

# Student Success: Open Access Repository Work Impacts University Libraries' Student Employees

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2021 Digital Initiatives Symposium  
April 28<sup>th</sup>, 2021





## Student Success Opportunity for Libraries

- 1. Student retention rates
- 2. Persistence to degree completion

## University of Texas at Arlington

- Hispanic Serving Institution
- 5<sup>th</sup> most diverse campus in the country
- Top Texas university for black student persistence to bachelor degree completion
- Carnegie R-1 institution
- Huge population growth in student body

# Sense of Belonging and Inclusion

- High Impact Educational Practices
  - Internships



## High-Impact Educational Practices



### First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

### Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

### Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

### Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

### Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

### Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

### Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

### ePortfolios

ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.

### Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs *model* the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

### Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

### Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.



# Marketable Skills and Equitability

## 1. Transparent Curriculum

➤ Coach

## 2. Hands on Learning

➤ Promote Autonomy

- Librarian Coach
- Including Library & Leadership Trainings

➤ Check-ins

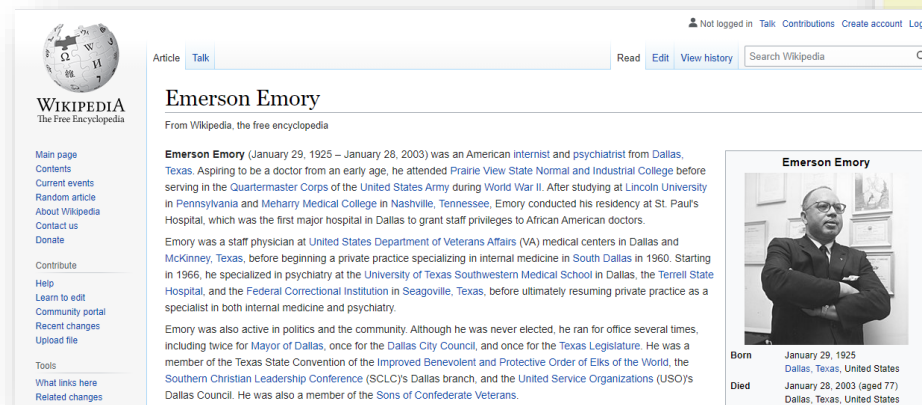
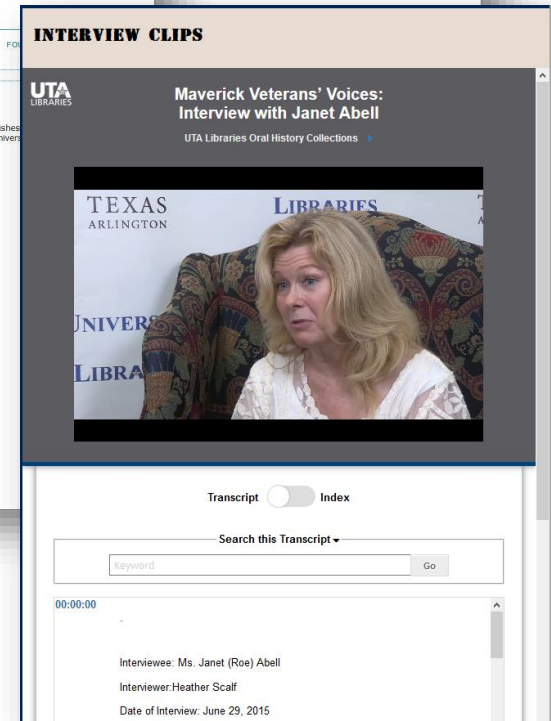
## 3. Funding

