camila Z. Tessler	<a href="#">Privacy, Restriction, and Access: Legal and Ethical Dilemmas</a>	University of Arizona
Meredith K. Boehm	<a href="#">An Exploratory Study of Online Information Regarding Colony Collapse Disorder</a>	University of Tennessee - Knoxville

Patricia Mars	<a href="#">Gender Demographics and Perception in Librarianship</a>	Catholic University
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In addition to peer reviewed articles, each volume also includes at least one guest faculty or professional contribution, most who are iSchool faculty members who also serve on the *SRJ* Editorial Advisory Board. Holley Cornetto, the 2017-2018 editor of the *SRJ*, states that “as a student-run journal, it is important to demonstrate that faculty support what we do” (Cornetto, 2018). Cornetto also emphasizes that welcoming instructor contributions offers the opportunity to introduce articles of interest to the iSchool audience and to introduce new and emerging topics that may be addressed in future curricula. Furthermore, inviting instructor contributions extends the learning experience beyond the classroom, providing an opportunity for both students and instructors to engage in a constant stream of conversation that “enables an understanding of participation that cannot be imparted within a closed environment” (Stephens, 2011, p.5). To date, there have been twelve total invited contributions, 10 of them who are iSchool faculty, one is a retired New Mexico librarian (Wiggins, 2014), and one faculty contribution from the University of Georgia (Swygart-Hobaugh, 2017).

### A Content Analysis of Article Topics and Trends Across the *SRJ*

The aims and scope of the *SRJ*, as determined by the editorial team, focus on topics in library and information science, archives, policy, application, or practice which advance intellectual inquiry in the field (*SRJ*, 2018, Aims & Scope). Students have the freedom to pick their topics within this scope and may perform original work based on professional interests, expand or redirect research or literature reviews done through coursework, or collaborate with other students on a unique topic or area of study.

Through a topic analysis of *SRJ* articles by MLIS graduate students and invited contributions from SJSU faculty and other professionals in the field, key topic trends and themes emerged. Table 2 outlines 11 topic trends, indicates the number of related articles in the journal, provides an exemplar article, and highlights the most downloaded article title within that topic.

Table 2. *Student Research Journal*: Key Topics and Trends

Topic	Number of Contributions	Exemplar Article	Most Downloaded Article by Topic
All things digital: digital literacy, digital collections, and digitization of film	<ul style="list-style-type: none"> <li>4 SJSU student</li> </ul>	<a href="#">Information literacy in the digital age: Myths and principles of digital literacy</a> B.W. Becker SJSU graduate student 1270 downloads	<a href="#">Digitization and digital preservation: A review of the literature</a> Perry S. Routhier SJSU graduate student 5900 downloads

