Seasoning Librarianship: Seeking Nourishment on the Tenure Path

Taylor L. Moorman

INTRODUCTION

It all started with a craving, a deep-in-the-belly knowing that becoming a tenure-track librarian was the step I wanted to take. There was a potent mixture at play: a longing for a chance for security, the lure of deep dives into ideas, and an amplification of the work I loved in my previous staff and non tenure-track positions at an academic library. So, when I edited (again) my curriculum vitae and professional statements, read through the job description one more time, and prepared for the interviews and questions and conversations about why and how I could show up in this new space, grounding me was a sense that I was embarking on something that would feed my hunger. Now, two years into my new role, I have found that I must intentionally hold on to that grounding, that I must seek out the connections that feed me, and that this emerging practice has allowed me to be more present for the daily work of librarianship.

Through the metaphor of preparing a meal, this exploratory chapter serves up a perspective from an early tenure-track faculty librarian, drawing parallels between the rhythms of cooking and the seasons of practicing librarianship. Drawing from slow librarianship's roots in the Slow Food movement, the metaphorical framework of preparing a meal creates a new type of story in which to explore the structured path to tenure. From "seasoning" librarianship by uncovering resonant rhythms of service, scholarship, and librarianship to seeking ways to be fully present in the demands of academic labor, this is the story of one librarian's efforts to pursue and celebrate nourishment on the tenure track.

SLOW FOOD & SLOW LIBRARIANSHIP

The language of food is already there in pleas for meaningful engagement in library work: a lot to digest; food for thought; half-baked idea; a hard concept to swallow; a recipe for disaster (or success), etc. The food and cooking metaphors appearing in my professional, intellectually rich work are fascinating and deeply rooted in how we talk about engaging with information in a space where the bodily demands of hunger, digestion, nourishment, and satiation come together to meet ephemeral demands of the academic workplace.

Both cooking and librarianship involve taking raw components and spending time and effort to see them alchemized into something refined and digestible. In an academic culture that increasingly celebrates and demands markers of efficiency, productivity, and busyness (Berg & Seeber, 2016, pp. 21–26), the declaration of Mountz et al. (2015) resonates: "High quality instruction and service also require time: time to engage, innovate, experiment, organize, evaluate, and inspire. This kind of slow work both defies and is threatened by the myriad demands on our time as academic laborers" (p. 1237). In my first months in my tenure-track position, I stuck closely to the percentages assigned to my professional responsibilities, divided into teaching, research, and service; I tried to calculate the hours I should spend on each, the ratio of effort that I would eventually report in my dossier for retention. As a newcomer to this realm of academic work, I found comfort in the specifics of the structure. I also slowly realized that the labor put into dividing up my work into neat categories was taking away from my time, eating away at this finite resource without my full awareness.

Mountz et al. (2015) suggest this is not a unique experience, that while many of us engage in "customarily divided…discrete categories of teaching, research, and service", there is a

management process that occurs for each person "depending on our pedagogical approaches, research agendas, personal lives, interests, abilities, institutional context, and career stage" (p. 1241). Within my own management process, I noticed a tension: weighing the time I spent planning for measurable academic outputs and the required "accounting practices" (p. 1241) while maintaining the essential "timeless time" (Ylijoki & Mäntylä, 2003) that I sought to nurture in my daily librarianship. In their 2003 study on time perspectives in academia, Ylijoki & Mäntylä describe timeless time as an "internally motivated use of time" characterized by the ability to move from shared perceptions of organizational time as external constraints one must submit to toward a workspace in which "enthusiasm, fascination and immersion" allow for the transcendence of time and absorption in the moment at hand (pp. 62–63). The researchers state clearly that this "timeless time" is an *ideal* for many of their interviewees, not common in everyday practices. However, in the two decades since this article's publication, awareness of the adverse impacts of time pressures for people across many structures and systems has grown, including in the realm of library and information science.[1] This interest has contributed to "calls for a general slowdown of work and life" (Haider et al., 2021, p. 7). In the first years of my tenure track position, slowing down has not been part of my required reporting metrics, so how to share the story of my librarianship and build toward a successful tenure application while also honoring my own deep need for meaning-making, pleasure, emotional resonance, and presence in my work? Enter the language of "slow movements."