- Paid Internships
- Library Employee

➤ Timely Feedback

# OA/Digital Publishing Services

- IR – UTA ResearchCommons
- OA Journals
- Interviews – OHMS
- Wikipedia





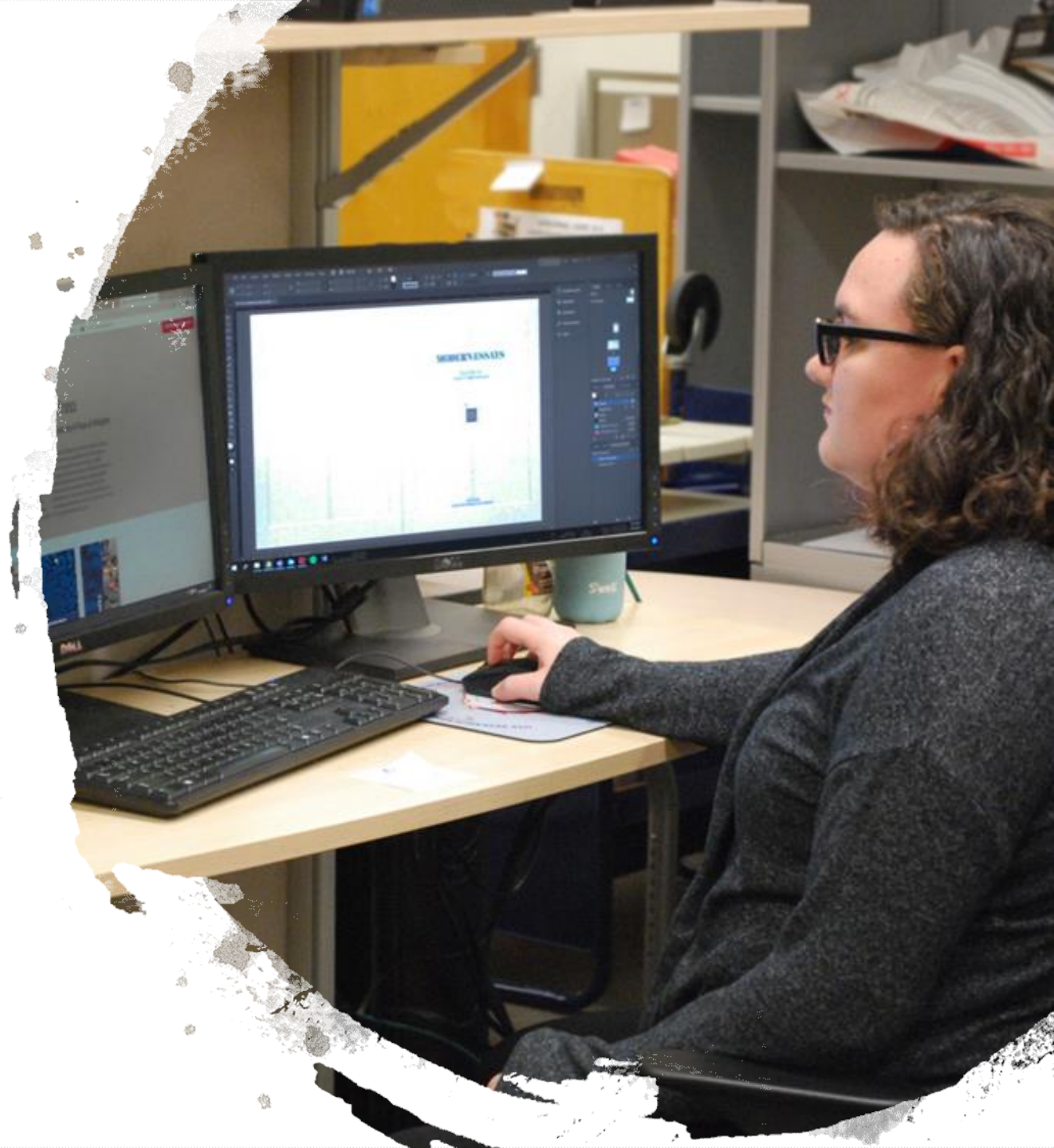


# Student Assistants/Interns

- Student Assistants
- A Joint Position - Guest Editor for “Global Insight” with the Charles T. McDowell Center for Global Studies
- Interns from English Department, Disability Studies, and History Department

# Student Work

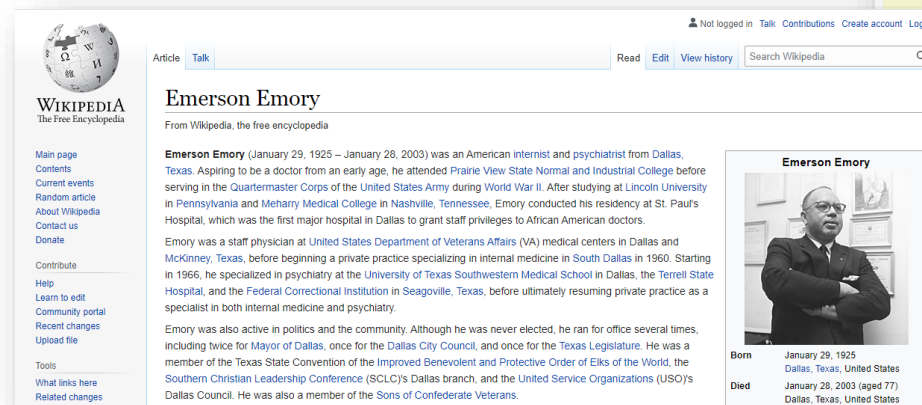
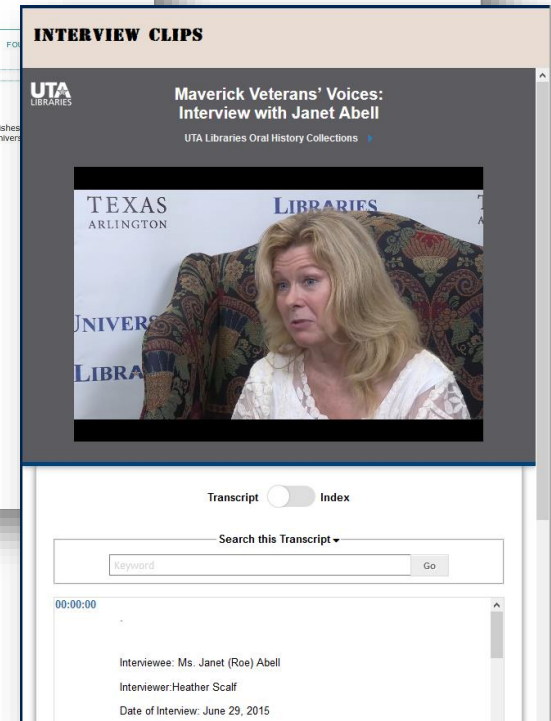
- UTA Research Commons – author right/permissions
- OA Journals – OJS, ISSNs, DOIs, Formatting
- Interviews – OHMS Process
- Wikipedia – editing/publishing a Wikipedia article
- A Portfolio (for an Intern)



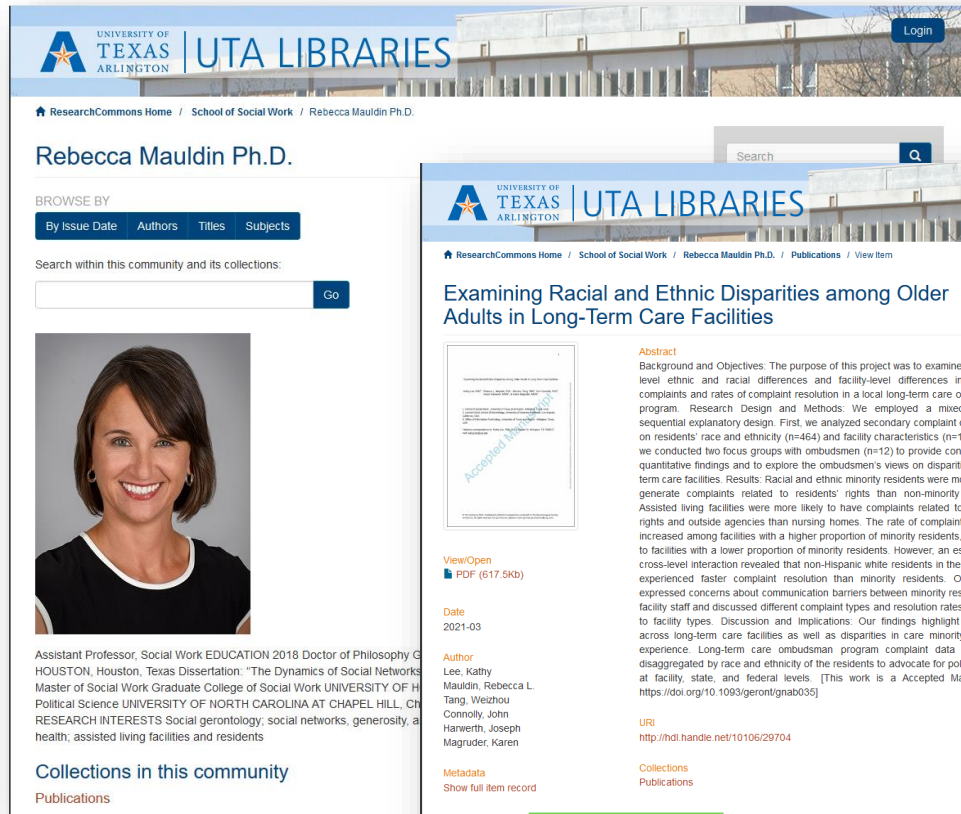


# OA/Digital Publishing Services

- IR – UTA ResearchCommons
- OA Journals
- Interviews – OHMS
- Wikipedia



# UTA ResearchCommons



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ResearchCommons Home / School of Social Work / Rebecca Mauldin Ph.D.