Information seeking behavior and how patrons interact with information differently with information due to increasing use of technology.	<ul style="list-style-type: none"> <li>• 2 SJSU student</li> <li>• 1 SUNY Buffalo student</li> <li>• 2 SJSU faculty</li> </ul>	<a href="#">Crisis informatics: Perspectives of trust – is social media a mixed blessing?</a> C. Hagar SJSU Faculty 2443 downloads	<a href="#">Using technology to connect public libraries and teens</a> S.M.W. Aplin SJSU graduate student 6556 downloads
Teaching frameworks, information and digital literacy, and research skills in academic libraries.	<ul style="list-style-type: none"> <li>• 3 SJSU student</li> <li>• 1 SJSU editorial</li> <li>• 1 SUNY Buffalo student</li> <li>• 1 SJSU faculty</li> </ul>	<a href="#">Sharpening the search saw: Lessons from expert searchers.</a> V.M. Tucker SJSU Faculty 1221 downloads	<a href="#">Copyright, fair use and the digital age in academic libraries: A review of the literature.</a> A.McCormick SUNY Buffalo student 1772 downloads
Research methodology, e-journals, and acquisitions, open access journals, and metadata for academic libraries.	<ul style="list-style-type: none"> <li>• 4 SJSU student</li> <li>• 3 SJSU editorial</li> </ul>	<a href="#">E-Journals and the big deal: A review of the literature</a> C. Sjoberg SJSU student 958 downloads	<a href="#">Discovery tools and local metadata requirements in academic libraries.</a> M.S. Wood SJSU student 1121 downloads
Transitioning LIS skills into professions and developing skills for the future.	<ul style="list-style-type: none"> <li>• 4 SJSU student</li> <li>• 4 SJSU faculty</li> </ul>	<a href="#">Beyond the walled garden: LIS students in an era of participatory culture</a> M. Stephens SJSU faculty 1082 downloads	<a href="#">Value of research methods courses: Voices from LIS practitioners.</a> Lily Luo SJSU faculty 2108 downloads
The rising need for international librarianship and drawing attention to gender issues and skills of technology and leadership to overcome these inequalities in the field.	<ul style="list-style-type: none"> <li>• 1 SJSU students</li> <li>• Catholic University of America student</li> <li>• 1 SJSU faculty</li> </ul>	<a href="#">Gender Demographics and Perceptions in Librarianship</a> P. Mars Catholic University of America student 279 downloads	<a href="#">Strategies for engaging in international librarianship: Misconceptions and opportunities.</a> M. Sellar SJSU Faculty 510 downloads
The history of librarianship and the evolving profession.	<ul style="list-style-type: none"> <li>• 5 SJSU student</li> <li>• 1 SJSU editorial</li> <li>• 1 SJSU faculty</li> </ul>	<a href="#">The female librarian in film: Has the image changed in 60 years?</a> J.A. Wells SJSU student 1765 downloads	<a href="#">Library cartoons: A literature review of library-themed cartoons, caricatures, and comics</a> J.B. Chambers SJSU student 4082 downloads

Importance of collaborative scholarship for LIS professionals across all disciplines and library environments, including special libraries.	<ul style="list-style-type: none"> <li>• 1 SJSU student</li> <li>• 1 University of Tennessee – Knoxville student</li> <li>• 2 SJSU editorial</li> <li>• 1 SJSU faculty</li> </ul>	<a href="#">Collaboration as an essential tool in information literacy education 9-16: Context, qualities and implications</a> S. Godbey SJSU editorial  561 downloads	<a href="#">An exploratory study of online information regarding Colony Collapse Disorder</a> M.K. Boehm University of Tennessee – Knoxville student 729 downloads
Issues in modern collections development: balancing digital and print resources, addressing questions of diversity and access of materials, and selecting collections that reflect current patron needs.	<ul style="list-style-type: none"> <li>• 6 SJSU student</li> <li>• 1 University of Arizona student</li> </ul>	<a href="#">Privacy, restriction, and access: Legal and ethical dilemmas.</a> C. Z. Tessler University of Arizona 374 downloads	<a href="#">Digital vs. print: Reading comprehension and the future of the book</a>  25051 downloads
Special libraries and information communities, including isolated communities such as inmates, the homeless, and online communities.	<ul style="list-style-type: none"> <li>• 6 SJSU students</li> <li>• 1 Syracuse student</li> <li>• 1 Emporia State student</li> <li>• 1 New Mexico Correctional faculty</li> </ul>	<a href="#">Patient access to electronic health records: Strengths, weaknesses and what's needed to move forward.</a> A. Zuniga SJSU student  1594 downloads	<a href="#">Using organization theory to explore the changing role of medical libraries</a> K. J. Fatkin Emporia State University student 4048 downloads
The significance of well-designed metadata with modern databases, and an increasingly digital search and archival process.	<ul style="list-style-type: none"> <li>• 2 SJSU students</li> <li>• 1 State University of New York at Buffalo student</li> <li>• 1 University of British Columbia student</li> </ul>	<a href="#">Merging special collections with GIS technology to enhance the user experience</a> G.L. Nichols SJSU student 288 downloads	<a href="#">Preparing LIS students for a career in metadata librarianship</a> B.Gonzales Mooney SJSU student 3064 downloads

