

CATALOGER'S CODE: NON-TEACHING LIBRARIANS IN SOTL



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DISCIPLINARY EXPERTISE & PARTNERSHIPS

- Non-teaching librarians are crucial for SoTL **Grand Challenge #5** (practice, use, growth).
- Expertise in **information science** enhances information discoverability (University of Michigan, n.d.).
- Invite non-teaching librarians to SoTL conferences.
- Create opportunities for non-teaching librarians to address GC #5.

SUBJECT HEADINGS & SOTL

- Library of Congress (LCSH), Homosaurus, Art & Architecture Thesaurus.
- Tools for **subject headings**: Classification Web (ClassWeb), Library of Congress Authorities, Institutional library catalog.

SUPPORTING TEACHING & LEARNING

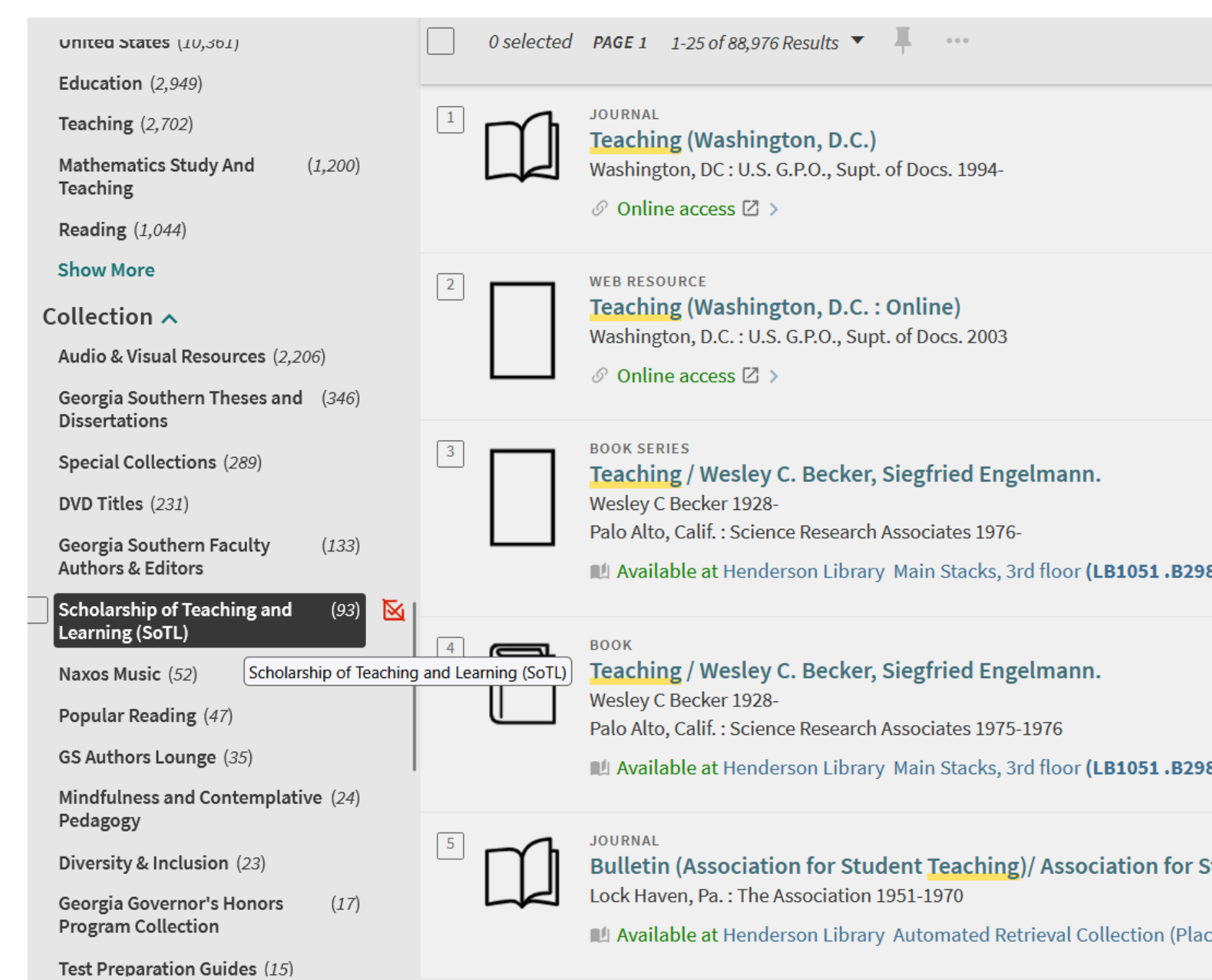
- **Local collections** support specialized resources, niche research, and interdisciplinary fields.
- **Cataloged collections** are searchable and accessible.