## Rebecca Mauldin Ph.D.

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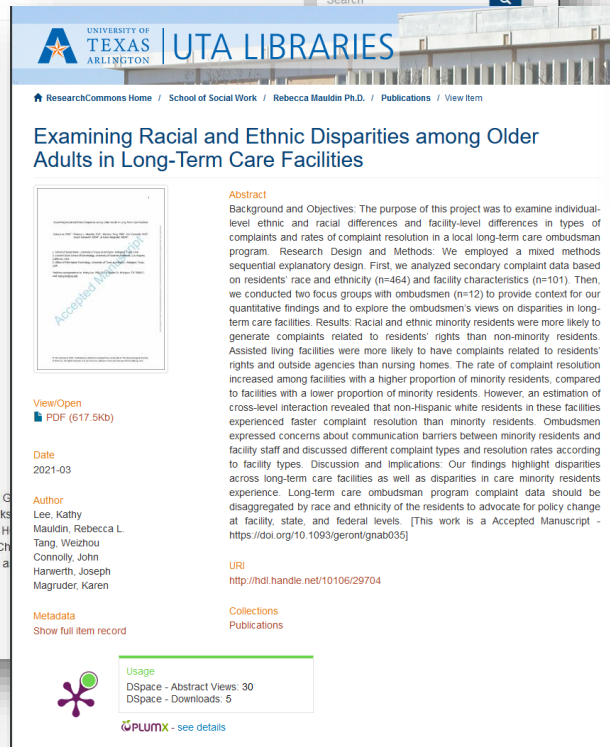
Go



Assistant Professor, Social Work EDUCATION 2018 Doctor of Philosophy HOUSTON, Houston, Texas Dissertation: "The Dynamics of Social Networks Master of Social Work Graduate College of Social Work UNIVERSITY OF HOUSTON Political Science UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, CHAPEL HILL, NC RESEARCH INTERESTS Social gerontology; social networks, generosity, aging, health, assisted living facilities and residents

### Collections in this community

Publications



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ResearchCommons Home / School of Social Work / Rebecca Mauldin Ph.D. / Publications / View Item

## Examining Racial and Ethnic Disparities among Older Adults in Long-Term Care Facilities

Accepted Manuscript

View/Open

PDF (617.5Kb)

Date

2021-03

Author

Lee, Kathy  
Mauldin, Rebecca L.  
Tang, Weizhou  
Connolly, John  
Hanwerth, Joseph  
Magruder, Karen

Metadata

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Usage

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Abstract

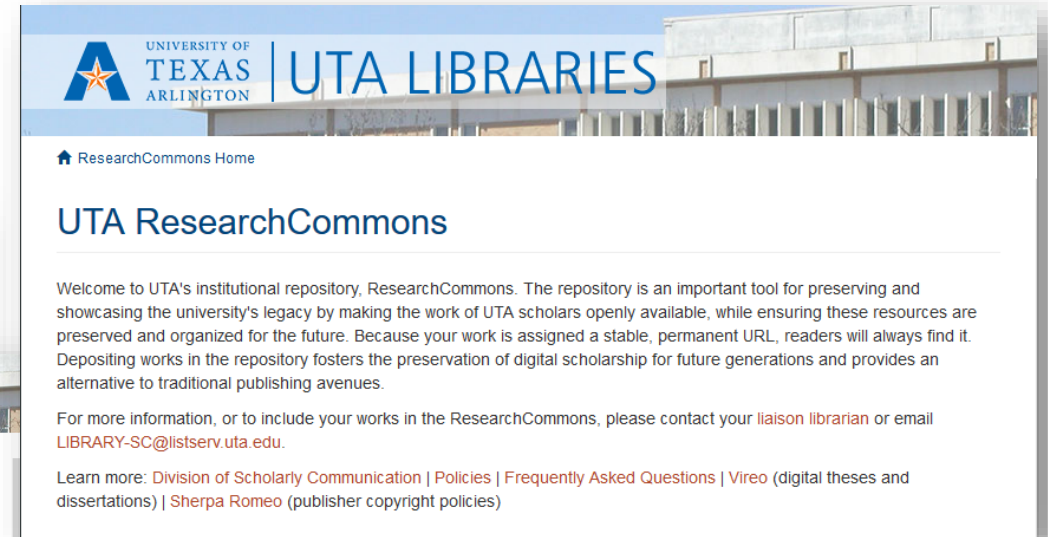
Background and Objectives: The purpose of this project was to examine individual-level ethnic and racial differences and facility-level differences in types of complaints and rates of complaint resolution in a local long-term care ombudsman program. Research Design and Methods: We employed a mixed methods sequential explanatory design. First, we analyzed secondary complaint data based on residents' race and ethnicity (n=464) and facility characteristics (n=101). Then, we conducted two focus groups with ombudsmen (n=12) to provide context for our quantitative findings and to explore the ombudsmen's views on disparities in long-term care facilities. Results: Racial and ethnic minority residents were more likely to generate complaints related to residents' rights than non-minority residents. Assisted living facilities were more likely to have complaints related to residents' rights and outside agencies than nursing homes. The rate of complaint resolution increased among facilities with a higher proportion of minority residents, compared to facilities with a lower proportion of minority residents. However, an estimation of cross-level interaction revealed that non-Hispanic white residents in these facilities experienced faster complaint resolution than minority residents. Ombudsmen expressed concerns about communication barriers between minority residents and facility staff and discussed different complaint types and resolution rates according to facility types. Discussion and Implications: Our findings highlight disparities across long-term care facilities as well as disparities in care minority residents experience. Long-term care ombudsman program complaint data should be disaggregated by race and ethnicity of the residents to advocate for policy change at facility, state, and federal levels. [This work is a Accepted Manuscript - https://doi.org/10.1093/geront/gnab035]

URI

http://hdl.handle.net/10106/29704

Collections

Publications



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ResearchCommons Home

## UTA ResearchCommons

Welcome to UTA's institutional repository, ResearchCommons. The repository is an important tool for preserving and showcasing the university's legacy by making the work of UTA scholars openly available, while ensuring these resources are preserved and organized for the future. Because your work is assigned a stable, permanent URL, readers will always find it. Depositing works in the repository fosters the preservation of digital scholarship for future generations and provides an alternative to traditional publishing avenues.