The trending topics outlined in Table 2 represent the distinctive voice of each author and demonstrate how students interpret key topics and issues impacting the field of library and information science (Scott, 2011). Bernier (2011) notes that the *SRJ* plays a “meaningful role in documenting graduate

student views about ‘where the field is’ and where they believe it needs to go” (p. 8). With the student view, the LIS field is able to examine key topics and emerging trends through a different lens – the lens of the new professional who brings varying experiences and perspectives into consideration. Faculty and editorial contributions are also represented across these trending topics presented. Faculty contributions offer professional expertise and help connect the scholarly record to the classroom experience, while editorial contributions aim to bring all the contributions into query and reflection. Collectively, the *SRJ* offers the LIS field a valuable scholarly resource for all LIS professionals to learn, reflect, consider, participate, share, and continue the conversation.

## Conclusion

Achieving the milestone of 100,000 *SRJ* downloads is a testimony to both the outstanding review process undertaken by the *SRJ* editorial team and the importance of bringing a student voice into broader LIS communication. The *SRJ*, as the only North American double-blind peer-reviewed, open access journal promoting graduate student scholarship in the LIS field, is an extremely valuable contribution to the future of the LIS profession and the future of LIS research. Since its initial publication in 2010, the *SRJ* has also demonstrated a breadth of scholarship that has strong relevancy to trending LIS themes. As the review of literature on the topic of LIS scholarship and MLIS student research coursework and ethos indicates, there is a lack of engagement and contribution to scholarly communication and research. The *SRJ* overcomes this barrier to research and publication through its devotion to encouraging graduate student participation and bringing global, open access visibility to the significance of MLIS student research and future LIS scholarly inquiry. The *SRJ* provides students a unique opportunity to chart “a new direction for the scholarship in our field: articulating a direction in which the field should take the next “turn.”” (Bernier, p. 8). The *SRJ* is a powerful example of how educational institutions support students in becoming engaged LIS practitioners and research pioneers.

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# Leaning Forward While Looking Back

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## Leaning Forward While Looking Back

### **Cover Page Footnote**

We are pleased to offer special thanks for the vision and support of the following: Former Dean, Dr. Charlie Bullock; current Dean, Dr. Mary Schutten, emeritus faculty and former School Director, Dr. Ken Haycock; current Director, Dr. Sandra Hirsh; Associate Director, Dr. Linda Main; The entire full-time faculty (aka the Editorial Advisory Board); Berkeley's Electronic Press (bepress).

It is not easy to publish a scholarly journal. One of the hallmarks of a successful journal, however, is the degree to which it can build and sustain community. It is clear that the *Student Research Journal (SRJ)* has achieved that.

In demonstrating its commitment to quality, and especially as we hit the 100,000<sup>th</sup> article download milestone, the *SRJ* manifests its utility to both the mission and vision of our School of Information. In terms of the School's documented strategic objectives, the *SRJ* meaningfully "contributes to the education of information professionals who excel and contribute to the well-being of our global communities."

The *SRJ* also demonstrably contributes to the School's commitment to "leadership in graduate education and research in the information professions, delivering innovative, top quality programs." The *SRJ* remains SJSU's only student governed, double-blind peer reviewed, open-source venue for the dissemination of student research. The journal enhances this student experience through an engaging and exclusively online experience.

Operationally, the *SRJ* serves as a key performance indicator for elevating the iSchool's curricular quality in delivering true innovation. Most especially the journal fosters a research-oriented environment.

From its start in 2010, the *SRJ* has remained entirely student governed and committed to top quality performance. Indeed, overall, student editors tend to be even more discerning than academic peer reviewers. Since the beginning the *SRJ* maintains an acceptance rate of 21% which is competitive with most of the top quality peer reviewed journals anywhere in the academy.

As Faculty Advisor since the beginning, it has been my privilege to help institutionalize the journal's operations so that year after year quality team experiences thrive even within the limits of constantly graduating students and my direct interactions with years of student Editors-in-Chief number among some of the most satisfying in my experience as a faculty member at SJSU. I take particular pride in noting that many of our Editors-in-Chief and Managing Editors "promoted up" from other roles on the Editorial Team.

