

# inula *Notes*

A publication of the Indiana University Librarians Association

Spring 2014

VOL. 26, No. 1

*Indiana University*

**inula**  
Librarians Association



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This issue of *InULA Notes* was compiled and edited by members of the 2013-2014 InULA Communications Committee: Ashley Ahlbrand, Wendell Johnting, Katie Emery, and Jian Liu.

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## Letter from the President

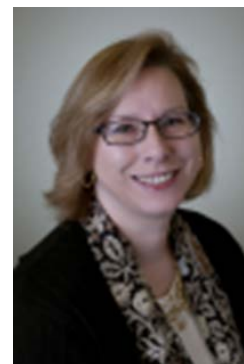
LORI DEKYDTSPOTTER  
Head of Lilly Technical Services  
Lilly Library  
Indiana University Bloomington

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1 May 2014

Dear InULA Members,

It's hard to believe that my tenure as InULA President is nearing its end. It has been a busy year, and I have had a chance to work with some dedicated, wonderful colleagues. That being said, I am pleased to pass the torch soon to Latrice Booker, Coordinator of Library Instruction at Indiana University Northwest. I know InULA will be in great hands!



- The Membership Committee Chair, Ria Lukes, recently reported our current membership is at 79.
- The annual book sale, which helps support our research grants and the Julieann V. Nilson Student Scholarship, was hugely successful. To quote from the Book Sale Chair, Naz Pantaloni: "We made \$3,289.50 this past weekend (\$2,969 on Saturday and \$320.50 on Sunday). In addition to the annual book sale, we have also earned \$1,467.79 through our collaboration with BookSprint during the past four quarters. Finally, if you add our net proceeds from InULA's Amazon.com account, which amount to \$2,746.54 -- minus some outstanding shipping charges that I haven't submitted for reimbursement yet -- the book sale has generated approximately \$7,503.83 for InULA this year ..." Special thanks goes to Naz, Bob Noel and Emily Okada. I'd also like to thank everyone who pitched in to help. We couldn't have done it without you.
- In other good news, Nick Homenda and Thomas Whittaker have agreed to co-chair next year's book sale! A big thank you to both of them. Naz has agreed to keep a watchful eye over InULA's Amazon.com account.
- The Grants and Scholarship Committee, chaired by Catherine Minter, recommended and the Board approved, two Julieann V. Nilson Student Scholarship recipients this year: Erika Jenns and Carrie Watson. Congratulations to both Erika and Carrie! The committee has also been active in granting, with the Board's approval, 12 InULA Research Incentive Fund applications.
- The Elections Committee has prepared a slate of great candidates to serve InULA including a Vice President/President-Elect, a Secretary, and two Members-at-large. Please look for the election and the C&B ballots about two weeks after the May Business Meeting.
- The InULA Business Meeting will be on **May 15th from 2:00-3:30**. You can join us in Bloomington in the Wells Library room E174 or on the phone bridge 225589 by dialing the auto attendant at 812-856-7060.
- Please send any agenda items to me for the May Business Meeting by Friday, May 9<sup>th</sup>.
- Finally, I want to thank all the Board members, committee chairs, and members for a truly rewarding and fruitful year. It's been an honor to be the InULA President, and I have enjoyed working with such a dedicated membership. We continue to want to hear your thoughts on InULA and other issues that are on your mind.

Best wishes,

Lori Dekydtspotter  
InULA President, 2013-2014

## Learning Leadership

SUSAN DEMAINE

Research & Instructional Services Librarian  
Ruth Lilly Law Library, IU Robert H. McKinney School of Law  
Indiana University Indianapolis

It is hard to talk about leadership without sounding clichéd, but it truly was “a dark and stormy night” that began my recent trip to the American Association of Law Libraries’ 2014 Leadership Academy. Fortunately, although the rainy drive to Chicago seemed an ill omen, the Leadership Academy turned out to be engaging, instructive, and replete with networking opportunities.

For this year’s retreat, thirty-four law librarians from law schools, law firms, and public law libraries across the U.S. gathered in Oak Brook, Illinois, for a 2-day intensive seminar. Gail Johnson and Pam Parr of Face-to-Face Communications led the group through topics ranging from communication styles to values. Gail and Pam were dynamic instructors. Their talents and the group’s manageable size and coherence gave rise to an energy that is rarely felt in conference rooms. Conversations came easily, and ideas bounced from one person to another.