The "slow movement" began in Italy, sparked by a 1986 protest in response to the building of a McDonald's restaurant in Rome. During this event, Carlo Petrini organized protestors "armed with bowls of penne" and "defiantly and deliciously stated their case against the global standardization of the world's food", launching the Slow Food movement (Waters, 2015, p. ix). Slow Food principles have "since expanded to include a range of activities…focused on the individual and on particular contexts or situations" (Haider et al., 2021, p. 7). Reflecting on the slow movement, it could be easy to rest in a dichotomy. To contrast fast/slow, bad/good, external/intrinsic, and move on. But such a reductive definition of what it can mean to "slow down" ignores the thoughtful work done to analyze the larger contextual environment ultimately resulting in slow movements that have resonated with many people across many systems. Petrini (2015) describes Slow Food as "above all—an idea, or rather a set of ideas" based on the conviction that "alimentation is an essential part of life and that quality of life is therefore inevitably linked to the pleasure of eating in healthy, flavorful, and varied ways" (xvii). Petrini links the need for Slow Food as a contradiction to foodstuffs "designed to be eaten hurriedly and distractedly" with their "only virtues" counted as "immediate recognizability" and "low price" due to standardization and inferior quality (xvii). When discussing food, it is not a leap to discuss the essential nature of thoughtful nourishment, but this set of ideas has spread beyond the table and into the halls of academia.[2,3]

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[1] For further reading on this topic, see the 2021 special issue of the *Journal of Documentation: Time and temporality in library and information science.*

[2] See: Berg, M., & Seeber, B. K. (2016). The slow professor: Challenging the culture of speed in the academy. University of Toronto Press

[3] An excellent introduction on slow scholarship conversations in academic settings along with a political ecology lens on the contemporary academy can be found in: Martin, P. M., & Nevins, J. (2024). Energizing slow scholarship: A political ecology approach to a more just academy and beyond. *ACME an International E-Journal for Critical Geographies*, *23*(4), 302–309. https://doi.org/10.14288/acme.v23i4.2471

Berg and Seeber's *The Slow Professor* (2016) folds Slow Food movement principles into academic teaching (pp. ix – x). Concerns about the "administrative university" and its focus on efficiency led the authors to address negative effects like "time crunch and making those of us subjected to it feel powerless" (p. x). Berg and Seeber "believe that adopting the principles of Slow into our professional practice is an effective way to alleviate work stress, preserve humanistic education, and resist the corporate university" (p. ix) and envision the slow movement in academia leading to "Slow Professors acting purposefully, cultivating emotional and intellectual resilience" (2016, p. x). Like the Slow Food movement, Berg and Seeber promote "slowness" in the university as a method to reclaim the space and time to be present and nourished by academic work. Slowness again is positioned as a set of ideas that become more clarified through counter ideas: efficiency and busyness of a university system "faced more than ever with justifying their existence" and the "realizable" ideals of "intellectual discovery, the beauty of literary texts, and the radical potential of new ideas" (Berg & Seeber, 2016, p. 3). Here is the desire for nourishment in the work even while facing increasing demands on time that clearly do not leave every faculty member satiated.

More recently, Martin and Nevins (2024) plainly set out slow scholarship as "an analytical framework for critiquing the neoliberalization and corporatization of the academy, and the associated 'speeding up' of academic labor" (p. 302). The outcome of challenging the speed within the "increasing bureaucratic and professional demands of contemporary universities" would be to "slow down the experience of time while re-signifying its meaning" (Martin & Nevins, 2024, p. 304). Scholars discussing slowness in the university also reflect on the need to have enough space to reach new heights, as expressed in Mountz et al.'s 2015 article on slow scholarship: "Everyone has a paper tucked away somewhere that she has been working for years. Given the chance to marinate, ideas ripen, often resulting in some of our most thoughtful, provocative, and important work" (p. 1237). Importantly, there is a connection with accomplishment and sustenance in the *production* of the work; note the appearance of more food and cooking metaphors. Slow scholarship asks for the space to marinate, ripen, and an implied untucking of the "most thoughtful, provocative, and important work," …an opportunity to share these ideas at a potluck of research and deep thought.