For more information, or to include your works in the ResearchCommons, please contact your [liaison librarian](#) or email [LIBRARY-SC@listserv.uta.edu](mailto:LIBRARY-SC@listserv.uta.edu).

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## Checking author right/permissions for peer-reviewed journal articles

- Publishing workflow for an academic journal article with OA
- Author agreements
- Publisher policies





# OA Journal Services



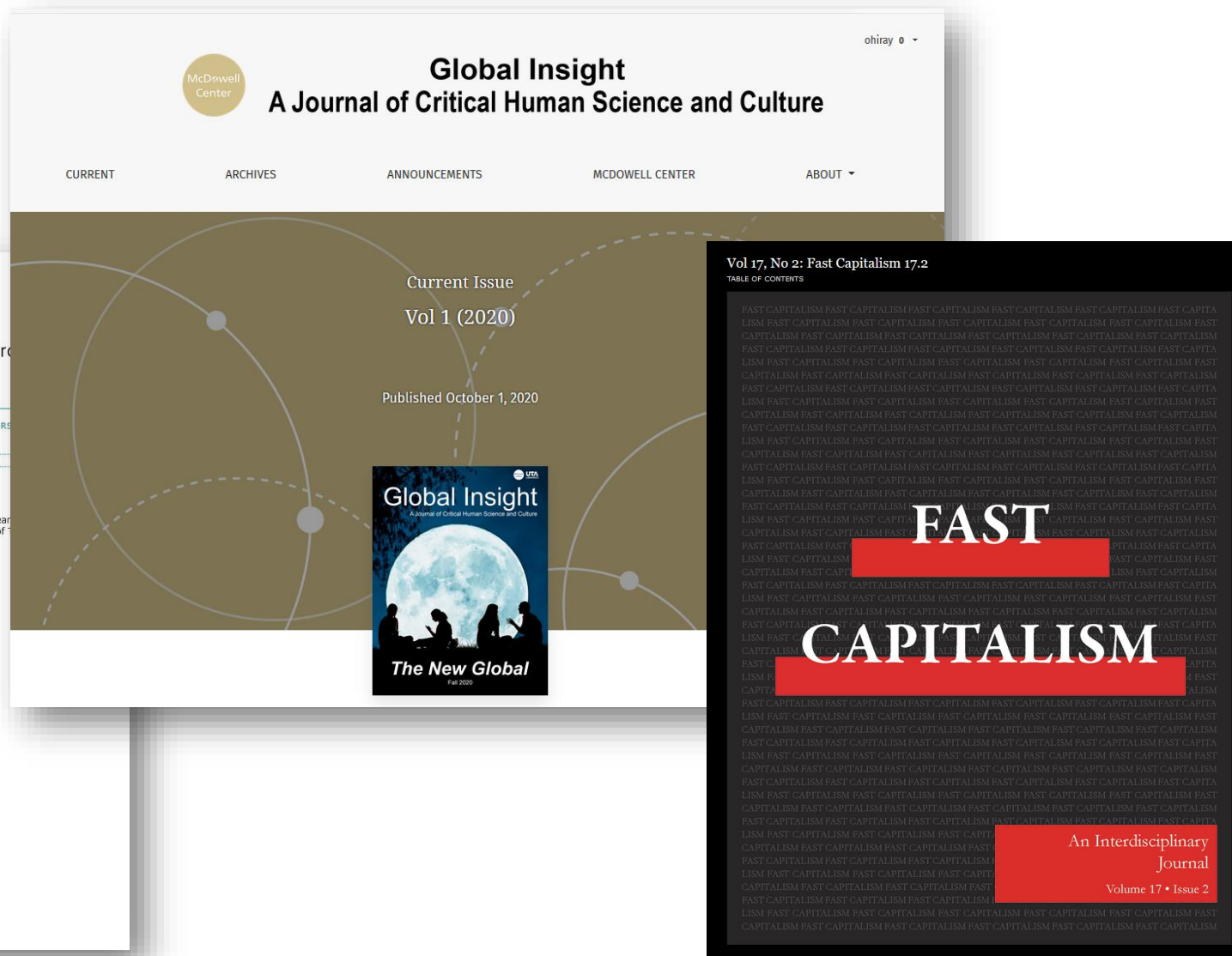
**PALARA**  
Publication of the Afro-Latin/American Research Association

HOME ABOUT LOGIN SEARCH CURRENT ARCHIVES ANNOUNCEMENTS ALARA FOUNDERS TEAM **INTERNATIONAL SCHOLARS/Writers** AUTHOR SUBMISSION

[Home > No 24 \(2020\)](#)

The Publication of the Afro-Latin/American Research Association (PALARA) is a multi-disciplinary Journal that publishes research works relevant to African Diaspora Studies in the Americas. Currently, the Journal is a partnership between the University of Texas at Arlington and Mount Holyoke College.