### Communication Styles

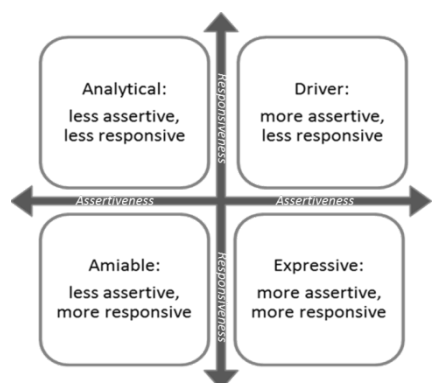
One of the most interesting activities of the first day was an investigation of communication styles. In any communication, we derive 55% of the meaning we glean from what we see, 38% from what we hear, and only 7% from the actual words. This means that how we carry ourselves, how our facial expressions change, how our hands move, and how our tone of voice and volume modulate have far more impact on the meaning we convey to others than our actual words do.

To understand more about what we are conveying to people, we were each given a list of approximately 20 sets of two alternatives to choose from regarding our communication behaviors. Examples included: Do you tend to lean forward when you talk? Or backward? Do you talk quickly or more slowly? Do you make more statements? Or ask more questions? The results were tallied, and the scores indicated where each of us falls in a matrix of communication styles. The matrix has two axes. The x axis is for assertiveness; the y axis is for responsiveness.

In addition to our self-evaluations, Gail and Pam had also gathered assessments by our co-workers, and we compared our findings to those from people who work with us every day. I was not surprised to find myself in the Expressive quadrant, nor my colleague, also attending, in the Driver corner. What was intriguing were the conversations that ensued as we began to explore how to temper our own communication styles as well as how to be aware of others’ styles and what to

expect from them because of their styles. I was able to think about my colleagues – not only my interactions with people but also their interactions with each other – in a new light. It was suddenly easy to see why some conversations work and others lead quickly to conflict.

One of the important endnotes to our work on communication styles was that every style adds value to a team of coworkers. Not surprisingly, we talked about using communication skills assessments to build understanding among librarians working closely together, but we also discussed using them in hiring decisions. For example: have



plenty of Analyticals (people who are data-driven and methodical but have a hard time pulling the trigger)? Hire a Driver; they're more assertive and excel at making decisions and ushering projects to completion.

## Values

It's difficult to talk about "values" without adding to the clichés, but the discussion of values was a vital part of the Leadership Academy. While I found it hard to choose just four out of a list of 50 possible "most important values" (children who pick up after themselves was not on the list!), the salient point of the discussion was that people are miserable when their values are in conflict with those of their organization or even their boss.

In the profit-driven world, it has long been assumed that people value money most. Organizations have used financial incentives as motivation, but people go on being miserable. Studies have shown that people actually value relevancy, pride in their work, ownership of their work, and job security more than money. In addition, some people value flexibility because of commitments outside their jobs. Some people value opportunities for personal development, recognition, learning, and service.

Most of us are not in librarianship for the money, and prioritizing these alternative values plays a significant role in effective library leadership. The challenge for a leader is to listen to what truly motivates others, i.e. what do they value?, and respond accordingly rather than imposing the leader's or organization's own values. Leaders who can do this are "Multipliers." See *Liz Wiseman. Multipliers: How the Best Leaders Make Everyone Smarter (HarperCollins 2010)*. Multipliers imbue others with capability because they believe that everyone can contribute. They create an environment where new ideas can be tried, where people are given what they need to succeed rather than set up to fail, and they enjoy the thinking and debate that goes on when everyone is involved. In short, they listen and they provide according to what people value.

Diminishers, on the other hand, believe they have to do all the thinking and impose their will and values on others. No one enjoys working for or with a diminisher, and yet I suspect many people find it easier to be a diminisher than a multiplier. Becoming a multiplier takes mindful work; being a diminisher is an easy fallback mode. We did an exercise to prompt development of multiplier skills in which we divided into four groups. Two groups were asked to brainstorm and develop ideas for a product that would help alleviate a social/economic problem along with a logo and slogan while the other two groups observed them. Unbeknownst to the product developers, those of us in the observing groups were each watching one person in particular. When the brainstorming session was complete, the observers took turns reporting on each observee's contribution to their group in only positive terms. Quiet members were described as "thoughtful" and "refraining from unnecessary comment," while more boisterous members were described as "engaged" and "dynamic." Although evidently exaggerated, the positive observations were powerful, and you could see faces light up around the room – and not just the recipient of the praise but others hearing the praise seemed to share the glow.