A ROLE, A SCOPE: A RECIPE

These attentive evaluations of the meaning of various slow movements, from slow food to slow scholarship, buffer against a simple interpretation of "slow" simply meaning taking more time. Despite his often biting commentary on speed and efficiency in foodscapes, Petrini himself (2015) moves beyond a simple temporal view of what the Slow Food movement represents, saying, "A slow pace can sometimes become agonizing; who doesn't recall some terrible wedding banquet like that?" (32). Instead, he claims that fastness and slowness are often representative: the "real difference in quality among these experiences does not lie in how much time is devoted to them, but in the will and the capacity to experience them attentively" (33). In my library, I was dealing with the privileged torment of having the will to experience my work attentively. However, capacity (insidious time pressures again) was proving more difficult to reconcile.

There was so much to learn and orient myself to in terms of how my new role functioned in my library and academia, and I felt the need to prove that I was trying, that I strived to do my job well because I cared about our communities and our mission of service. With a sharp eye on the retention and tenure process, "proof" of my investment in my librarianship had separated in my mind into how I would relate my daily investments within the existing reporting structures while seeking context for why the structures existed as they did, their purpose, and their use.

And, of course, my daily investments continued: library instruction sessions, consultations, updating and designing teaching resources and asynchronous tutorials, conference proposals and literature reviews for an article on a new survey course approach, the sudden eligibility for new service opportunities, and all the essential logistics of supporting the work.

This was the bread and butter, if you will, of my position at my library, and work that I truly relish, and yet I was stuck on how to tell these stories meaningfully, how to familiarize myself with the influential requirements of a tenure track role. So I made time, obstinately carved it out, and leaned into the university resources on retention and tenure, campus training on the topic, and formal mentorship with senior faculty from another college. Slowly but steadily, I found each of these experiences bleeding into another, like reverse ripples in a pot of water…each larger circle of influence and learning soaking into smaller, more intimate spheres of influence, the knowledge and context distilling itself down to the casual conversations with my library colleagues, new understanding on why our library's role and scope had been crafted the way it had, personal insights and advice. And I felt, as these amorphous and sometimes intimidating concepts became human stories, that I at last had a sense of how I could approach this behemoth of pressure I had assigned to the external demands of my work.

My assumption entering a tenure track position was that my "everyday work has to be transformed into quantifiable measures and results irrespective of the internal rhythms of the work itself" (Ylijoki & Mäntylä, 2003, p. 74). As demonstrated by the discussions of slow movements in academia, this is a ubiquitous understanding and a lived experience for many. I saw this structure as something to perform to, to mold myself within, if I wished to successfully represent my own work and the work of the library within the university. However, the additional layers of context and understanding, especially the multiple human experiences of the tenure process, gave me a sense that there was an opportunity to identify and savor the unique internal rhythms of my particular librarianship role. I began to believe that I could simultaneously live my librarianship with "density, complexity, and ideas which resist fast consumption" (Berg & Seeber, 2016, p. 66) and find ways to report what I value within the required university structures. As I worked to understand the existing institutional expectations around tenure, I began to engage with the library's role and scope in a new way; I began to see it as a recipe and, as any quick perusal of comments on a cooking blog will confirm, a recipe invites adaptation.

REVITALIZING THE RECIPE

Bell and Kaye (2002) outline how food, cooking, and kitchens are "evoked, deployed, and employed as metaphors and as shorthand," reminding that "recipes" can stand in for "family secrets, national identities, corporate mysteries, poetry" (58). After all, a recipe offers a concrete place to start with a specific outcome at the end, a record of a path that's been taken before, successfully enough for someone to write it down and offer it for replication. Measurements and ratios have been (hopefully) vetted and endorsed by another who has done this work before. My library's role and scope documentation became more than just expectations to meet. It became a record of the work done by other people, a reflection of other librarians who tested and tweaked the language of how to tell their own stories in the university setting.

I was (and am), of course, still bound by the firm measures of what to contribute within the three areas of my work and how to present these materials when the time comes. Still, I also saw space to honor my professional values of connection and my personal need for emotional resonance and presence. In a 2017 chapter, Yousefi explores the disparity between what we

say and do in libraries and encourages an examination of our actions and their meanings: "Casting our eye away from the object forms of our profession is useful because it allows us to examine our character, which results from the interconnections and totality of our activities—our active form" (p. 93). In the interest of exploring some of my active forms of engaging in librarianship, what follows is a set of practices emerging from my ongoing navigation of pre-tenure; not prescriptive solutions but rather personal adaptations that helped me find meaning within the tenure framework.