**NO 24 (2020): FALL**  
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**Global Insight**  
A Journal of Critical Human Science and Culture

McDowell Center

CURRENT ARCHIVES ANNOUNCEMENTS MCDOWELL CENTER ABOUT

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Current Issue  
Vol 1 (2020)  
Published October 1, 2020



**Vol 17, No 2: Fast Capitalism 17.2**  
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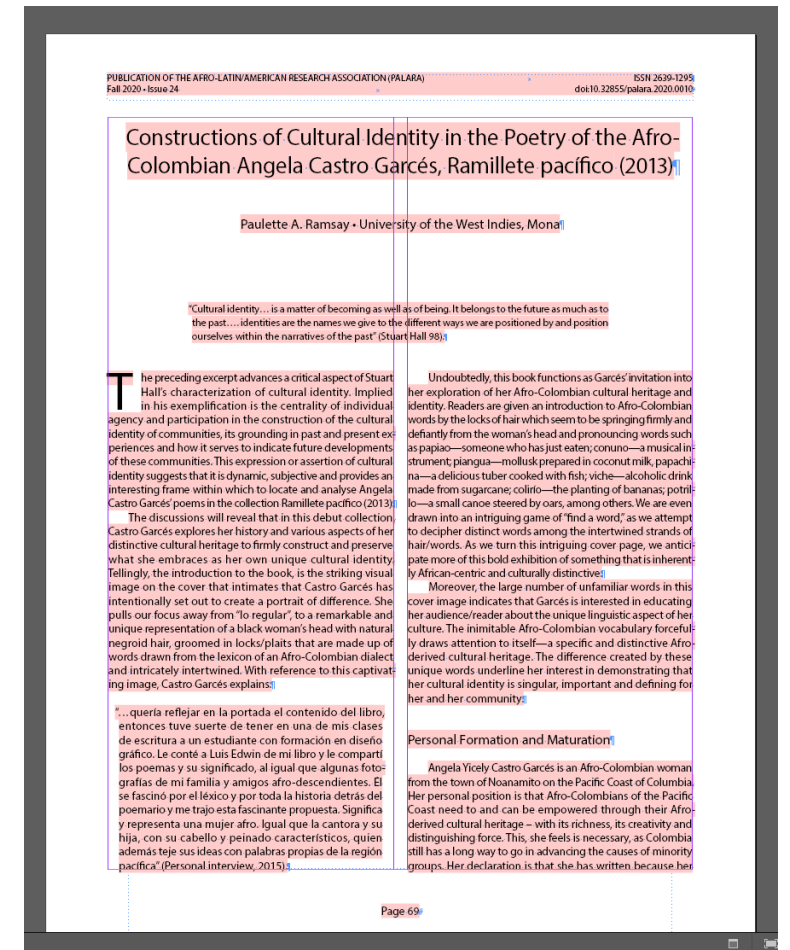
**EAST**

**CAPITALISM**

An Interdisciplinary Journal  
Volume 17 • Issue 2



- OJS
- An ISSN for the journal and DOIs for articles
- Formatting work with Adobe InDesign
- Participating in a publishing journal workflow (e.g. a meeting for a new journal)



## Archiving the COVID-19 Pandemic: Interview with Dr. Peggy L. Semingson




Metadata	
Date	2020-05-19T10:00:00
Collection	Archiving the COVID-19 Pandemic
Unit	Special Collections

**INTERVIEW CLIPS**

UTA LIBRARIES

Maverick Veterans' Voices:  
Interview with Janet Abell  
UTA Libraries Oral History Collections



TEXAS ARLINGTON LIBRARIES

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**OHMS** Oral History Metadata Synchronizer  
enhance access for free

# MAV VETS

Maverick Veterans' Voices

HOME ABOUT INTERVIEWS BRANCHES CONFLICTS PARTICIPATE DONATE IN MEMORIAM SEARCH

**AN ORAL HISTORY PROJECT**  
at The University of Texas at Arlington

Honoring and preserving the experiences of the men and women of the UT Arlington community who have served in any branch of the United States Military.

**FEATURED VIDEO**

Memories



AF AIR FORCE A ARMY CG COAST GUARD MC MARINE CORPS MM MERCHANT MARINE N NAT GUARD

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# Multimedia – Interviews

**INTERVIEW CLIPS**

UTA LIBRARIES

Maverick Veterans' Voices:  
Interview with Janet Abell

UTA Libraries Oral History Collections



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00-00-00

00:25 14:25

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00:01:00

**SCALF:** So you had the lifetime experience of being in the military.

**ABELL:** I did. I once saw a picture of my mom, very pregnant with me, pinning on my dad's little butter bars, his Lieutenantbars. So, I was truly born into the Army way of life.

**SCALF:** So, can you recall what your first impression or your strongest impressions as a child were of growing up in the military?

01:07 14:25

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**00:04:36 - Memories of Army Life**

[Play segment](#)

**Partial Transcript:** SCALF: Okay, so traveling while your family was serving, what are some of your fondest memories of the places you went as a child?

ABELL: Oh, I think I can easily pick my very favorite tour of duty as a child was West Point, New York. The safety and security of





### Maverick Veterans' Voices Project is New and Improved!

by Yumi Ohira  
 November 2 2020

**Related Topics**

[#interviews](#) | [#multimedia](#) | [#oralhistory](#)  
[Digital Creation](#) | [Scholarly Communication](#)  
[Division](#) | [Special Collections and Archives](#)

**Co-author: Joseph Carpenter, Graduate Student Assistant, UTA Libraries Digital Publishing.**

The Maverick Veterans' Voices Project was launched in Fall 2012 to collect, share, and preserve the experiences and stories of those in the UTA



# Wikipedia Articles

## Creating and Publishing a Wikipedia article



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**Learn to Edit Wikipedia**

Library Home / Subject and Course Guides / Learn to Edit Wikipedia / Home

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- Communicating with Other Wikipedians
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- How to Add Images to Articles
- Learning More Advanced Editing Skills
- UTA Learn to Edit Wikipedia Workshops and Wikipedia Meetups

**Welcome!**

Welcome to the **Learn to Edit Wikipedia** LibGuide! Created and maintained by Michael Barera, a Wikipedian with over a decade of experience as well as the University and Labor Archivist at the University of Texas at Arlington Libraries.