Since the opportunity to celebrate this milestone comes along only once, I hasten to acknowledge all our previous Editors-in-Chief here: our very first Editor-in-Chief, Suzanne Scott (2010-2011), Maria Otero-Boisvert, Stacey Nordlund, Elyse Meyers, Adrienne Mathewson, Tamarack Hockin, and our most recent past Chief, Holley Cornetto. It's also my pleasure to welcome on board our most recently appointed Editor-in-Chief, Megan Price. These talented people represent the "public face" of the *SRJ*. They recruited and appointed Editorial Team members, supervised execution of an on-going strategic plan, reported regularly to the faculty (our Editorial Advisory Board), and, of course, hit that last button that says "publish."

Each of the people assuming the Chief's chair, however, know that publishing a journal, like any collective effort, requires an entire team. The Chiefs have run the organization well – an organization in which players play different positions but the team aims at one goal. And it has been through a remarkable succession of Managing Editors (all appointed by the Chief's themselves) that *SRJ* operations run as smoothly as they do: our first Managing Editor, Stacey

Nordlund (2011), followed by Susan B. Wainscott, Barnaby Hughes, Sara Kelso, Janet Casey, Gina Nichols, Laurel A. Brenner, Lindsey Travis, and Kelly Pollard. Each of these talented managers distributed manuscripts, monitored editorial traffic, synthesized peer reviews, facilitated monthly ET meetings, trained new ET appointees, and developed additional journal enhancement projects along with their editors.

The *SRJ*'s community extends beyond the Editorial Team, the Editorial Advisory Board, authors, and even its readers. Each year SJSU graduates who have served on the journal's Editorial Team gather to discuss recent changes, share and brainstorm new ideas, and make connections back to the *SRJ* and to SJSU. This is the *SRJ* Alumni Advisory Group. Many of our creative innovations have come from this community.

Beyond the milestone of 100,000 downloads, however, other important numbers deserve acknowledgement in celebrating the *SRJ*'s achievements. Since we began in 2010, Editors-in-Chief made approximately 128 Editorial Team appointments. Many ET members, living all over the world – as our students do – served more than one term. This number of course does not count the many hundreds more students who expressed sufficient interest in applying for appointment.

*SRJ* Editorial Teams peer reviewed, evaluated, commented upon, and improved hundreds of manuscripts yielding 80 original graduate student articles contributing to the development of our field. Many submissions originated in LIS programs other than SJSU. These figures do not count the additional hundreds of students who submitted manuscripts.

In addition, aside from the 100,000<sup>th</sup> download, *SRJ* articles have been read in 189 different countries.

Just as looking back enlivens a celebration so does a lean forward anticipate the future. The *SRJ* certainly anticipates future success. The journal not long ago expanded the opportunity for students to publish scholarly book reviews. And the ET is on the verge of introducing "Evidence Summaries," a newer form of scholarly communication initially advanced by *SRJ* Alumni, and inspired by one of the best scholarly journals in our field, *Evidence Based Library and Information Practice*. Both of these new opportunities offer graduate students additional ways to establish a voice in professional leadership by evaluating new work while still pursuing their master's degree.

The *SRJ*, now more than ever, is also reaching out beyond SJSU. Our future marketing and promotion plans promise to systematically solicit more manuscripts from other LIS programs and we are inviting Editorial Team applications from other LIS programs as well. We are even preparing to reach out to faculty from other schools as potential invited contributors.

Thus, in looking back over these initial years of achievement it is clear that the *SRJ* has established itself as a key success indicator for promoting scholarly community and broadening the School's research profile. Benefits flow in all directions:

- to and from ET members;

- to students from all over who contribute to the journal through submitting manuscripts;
- to students who benefit from the resources the ET produces to enhance scholarly communication;
- to and from the faculty who both recommend student manuscripts for publication and those who use *SRJ* articles in their courses;
- to the School of Information, the College of Applied Sciences and Arts (CASA), and to the University as a whole in terms of representing outstanding small group achievement in an exclusively distance-oriented graduate program.

Finally, I'd like to say that the success and growth of the *Student Research Journal* numbers among my own proudest contributions to the School. The community we are creating together leaves a legacy in which we can all take pride.