STRATEGIC INTENTION

In adrienne maree brown's book, *Emergent Strategy: Shaping change, changing worlds* (2017), strategic intention is part of the "process of changing while staying in touch with our deeper purpose and longing" (p. 70). Offering specific questions to examine strategic intentions, brown shifts "from a culture of strategic planning to one of strategic intentions – what are our intentions, informed by our vision? What do we need to be and do to bring our vision to pass? How do we bring those intentions to life throughout every change, in every aspect of our work" (p. 70). The concept of strategic intention has been invaluable in clarifying the intentions and vision I bring to work, providing language and named values that underpin my decisions as a librarian.

I haven't gone so far as to make a personal vision statement, but if I did, "connection" would be central to it. The introductory concept of Bell & Kaye's Kitchen Manifesto on designing for domestic spaces describes how "in creating technology for the home, in particular for the kitchen, technologists have forgotten that these domestic spaces are inhabited and used by people" (2002, p. 46). This user-centered article reached out to shake me; the foundational concept that it is possible to forget that the spaces we work within are used by real people, really living their lives. I can fall into reporting my library work as it is somehow devoid of human interaction or meaning: the number of consultations last year and the number of virtual reference encounters recorded. But those real human connections *and* the potential for connection flavor my work, giving it depth, breathing life into the why of what I do. As a librarian, I connect with real people living their lives, and I also find rewards in deliberately holding space for connections at moments of intersection. Reporting how many virtual reference hours were staffed, set aside by our library in case a student had an on-demand question, or sharing how many hours for research consultations were available to our community, whether they utilized them or not, may not be obvious choices to share in a retention dossier. However, strategic intentionality gives me a conscious lens to share how these connecting practices enrich my work and our student community.

A LIBRARIAN'S SEASONING

I have heard varying takes on the word "no" during the pre-tenure time, from colleagues and mentors, even articles on the topic. "No" is a loaded word that, when underutilized or unavailable as an option, can contribute to many of the time pressures and overreaching professional demands discussed earlier. "When the feeling that one isn't doing enough to achieve tenure leads a faculty member to keep taking on more work, it becomes hegemonic and emotionally problematic, pushing capable professionals out of academia or causing inequities with academia" (Sheffield & Muhlhauser, 2021, p. 201). While I prefer to think of "no" as a boundary setter, a way to protect professional spaces that directly support my role and my values in my work, I am certainly not immune to the feeling that "no" could be construed as a

lack of rigor or a sense of not doing enough. This is where the intrinsic rhythms of my work became an important adaptation to my approach to librarianship.

For my role focusing on instructional technology, at my institution, the fall is the heaviest classic instruction load. We receive the most library instruction requests this time of year; our enrollment numbers spike with an influx of new students in their first year, and there is a rush of orientation-style events to introduce and promote library resources to our campus community. With these connections come consultations, increased virtual reference traffic, and the general energy that the start of an academic year brings to campus. In the fall, my focus is my librarianship and teaching.

In the spring, the demand for instruction sessions lightens, and the email calls for papers, proposals, and upcoming conferences swell. During this time, I focus on submitting ideas for publication, working on conference presentations, filling out my financial reports to attend those conferences, and seeking out other professional development opportunities to dig into scholarship and research.

Summer also offers class options, but with lighter student populations, instruction needs ease up even further, and my plans for conference attendance or paper submission are on my calendar. Within this period, committee and project work began to ramp up as the natural deadline of the fall semester approaching gives the incentive to prepare for the students who will arrive for a new year.

These rhythms have given me a foundation for approaching my work with a seasonal attitude. Of course, I am working within librarianship and teaching, research, and service throughout the year, but I find it grounding to have a purposeful focus: to jot ideas, deep in autumn, for a paper I will write in the spring, or, to focus on editing during a heavy instruction period rather than trying to start a new paper. While “no” certainly can stand on its own, it has been supportive for me to create a sense of space and timing around responsibilities that may sound like, “I have a full plate right now, but I’d love to revisit this in the spring,” followed by a calendar reminder and follow-up when I am able to offer my full attention to the idea/project/etc. This gentle seasoning of my work offers me flexible framing for approaching what must be done in my librarianship; enough structure to keep me moving forward with external needs and requirements, but soft enough to buffer the last-minute, urgent requests or projects that must be tackled immediately. It is an adaptable system, not a stringent one, but these larger chunks of time, these seasons of work, have been an intentional way to engage with rhythms that naturally emerged in my particular role.