## Conclusion

I left the Leadership Academy with a new awareness of how much feelings matter, even when we do not want them to. All of us communicate in ways that seem appropriate to us individually, act according to our own values, and react to others from our own emotions. Anyone wanting to be a more effective leader, regardless of rank or responsibility, can improve through vigilant awareness of what others truly think and feel and foster capabilities and opportunities accordingly.

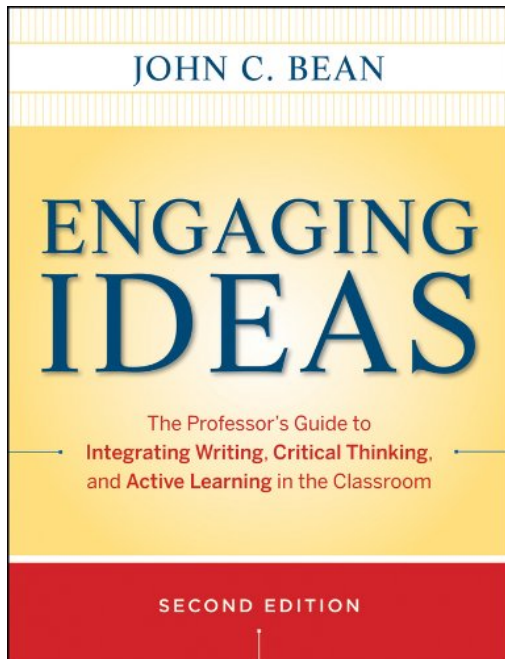
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## A Conversation with John Bean

ASHLEY AHLBRAND  
Educational Technology Librarian  
Indiana University Maurer School of Law, Library  
Indiana University Bloomington

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In February, courtesy of the Scholarship of Teaching and Learning Program (SOTL), IU Bloomington was fortunate to host John Bean, an English professor from Seattle University, and author of *Engaging Ideas: The Professor's Guide to Writing, Critical Thinking, and Active Learning in the Classroom*. In addition to the talk he gave for interested faculty, Professor Bean engaged in a conversation with several of the library faculty to further explore the topics of his research. The following are highlights from this conversation.



**“You hear about writing across the curriculum, but you don’t hear much about reading across the curriculum.”**

The conversation began by addressing the lack of attention paid to rhetorical reading skills in education today. Writing across the curriculum has become a hot movement across the country, with greater attention being paid in a variety of academic departments to the cultivation of writing skills and the acknowledgement that different skills are needed for writing in different areas. Professor Bean noted that not as much attention is paid to reading across the curriculum, addressing the different skills that are needed to parse texts in different disciplines. Certainly faculty in these departments think rhetorically when they read, but they take for granted that this is a skill developed as their own studies progressed; students do not inherently possess the same skills. This skill could be taught by the faculty, but Professor Bean suggests it could also be a pathway for

librarians to embed themselves in the curricula.

**“I wish librarians could be more like writing consultants.”**

Much of the conversation centered on the relationship between libraries and writing centers. Rather than being an affront to the work of reference librarians, this comment from Professor Bean was in conjunction with a discussion of how the relationship that writing centers have with students differs from that of the reference desk. Typically at writing centers, students bring their assignments, in varying stages of the writing process, and engage in an interactive consultation with the writing center staff. Contrast this with reference desk interactions, where often the student is at the beginning of the assignment, fails to bring the assignment with him or her, and expects the librarian to give the answers, rather than engage in an interactive research consultation. A librarian in attendance at this conversation agreed, suggesting that we present ourselves differently than do writing center staff, so students have different expectations when they

come to us. Professor Bean suggests that we see how writing center staff are trained and apply that to our own reference rituals.