**WIKIPEDIA**  
The Free Encyclopedia

**UTA Learn to Edit Wikipedia Workshops and Wikipedia Meetups Schedule**

**Virtual April 2021 Learn to Edit Wikipedia Workshop**

- Date: TBD
- Time: TBD
- Location: Virtual meetup on Microsoft Teams (*link to event page forthcoming*)

**Tentative Fall 2021 Schedule:**

- August: Virtual Learn to Edit Wikipedia Workshop (date and time TBD)
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- October: Virtual Learn to Edit Wikipedia Workshop (date and time TBD)
- November: Virtual Wikipedia Meetup (date and time TBD)

**Virtual January 2021 Learn to Edit Wikipedia Workshop Recording**

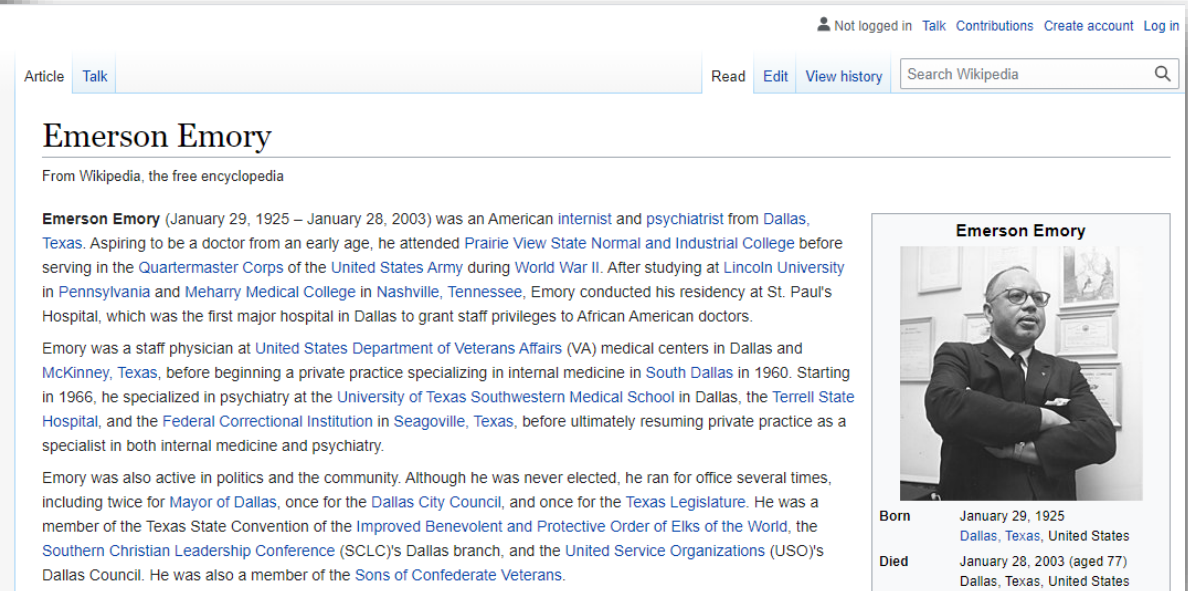
**January Wikipedia Workshop**

**Ask me about Wikipedia!**



Michael Barera  
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Article | Talk | Read | Edit | View history | Search Wikipedia

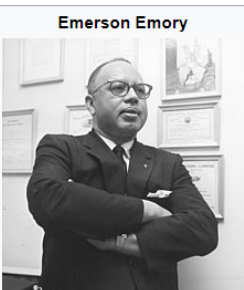
### Emerson Emory

From Wikipedia, the free encyclopedia

**Emerson Emory** (January 29, 1925 – January 28, 2003) was an American internist and psychiatrist from Dallas, Texas. Aspiring to be a doctor from an early age, he attended *Prairie View State Normal and Industrial College* before serving in the Quartermaster Corps of the United States Army during World War II. After studying at Lincoln University in Pennsylvania and Meharry Medical College in Nashville, Tennessee, Emory conducted his residency at St. Paul's Hospital, which was the first major hospital in Dallas to grant staff privileges to African American doctors.

Emory was a staff physician at United States Department of Veterans Affairs (VA) medical centers in Dallas and McKinney, Texas, before beginning a private practice specializing in internal medicine in South Dallas in 1960. Starting in 1966, he specialized in psychiatry at the University of Texas Southwestern Medical School in Dallas, the Terrell State Hospital, and the Federal Correctional Institution in Seagoville, Texas, before ultimately resuming private practice as a specialist in both internal medicine and psychiatry.

Emory was also active in politics and the community. Although he was never elected, he ran for office several times, including twice for Mayor of Dallas, once for the Dallas City Council, and once for the Texas Legislature. He was a member of the Texas State Convention of the Improved Benevolent and Protective Order of Elks of the World, the Southern Christian Leadership Conference (SCLC)'s Dallas branch, and the United Service Organizations (USO)'s Dallas Council. He was also a member of the Sons of Confederate Veterans.



**Emerson Emory**

<b>Born</b>	January 29, 1925 Dallas, Texas, United States
<b>Died</b>	January 28, 2003 (aged 77) Dallas, Texas, United States



WIKIPEDIA The Free Encyclopedia

Anton R. Roessler

From Wikipedia, the free encyclopedia

**Anton R. Roessler** (c. 1833–1893) was an Austro-Hungarian-American cartographer and geologist. Little is known about his early life. He first appears in records in Texas in late 1858.

Roessler worked as an assistant and draftsman in the first state Geological and Agricultural Survey of Texas, the "Shumard Survey", conducted by the chief geologist of the state, Benjamin Franklin Shumard. He continued to work in that position until 1862, when the survey was disbanded and the survey's offices in Austin, Texas, were converted to wartime uses during the American Civil War. Roessler then served the Confederacy as the chief draftsman at the Texas State Military Board's arsenal, also in Austin. However, in February 1865, Roessler mysteriously arrived in Louisiana where he shared information to Union Army authorities concerning Confederate defenses, strategic resources, and geographic conditions in the eastern and central portions of Texas. By April of that year, Roessler had helped the Engineer's Office of the Military Department of the Gulf create a map that aided in the Federal reoccupation and reconstruction of Texas. Later he worked as a geologist at the United States Land Office, creating a map of Texas, published under his own name as well as 16 maps of Texas counties. He participated in a mining engineering expedition with the Texas Land and Copper Association. He died in 1893.

Roessler produced the only existing maps from the Shumard Survey of Texas. His maps, including his small-scale maps of geological regions in the state, are often considered his greatest works. He is regarded as one of the best geologists in Texas during the 19th century.