FAST FOOD: PURPOSEFUL BUSYNESS

This moment in my career can feel like the chaos of an active kitchen; pots bubble on the stove, something bakes in the oven, and a timer is about to go off for the pan on the back burner. Another adaptation I’ve adopted to unsettle the impacts of the rapid pressures of this career stage is, seemingly counterintuitively, to (sometimes) embrace the busyness and the “fast” choice.

As we’ve seen, slow movements are often set up in contrast to alternative ideas. “The goals of slowness can only be understood in relation to modern fastness” (Ferguson, 2020, p. 102) and often there is a clearly implied sense of which path is most desirable. Feguson (2002) writes of the tension within food ideologies between innovative modernity and the Slow Food movement

that sets up that "slow is 'good.' It implies seriousness, care, tradition, wisdom, localism, and attention. It is also, implicitly, anti-globalization, anti-corporate, anti-populist, and anti-technological, without (it is argued) falling into nostalgia, conservatism, or xenophobia" (p. 99). So what does this mean? It means that when viewing the slow movement, the draws of thoughtfulness, connection, and nourishment within context, must also be examined with a keen eye to make sure we are not falling into an easy binary of slow vs. fast, good vs. bad. It is hard to argue with an assertion, implicit or not, that qualities such as care, wisdom, and attention are not good or desirable traits to seek out in our world. When I describe a "fast" choice or busyness, I am drawing not from a place of speed, but from the slow scholarship principle of "acting purposefully" (Berg and Seeber, 2016, p. x) and making deliberate choices to alleviate the pressures of some tasks so that spaces that require deep thought and reclaimed time are able to be approached with "the will and the capacity to experience them attentively" (Petrini, 2015, p. 33).

Remember that when Petrini, he of the Slow Food movement, writes of what the movement stands against, he writes of food "designed to be eaten hurriedly and distractedly" with their "only virtues" being instant familiarity and low price due to costs being absorbed before the consumer (in his view: standardization and inferior quality) (xvii). In my own academic experience, I see this reflected in my own work as busyness for the sake of being busy, filling our time for the performance of hustle. However, with a sense of strategic intentionality and a feeling of reclaimed time from a seasonal approach to my work, I may still sometimes find the day to fly by, not in "timeless time" but in a series of shockingly hard-to-recall small, noncritical tasks. It is an excellent reminder that attentiveness and acting purposefully must be practiced and protected, but that sometimes, busyness and speed must be engaged with, and that our presence in the experience, a choice to engage with this moment of our work, has value that supports slow movement concepts. Much like sections of this research and writing process were fueled by a can of soda and extra toasty snack crackers (perhaps lacking in fundamental nourishment but certainly not in enjoyment) there are times when choosing convenience is in service to my prevailing approach to my work.

TENURE, TO TASTE

On a handwritten card with vines in the corners, my grandmother wrote down her recipe for potato soup. Among the butter, onions, and diced potatoes is a quick aside: "salt and pepper, to taste." In cooking, this notation puts the power back in the cook's hands, a nod to the ability to adjust a shared recipe to individual preferences and needs. This ambiguity may be a sign of respect in the kitchen, but tenure, to taste, is much less palatable.

In a collection of advice to new faculty, Watson (2019) writes, "They are under the assumption that if they just teach, research, and do their service, everything will fall into place. For some tenure-track faculty, this scenario will actually be true. However, over time, for a number of others, this sort of naïve mentality can result in surprise and eventual disillusion" (p. 113). This quote highlights the reality of the tenure track, and reality is not a recipe.

Yousefi (2017) reminds us: "There are of course a myriad of historical, socio-political, cultural, and institutional forces—big and small—at play in every library which contribute to forming its organizational character" (p. 94). Unspoken rules about a university's culture or the expectations of its faculty are, at best, absent-minded and, at worst, wielded against those who disrupt

implicit academic norms. For example, ambiguity in tenure requirements is experienced in multiple ways in a 2021 study on rhetoric and composition tenure-track faculty. One respondent wrote that the "infamous opacity surrounding tenure requirements was some sort of inexplicable cruelty baked into an antagonistic system" but later determined the goal was to keep the "standards flexible enough for making a favorable case for candidates who are highly qualified but are somehow unconventional in their qualifications" (p. 211). Another respondent in the same survey described tenure requirements as "deliberately vague. The department told me when I got the job that this was a good thing. Actually, it is another way to screw over the people they don't like" (p. 211). How can a pre-tenure track individual know what the actual expectations are, especially within a system of "expectations that are gendered, classed, and racialized" (Mountz et al., 2015, p. 1241)?