**“Bad library practice stems from a bad assignment.”**

At this point the conversation began to shift to the construction of assignments in the first place, a focus of Professor Bean’s work. Often research assignments will state something like this: the student must include three peer-reviewed journal articles, two articles from trade publications, and four monographs. Thus the student comes to the reference desk saying, “I need three peer-reviewed journal articles,” and expects the librarian to help him or her retrieve them. Professor Bean suggests the assignment would be better crafted if the student was made to understand why you might want to use peer-reviewed journal articles over non-peer-reviewed, for example. This sparked a lot of conversation, with one attendee proposing that we rethink how we as librarians instruct students on the research process, focusing less on tools and how to use them and more on the ideas that these tools contain – what makes an article in a peer-reviewed journal different from that of a trade publication? Another participant suggested that we emphasize that using information from a resource is not just about gathering facts, but about students entering the professional conversation.

The question then became: how do librarians engage with faculty to improve upon poorly constructed assignments? Professors might take offense to being told how to improve their assignments, after all, so it is a fine line that we walk. In the end we determined that it comes down to your approach: Don’t tell the professor how to completely overhaul his or her class, but instead suggest to the professor services you can provide that would help him or her return better assignments from the students.

**“It’s getting faculty to see a backward design for curricula.”**

We next discussed approaches for reforming assignments. One attendee suggested having the professor “decode” the assignment, essentially turning the assignment around to the professor to see if he or she would know how to approach it. Brian Winterman from SOTL noted a similar approach that he takes, asking professors to be the model by showing students what to do with information in a research project, thereby demonstrating for students how the research process should be tackled in that course. Professor Bean further described the process used at Seattle University; he recommends that departments there arrange their assignments like scaffolding, starting with basic, introductory assignments that then build toward more sophisticated assignments as students’ research and writing skills grow. This can be done both within a course and within a department, with more basic assignments and expectations in beginner courses and more sophisticated expectations by the student’s senior year. Professor Bean suggests reverse engineering the course, having the professor lay out the final, major project first and then work backwards to construct the other assignments so that they build to the point that the students will have acquired the skills necessary to tackle the final assignment.

The conversation shifted to a discussion of accreditation agencies and the newer focus on measured learning outcomes in higher education. Professor Bean suggested that this falls squarely into the reverse-engineered, scaffolding focus for course and curricula design. If each department or school has to come up with a set of measurable learning outcomes for its majors, this naturally becomes a conversation about scaffolding, designing courses in a major that will track the development of students’ knowledge and skills in a discipline. How do librarians fit into this planning? By adding to this conversation suggestions of how information literacy requirements fit into this model of curriculum construction. There has been much push-back against the

requirement of measurable learning outcomes, with the concern that it just fuels busy work for students and faculty. Attendees at this event from SOTL and CITL (the Center for Innovative Teaching and Development) emphasized that we need to steer this curriculum reformation away from busy work and toward meaningful learning experiences. Professor Bean suggested that at IUB, we already have several entities in place to help fuel this conversation and curricular transformation, speaking specifically of SOTL and CITL.

**“Students are meant to be meaning makers.”** (not just conveyors of facts)

Time and time again, the conversation of curricular reform comes back to the issue that students do not understand the research process. The discussion with Professor Bean ended with everyone agreeing that something must be done – some steps taken – to address this issue. Is it assisted assignment reform? Is it a partnership between libraries and writing centers? Is it an increase in librarian-led research instruction? Is it a reformation of reference desk duties? In all honesty, it’s probably a combination of these, built incrementally into the changing face of higher education. If nothing else, it is a conversation that must continue, with a realization of the interconnectedness of all departments of the modern university. Certainly the conversation Professor Bean began with IUB librarians and faculty will continue, hopefully fueling new partnerships to improve student research skills.

Interested in reading Professor Bean’s book? The latest edition is available in hard copy at [IUPUC and IUPUI](#), and as an e-book at [IUB](#).



## Perma: A Tool for Addressing Link Rot in Published Scholarship

BENJAMIN J. KEELE

Research & Instructional Services Librarian

Ruth Lilly Law Library, IU Robert H. McKinney School of Law  
Indiana University Indianapolis

I rely heavily on cited sources when researching a topic. Having found a relevant paper or book, I almost always look at some of the sources listed in the footnotes or bibliography for useful material. Authors, by citing the works on which they relied, save me significant research time and lead me to sources I might not have found otherwise. This is especially true in legal scholarship with its extensive footnoting. This practice in academic legal writing is not ideal for readability, but it is a boon for later researchers.