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- Early life
- Career
  - Shumard Survey
  - American Civil War
  - Post-Civil War
- Legacy
- References

**Early life** [ edit ]

Roessler was reportedly born in Raab in the Kingdom of Hungary, which was part of the Austrian Empire and is now Győr in today's Hungary.<sup>[R]</sup> One source stated he was born in the nearby village much else is known concerning his early life. Conflicting accounts also exist regarding his date of birth. The 1880 United States census from Travis County, Texas, states that he was born in Hungary.<sup>[R]</sup> He is rumored to have received cartographic training in Vienna, as he possessed considerable skill in the craft.<sup>[R]</sup> Later, in October 1860, in Austin, Texas, he married Octavia Baker,<sup>[1]</sup> daughter of Symonds William Baker and sister of the Texas historian D. W. C. Baker.<sup>[R]</sup> In a letter to her husband (the future Texas governor), Mrs. E. M. Pease, a guest of Roessler and his wife Octavia Baker, c. Roessler's physical appearance and speech patterns, stating that "Mr. Roessler is as black as an Indian and I found it difficult to understand his Hungarian English".<sup>[R]</sup>

**Career** [ edit ]

**Shumard Survey** [ edit ]

Roessler himself claimed to have made personal observations on the minerals of Texas as early as 1857.<sup>[R]</sup> He first definitively appears in Texas records in November or December 1858, as an assent and topographer with the first state Geological and Agricultural Survey of Texas under Benjamin Franklin Shumard, the state's chief geologist.<sup>[R][R][R]</sup> Shumard was born in 1820 in Lancaster, Penn 1846, his interests had shifted from medicine to geology, which would take him to Texas in 1858.<sup>[1]</sup> Writing in 1887, future Texas state geologist Robert T. Hill commented on the qualifications of Sh's members and noted that "Mr. Roessler, although a young man, possessed a good scientific education, [and] was a hard worker. ..."<sup>[R]</sup> and to him is due much of the accurate topographic knowledge



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- November: Virtual Wikipedia Meetup (date and time TBD)

Ask me about Wikipedia!

Michael Barera

WIKIPEDIA The Free Encyclopedia

Santa Fe Freight Building

From Wikipedia, the free encyclopedia

The **Santa Fe Freight Building** is a former freight depot in Fort Worth, Texas. Designed in the style of Art Deco known as PWA Moderne, it was built on the site of an older freight depot in 1938. Upon construction, it was jointly owned by the Atchison, Topeka and Santa Fe Railway and the Southern Pacific Company. Its first floor was a freight warehouse that also provided cold-storage capabilities while its second floor housed office space for the Santa Fe.

In the 1990s, the building had fallen into vacancy and was named one of 15 historic "highly significant endangered properties" in Fort Worth by its Historic and Cultural Landmarks Commission. The building was restored by local developers in 2002 and reopened as the Fort Worth Rail Market, an open market space that was ultimately transformed into restaurant and office space before the project was abandoned by 2005. In 2006, the University of Texas at Arlington (UTA) signed a lease to use the Santa Fe Freight Building as its Fort Worth satellite campus, spending approximately \$1.2 million to redesign and renovate the building. It continues to serve as UTA Fort Worth, which has awarded over 3,500 total degrees and has expanded to include ten different degree programs since its establishment in 2007.

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- Architecture
  - History
    - Freight depot
    - Fort Worth Rail Market
    - UTA Fort Worth campus
- References
- Sources
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**Architecture** [ edit ]

Erected in 1938 to replace an existing freight depot, the Santa Fe Freight Building was constructed during the stylistic phase of Art Deco known as PWA Moderne (PWA standing for the Public Works Administration), which combined elements of former architectural styles and was popular for both government and commercial projects.<sup>[1]</sup> Due to a sudden boost of prosperity in 1920s, the city of Fort Worth emerged as a major center of Art Deco architecture, constructing dozens of new buildings in the 1920s and 1930s, many of which remain prominent features of the city's landscape.<sup>[2]</sup> At the time of its construction, the Santa Fe Freight Building was noted for featuring extensive cold storage for perishable freight. The use of reinforced concrete, a key feature of Art Deco construction that allowed for larger buildings, was also noteworthy to contemporary commentators.<sup>[3][4]</sup> Exterior features of the building are largely utilitarian (a hallmark of PWA buildings) but it does boast decorative elements such as a parapet and a neon sign.<sup>[5]</sup>

The Santa Fe Freight Building is two stories in height and measures 327 feet (100 m) in length by 36 feet (11 m) in width. As originally designed, the first floor consisted of a freight warehouse that also included a cold-storage capabilities. The second floor housed office space for both the Atchison, Topeka and Santa Fe Railway's freight agent and its division superintendent.<sup>[6][4]</sup>

**History** [ edit ]

# Editing/publishing a Wikipedia article

# Creating a Portfolio

**RACHAEL CARVER**

Internship Portfolio

University of Texas at Arlington Libraries  
Scholarly Communication Division  
Publishing Unit

Spring 2020

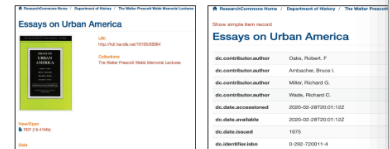


## Summary of Internship Activities

**Adobe InDesign Training/Modern Essays Recreation Project**  
This project took most of the semester as it began with InDesign tutorials and morphed into recreating a print book. I learned best practices for typography and how to use InDesign to implement those guidelines. The text I used was *Essays on Project Gutenberg* (<http://www.gutenberg.org/files/38280/38280.htm>). Please see a sample later in the portfolio.

**Accessibility Checks**  
I received training on accessibility best practices and learned the importance of usability of a text for all users. I performed checks on multiple different Open Resources (OERs) published by Mavs Open Press on Pressbooks. For each OER, I checked all content to ensure it met accessibility standards. I inspected each hyperlink to make sure it was not broken and that it had descriptive text. I also checked all non-decorative text to ensure usability for users with sight challenges. In addition, I checked other components such as tables, color contrasts, multimedia, and interactive elements to ensure compatibility with screen readers and other assistive technology. Please see a sample later in the portfolio.

**ResearchCommons/Institutional Repository**  
I learned about UTA's ongoing efforts to capture, showcase, and disseminate works produced by the UTA community, including faculty papers, ETDs (theses and dissertations), conference materials, and other creative works. For deposited multiple documents into ResearchCommons (<https://rc.library.uta.edu/>), UTA's institutional repository by uploading the PDFs. I also entered metadata to ensure its trackability and discoverability for past, present, and future scholars.



## Open Journal Systems

I completed multiple online courses on the PKP School website to learn OJS 2 and 3, along with required roles for the journals. Later in the semester, I helped to create documentation for new users and assisted in training for the leadership of a brand new journal.