This is where those "secret" ingredients, shared family recipes, and handwritten notes on the margins of a secondhand cookbook come in. On my grandmother's potato soup recipe, she added, with a different pen, the key to her soup success: "I add Velveeta Cheese (melt)." A tweak to the original recipe, but one that made enough of a difference that she passed it down to another generation of cooks. Again and again, researchers discussing slowness in the academic world highlight that these ideas are not just in service to the individual and that, in fact, it is integral to connect these desires for "slowness" to a larger context. "Slow scholarship cannot just be about making individual lives better, but must also be about remaking the university. Our call for slow scholarship is therefore about cultivating caring academic cultures and processes" (Mountz et al., 2015, p. 1238). Slow scholarship requires an awareness of context, asking questions about who can even be nourished by the structures in place and who is left to starve before a full banquet of the academy.

In my library, other library faculty have clearly worked to create clarity, specificity, and supportive role and scope documentation. Combined with the generosity of my colleagues sharing their tenure stories, it was a gift of context and transparency. This could be seen as an expression of care for a new member of the faculty body. Mountz et al. allude to the faculty body when discussing the potential of slow scholarship to support the movement "from individualized experiences of neoliberal time to collective action, precisely to resist intensified pressures to do it all and/or intensify elitist structure that make 'slowness' possible for some while leaving other slogging in the trenches" (2015, p. 1248). Within librarianship, active attention to community changes is a hallmark of embracing slow librarianship principles. Lawson (2007) echoes the importance of collaborative accountability when writing about care in the discipline of geography. "Care ethics then, challenges us to be attentive and responsive to our own location within circuits of power and privilege that connect our daily lives to those who are constructed as distant from us" (p. 7). One way to develop awareness of unspoken expectations comes from connecting to communities that have experienced the same path. Joudan (2024) writes of the importance of community as a pre-tenure faculty member, sharing that it is "invaluable to have people who understand the context of my situation, so I don't need to give multi-hour background explainers" (p. 298). Joudan also highlights official guidance, like tenure advisory committees and informal mentors, as potential spaces to connect and uncover university norms (297). While not every environment is friendly toward connection-building, this type of contextual understanding and professional community matter. Ultimately, a recipe on a card is simply an object, a record of a moment in time, until it is used and put into practice, engaged with human hands. I think it is also true that human engagement with the tenure track is an opportunity to examine the meaning of this structure and, when we can, address the

questions, add the clarity, and leave future faculty the opportunity to know exactly what can be adjusted…to taste.

CONCLUSION

Writing this chapter was a different type of scholarship for me. I believe slow librarianship is a space that offers the ability to be generous with authenticity and humanity, and I have written with these principles held close. The reflections expressed here are the types of conversations I have with my long-time friends on a solid foundation of trust and assuming good intentions. It is an entirely different matter to write about seeking pleasure and joy and connection in librarianship, to connect the intellectual demands and pressures in the privileged position of a pre-tenure track position to the deeply bodily act of preparing and eating food. I am reminded of the vulnerability of the first cake I baked on my own and shared with my family as a child, a simple boxed mix speckled with rainbow flecks and frosted with improvised buttercream, and how anxiously I waited for their first bites, searching their faces for a sign that this offering was something they could enjoy. In writing this chapter, echoes of that uncertainty remain, but I hope that these perspectives might resonate with others who are working toward tenure.

I began this chapter with a craving, so I will close the same way. I crave what I know is possible: to make a meal out of this moment in my professional life, to relish and chew on it. I long to be fed by and to feed others with my work, to be a part of recording and offering tweaks and clarity to the recipe of tenure to those who experience it after me, and to see the mess, mistakes, and learning of practicing a profession as part of the choice to prioritize nourishment. Like a recipe passed down, the path of tenure can be simultaneously structured and personal, measured and chaotic, distant and nourishing. While on this track, with purposeful attention, I will continue to seek sustenance through this season of librarianship.

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