Consequently, when attempting to retrieve cited sources that are online, it is particularly frustrating to hit a 404--Not Found error or a page apologizing because the cited source is no longer there. This is called link rot: when URLs in citations no longer lead to the cited work. It happens when online sources move, are placed behind a paywall, or simply disappear. Regardless of the cause, link rot places obstacles in researchers' paths and weakens authors' arguments through lost support. An extensive literature has developed documenting the worrisome extent of link rot. A simple search of Google Scholar for link rot and the academic field of your choice will likely return several studies.

Computer scientists and biologists seem to have been the first to notice link rot's effect on their scholarship, but law libraries have launched an effort to mitigate link rot in legal scholarship. Perma ([perma.cc](http://perma.cc)) is a web site operated by law libraries to preserve online sources cited in legal scholarship. Developed at the Harvard Law School Library, Perma lets anyone enter a URL for a web page. Perma then archives the page, capturing the page's code and a screen capture in case the code

The image shows a screenshot of a web browser displaying the Perma website. The browser's address bar shows the URL [perma.cc/N37R-UECE?type=image](http://perma.cc/N37R-UECE?type=image). The website header includes the Perma logo and navigation buttons: "Live site view", "Screen capture", "Archived site", and "Archiving text". The main content area features the InULA Librarians Association logo and a search bar. A prominent news article titled "InULA Board for 2013-2014" is displayed, dated July 3, 2013. The article text reads: "I'm pleased to announce the new Board for 2013-2014: President: Lori Dekydtspotter, IUB; 2013-2015 Vice President/President-Elect: Latrice Booker, IUN; 2013-2016 Secretary: Michael Courtney, IUB; 2012-2014 Treasurer: Jennifer Laherty, IUB; 2013-2015 Past President: Kate Moore, IUS; 2013-2014 Representatives-at-Large: Chanitra Bishop, ... Continue reading". Below the article is a "Feature Two" section dated May 13, 2012, with a sub-heading "Ride the bus!". The right sidebar contains "QUICK LINKS" for "InULA Grants" and "InULA Scholarships", and a "BECOME A MEMBER" section.

does not render well later. Perma creates a new URL for this archived copy that will remain stable for future reference. For example, I archived InULA's homepage [http://www.indiana.edu/~inula/wp\\_2012/](http://www.indiana.edu/~inula/wp_2012/), and created this copy, <http://perma.cc/N37R-UECE>. Each copy is time stamped as well. This can prove handy in situations where precisely dated information is needed, like when a professor I was helping wanted to document the price of a product on Amazon on a particular day.

Anyone can submit online sources to Perma for archiving, but the copies will be retained for two years unless they are vested—designated for indefinite preservation—by a librarian or editor authorized by the law library. Law libraries can also provide servers that will mirror the Perma collection, thereby making the collection more reliable because it is diversified across geographic locations and institutions.

Authors and editors can archive sources and add Perma URLs at any time prior to publication. In my view, the source should be archived shortly after it is cited. I have seen instances in which cited sources have disappeared a couple months after the paper was accepted for publication. Perma makes the archiving process quite simple and requires no special expertise. At present, each source has to be manually archived, but perhaps in the future the process will be more automated. Both the original source URL and the Perma URL are included in the footnote, so later researchers can access the original, if possible, with the Perma copy as a backup.

To help avoid copyright problems, Perma complies with code in some web pages that prohibit archiving the page. In those cases, a copy is made, but it is “dark archived,” i.e. not made publicly accessible. Librarians at Perma partner libraries can access the copy upon research request. This is similar to how libraries sometimes make copies of materials in library collections to fulfill research requests. Also, the copies in Perma that are publicly accessible are not indexed by Google or other search engines, so the only practical way a researcher can access a copy is by following the Perma URL in a citation.

Perma is not the first web archiving solution. The Internet Archive's Wayback Machine and Archive-It, WebCite, and archive.today are examples of other projects that address link rot in some way. What makes Perma distinctive is its scope (online sources cited in legal materials) and its shared operation by law libraries. Launched about a year ago, Perma has been adopted by a number of law journals, including IU McKinney Law's three journals. Courts are also considering Perma for archiving online sources cited by judges in their opinions. Hopefully with wide adoption, Perma will allow law libraries to preserve legal scholarship and digital sources for the long-term. Maybe it will even scale up to include other scholarly fields and libraries.