## Publishing Back Issues of PALARA

After learning OJS 2, I uploaded and published digital copies of two back issues of PALARA, the Publication of the Afro-Latin American Research Association. The issues were No. 2 (1998) (<https://palara.journal.library.uta.edu/index.php/palara/issue/view/23>) and No. 3 (1999) (<https://palara.journal.library.uta.edu/index.php/palara/issue/view/24>) and publishing them preserved PALARA's past research for future scholars.



## INTERNSHIP PORTFOLIO

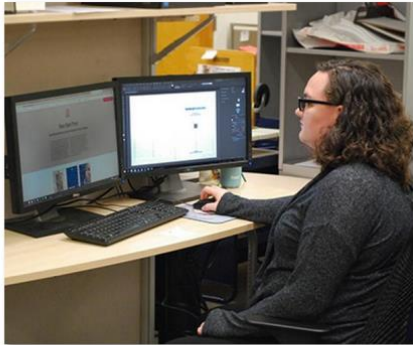
CENTRAL LIBRARY



**Arel Rivera**  
University of Texas  
Scholarly Communication  
Publishing Unit  
Summer 2020

## Walker Price

.....  
Internship Portfolio  
University of Texas at Arlington Libraries  
Scholarly Communication Division  
Digital Publishing  
Fall 2020



## Internship Programs in Digital Publishing



by Yumi Ohira  
October 12 2020

### Related Topics

internship | Open Access | publishing | Scholarly Communications Division

Are you seeking a chance to get hands-on experience utilizing digital publishing?

Partnering with the Department of English, the Scholarly Communications: Publishing - Digital Publishing provides an internship opportunity in digital publishing every semester to undergraduate students. This partnership has been in effect since Spring Semester of 2020.

Our first internship student was Rachael Carver.

Working with the Internship Coordinator at the Department of English, Dr. Timothy Ponce, we created an internship program for Rachael which would meet her interests and needs.

January 4, 2021

Yumi Ohira  
Digital Publishing & Repository Librarian  
University of Texas at Arlington Libraries  
702 Planetarium Place, Arlington, TX 76019  
[yumi.ohira@uta.edu](mailto:yumi.ohira@uta.edu)  
817-272-7521

To Whom it May Concern,

I am pleased to provide this recommendation in favor of Rachael Carver. I am Yumi Ohira and I'm serving at the University of Texas at Arlington (UTA) Libraries as Digital Publishing & Repository Librarian. Rachael was my student assistant at UTA Libraries - Digital Publishing during the 2020 Spring semester ~ the 2020 Fall semester.

In the 2020 Spring semester, she was hired as an intern for the ENGL 4390 - Internship Program at the Department of English (See, <https://libraries.uta.edu/news-events/blog/internship-programs-digital-publishing>). Through the internship program, Rachael learned skills and added to her knowledge base while gaining confidence in her abilities. Rachael was always open to new challenges and keen to learn something new. It did not take her long to develop a level of expertise in mastering digital publishing tools, including OJS (Open Journal Systems), Adobe InDesign, Pressbooks, digital repositories, and OHMS (Oral History Metadata Synchronizer) system. She accomplished her objectives of the internship program, including: Learn the role and function of the UTA library digital publishing; Understand the advantages and disadvantages of a small digital semi-academic press; Learn the process of digital publishing from beginning to end; and Develop skills for digital publishing tools. She provided evidence that she had initiative, was reliable, and had a sense of responsibility. Based on her outstanding performance, I offered a library student assistant position to Rachael after the internship program completed.

In her 2020 Summer and Fall, Rachael worked under me as a library student assistant at Digital Publishing. She was outstanding and made substantial progress in our digital publishing by contributing her efforts, for example, formatting content in Open Access journals using Adobe InDesign. She completed formatting work for three Open Access journals in the 2020 Fall. One of them is [Global Insight](#), Rachael formatted the first issue of Global Insight, which was released in October, 2020. She was thorough, accurate, organized and productive. She had a good eye for catching possible problematic issues with the publishing process. She kept the goal in mind, prioritizing tasks based on importance and deadline of the tasks. I could count on her to complete any project given to her correctly and on time.

One of Rachael's strong points is her communication skills. During the COVID -19 pandemic, effective communication is an essential strategy to complete assigned tasks. Rachael was always proactive in communicating any issues that she faced and she was very respectful of all. She was honest and open when she needed further clarification on a project whether it would be related to project timelines or specific details

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[yumi.ohira@uta.edu](mailto:yumi.ohira@uta.edu) or 785-218-4124. As a recommendation letter likely only provides a snapshot of her talents and achievements, I would be happy to further elaborate on my time working with her.

Sincerely,

*Yumi Ohira*

Yumi Ohira

...willing to help me when the formatting work. She

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...t me at

# Professional Development Training

<b>CURRENT - Training/Event</b>
Libraries Welcome Orientation & On-boarding
Department Orientation
Workshop: Clifton Strengths
Final Evaluation
Exit Interview



CURRENT - Training/Event
Libraries Welcome Orientation & On-boarding
Department Orientation
Workshop: Clifton Strengths
Final Evaluation
Exit Interview

FUTURE - Training/Event
Mentor Lunch
1x1 Strengths Coaching Session
Workshop: Giving & Receiving Feedback
Informational Interviews
Open Forum Discussion & Project Espresso Shots (Lunch)
Career Panel
DEI trainings
Workshop: Presentation Skills
Workshop: Leveraging Your Internship in a Job Search
Lunch w/ Julie (Lunch provided)
Intern Project Presentation
Presentation: Benefits & Retirement
Farewell Lunch (Lunch provided)
UTS Off-boarding



# Step Up Our Game

- Professional experience
- Mentoring opportunity. They could grow to be our colleagues, our future donors, etc.
- Standardization best practices how we communicate with our students. Continued employment is not a given. Renewing their contract.
- They are our community not just here to do our work



**LEARN. SHARE.  
ADVANCE.**

**Kelly Visnak, M.L.S., Ph.D., Associate University Librarian for  
Scholarly Communication**

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**Yumi Ohira, M.F.A., M.L.S., Digital Publishing & Repository Librarian**

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2021 Digital Initiatives Symposium  
April 28<sup>th</sup>, 2021