ABRIDGED ABSTRACT

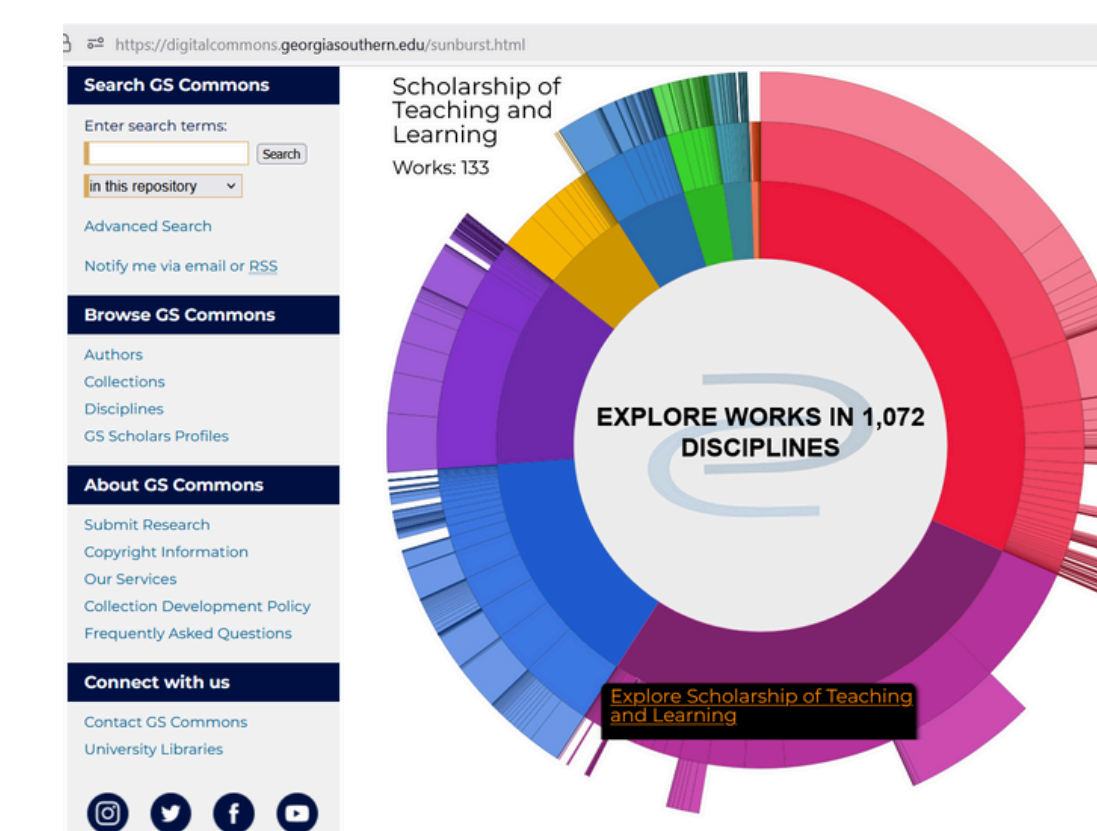
In poster presentation, three non-teaching librarians provide reflections on how their roles and expertise can help SoTL's discoverability, with the goal of inspiring SoTL practitioners to work with non-teaching librarians to address SoTL Grand Challenge 5. Examples include specialized subject headings and creation of bibliographic collections that can include physical and electronic locations, which provide directional support based on subject matter.

BUILDING A COLLECTION

- Starts with identifying a need (SoTL growth).
- Requires approval (various library departments)
- SoTL practitioners work with SoTL-oriented librarians to develop **metadata quality**



