

## Forging Ahead

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This issue of CIL will be the last to appear on OJS—an open source journal publishing platform that served our needs for 11 years. Last January, we signed a memorandum of understanding with Portland State University (PSU) to migrate CIL onto their exemplary Digital Commons platform, PDXScholar. Informed readers will note that this precedes Elsevier’s summertime acquisition of bepress, the creator of Digital Commons. Notwithstanding that CIL’s editorial team was alarmed by this development, the move to *Portlandia* continues apace. The good people who run the daily operations of bepress have treated us well. In retrospect, it is not surprising that Elsevier would seek to appropriate another corner of the open scholarship movement by procuring such an innovative and well-regarded operation. Regardless, CIL’s agreement is with Portland State—not bepress—and we gratefully acknowledge our PSU friends Karen Bjork and Sherry Buchanan for their considerable work in facilitating our transition to a new digital home.

Research papers in this issue include Jonathan Cope’s compelling account and critical analysis of the current, politically enabled voice of intolerance as encountered in the information literacy classroom. Rachel Scott explores how students enrolled in a credit-bearing undergraduate research methods course rank and evaluate the “troublesome, transformative, and integrative” nature of the six frames comprising ACRL’s *Framework for Information Literacy for Higher Education*. Hilary Hughes, Nerilee Hall, and Megan Pozzi present findings from their investigation into the information literacy learning experiences of first-year international students at Australia’s Queensland University of Technology. Susan Avery follows with a case study on the use of concept mapping among first-year international students at the University of Illinois, Urbana-Champaign. Additionally, Holly Luetkenhaus, Erin Hvizdak, Corey Johnson, and Nicholas Schiller present their research illustrating the value of information literacy instruction among first-year students and demonstrating librarians as partners in the process of student learning outcome assessment.

Perspectives section papers include Kristin Klucevsek’s reflections on the importance scientific information literacy, given today’s pervasive, uninformed, and even nonsensical notions about topics like climate change and childhood vaccinations. Lindsay McNiff and Lauren Hays propose introducing the scholarship of teaching and learning to library and information science students to acquaint them with the field of postsecondary teaching, and

Christina Wissinger uses a theoretical framework to argue the librarian's role in teaching privacy literacy. In addition, the Book Reviews section includes a bibliographic essay by Lua Gregory and Shana Higgins discussing the emergent literature of critical information literacy in practice.

Finally, there are numerous structural and organizational developments to report as CIL moves to a new platform and enters into its twelfth year of publication. The next issue of the journal will include a new Innovative Practices section. As the name suggests, this section will feature case study papers that report on innovative information literacy instruction practices in postsecondary environments. Former Perspectives section editor, Carolyn Gamtso, and former Book Reviews section editor, Merinda McLure, have joined forces with Andrea Baer to develop and manage this new area of the journal. Moving forward, Stewart Brower will serve as editor for the Perspectives section, and we recently welcomed Jacquelyn Williams into the CIL family to serve as editor for the Book Reviews section.

We are energized by all the advances reported here, and we remain sincerely grateful to the information literacy community for its enthusiastic and ongoing support.