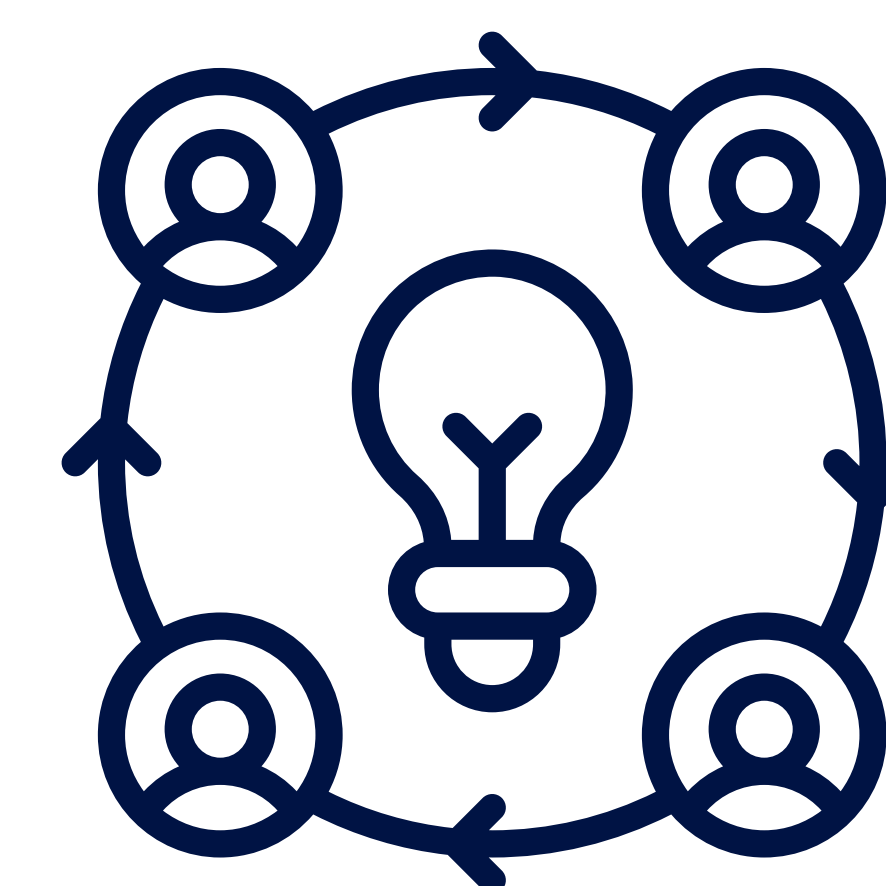
TERMS FOR SOTL IN METADATA



- The Digital Commons **institutional repository** software and Pure **research information system** software let you mark articles as within the discipline "Education: Higher Education: Scholarship of Teaching and Learning".
- Faceted Application of Subject Terminology (FAST): Two **subject headings** are a good fit for SoTL:
 - "Instructional and educational works"
 - "Learning--Study and teaching" (also an LCSH)

ACTION ITEMS:

- Collaboration with librarians
- Establish ways to make SoTL findable at your institution
- Ensure SoTL research is accurately categorized (metadata quality)



BIBLIOGRAPHY & RESOURCES



SOTL GRAND CHALLENGE # 5

Abstract

Although teaching librarians have an established presence in SoTL's "big tent" (Huber & Hutchings, 2005, p. 30), the role of non-teaching librarians in SoTL is, hitherto, unexplored. Due to SoTL's research methods, which often require being in a classroom, the lack of non-teaching librarians in SoTL is unsurprising. Nevertheless, as the foundation of information discoverability, non-teaching librarians play a crucial role in advancing SoTL, particularly in addressing SoTL Grand Challenge 5: The practice, use, and growth of SoTL. For instance, cataloging, metadata, electronic resources, and systems librarians can work in tandem with SoTL researchers to create localized ways of ensuring works that fall into SoTL's "big tent" are categorized as such. Although localized information strategies can differ, they might include leveraging specialized controlled vocabularies, creating institutional SoTL-oriented original cataloging practices, curating designated spaces and publications for SoTL, and incorporating SoTL into metadata.

Accordingly, in this poster presentation, three non-teaching librarians provide reflections on how their roles and expertise can help SoTL's discoverability, with the goal of inspiring SoTL practitioners to work with non-teaching librarians to address SoTL Grand Challenge 5. Examples include specialized subject headings and creation of bibliographic collections that can include physical and electronic locations, which provide directional support based on subject matter. Indeed, terms like bibliographic record, metadata, and subject heading might be unfamiliar to SoTL practitioners. Their unfamiliarity necessitates partnerships with librarians, even those who are not in the classroom. Ultimately, SoTL is a principles-based field of inquiry (Felten, 2013), valuing open and free exchange of evidence-informed teaching practices, and because that value is contingent on information discoverability, non-teaching librarians are paramount to addressing SoTL's growth and development.

Felten, P. (2013). Principles of good practice in SoTL. *Teaching & Learning Inquiry: The ISSOTL Journal*, 1(1), 121–125. <https://doi.org/10.2979/teachlearninqu.1.1.121>

Huber, M. T., & Hutchings, P. (2005). *The advancement of learning: Building the teaching commons*. San Francisco: Jossey-Bass.

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