## **Julieann V. Nilson InULA Scholarship Winners' Essays**

CATHERINE MINTER

Librarian for French & Italian, Germanic Studies,  
Classical Studies, Comparative Literature, and Linguistics  
Herman B Wells Library  
Indiana University Bloomington

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This year's Julieann V. Nilson scholarship winners are Erika Jenns, Bloomington, Indiana, and Carrie Watson, Farmland, Indiana. Each will receive a \$1000 scholarship.

The committee was impressed by Erika's eloquent statement, which draws on a wide range of important experience, expresses a philosophy addressing multiple functions of archives and special collections, and conveys enthusiasm and dedication.

We were also impressed by Carrie's well-written and authentic statement, her experience, and her dedication in striving to make library resources more available to those who may otherwise have limited access to them. Specifically, one member of our committee applauded Carrie's clear understanding of how "public librarians stand at the crux of societal information literacy and education goals."

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### **ERIKA L. JENNS**

My first experience working with rare books at the Lilly Library led me to change my career goals and to pursue an educational path that will lead to a position in a special collections library. My undergraduate studies in English and psychology were geared toward a career in social work, but after I enrolled in Professor Christoph Irmischer's nineteenth-century American poetry course in which we made weekly visits to the Lilly Library, a future working with rare books and manuscripts was all I could imagine. For the first time I began to consider using the resources available there as tools in my writing. The world of rare books and manuscripts was brand new, exciting, and intimidating, but the user-friendly atmosphere at the Lilly Library gave me confidence as I worked with seven editions of Walt Whitman's *Leaves of Grass* for my final project in Professor Irmischer's class. The positive experience I had while working with the Whitman materials encouraged me to take on other projects that would allow me to delve more deeply into the collections at the Lilly Library.

To further investigate my interest in working with special collections, I did a summer internship at the Watkinson Library at Trinity College in Hartford, Connecticut. I began to understand the importance of the special collections library as an institution while modifying catalogue records for 207 volumes by Lydia H. Sigourney. I found ephemera and marginalia between the pages of the texts providing evidence of readers' interactions with them. The Sigourney materials piqued my interest in the book as a physical object with a story to tell, separate from the text, and solidified my decision to pursue rare books and manuscripts librarianship with a focus on facilitating patron use of the unique items these institutions have to offer.

Through my graduate coursework as a dual Master's degree candidate in English and Library Science at Indiana University Bloomington, I have developed a deeper appreciation for primary source materials available at rare books and special collections facilities and their value in research and education. As a reference assistant at the Lilly Library, I look forward to interacting with patrons, setting their minds at ease as they use the collection, helping them find materials, and discussing the main gallery exhibits. I hope that my interactions with patrons provide the same welcoming and encouraging atmosphere that I experienced at the Lilly Library when I first started

researching there. After completing my degrees, I would like to continue working in public services in an effort to promote the use of special collections as a supplemental tool in research and in classroom learning. As a public services librarian, I will strive to increase awareness of the materials available in these institutions and inspire others to use them interactively.

My recent work on the collection of the late Professor Don Belton was largely focused on the idea of promotion and availability. My interns and I catalogued and organized the books in the Belton Collection in order to make them accessible to interested students and faculty members. To further increase the accessibility and visibility of the collection, I created an Omeka webpage with details about each item and supplemental material about Professor Belton. When discussing the project with my interns, I emphasized the importance of making the collection user friendly and asked them each to write a brief essay highlighting an item of their choice. Omeka is a valuable resource and can be useful when implemented in a special collections institution to keep up with the current trend toward digitization.

During my career as a public services librarian, I want to continue working with rare books and manuscripts with an eye toward the digitally focused future in order to ensure the survival of these materials in an increasingly paperless world. I believe that by making these collections available electronically, we can encourage and facilitate the subsequent use of rare books and manuscripts in person. In the long-term, I would like to become a curator of rare books at a special collections library in an academic setting. As I look toward the future, I imagine myself at an institution with a patron-focused environment and am eager to implement procedures that will improve patrons' experiences using special collections

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**CARRIE E. WATSON**

The Farmland Library was organized by private citizens in 1921. In 1924 the town began levying a library tax, appointed a board and became Farmland Public Library. In 1929 the library was given the east room in the town's new city building. You may wonder why this bit of trivia is important. It's important because the long narrow room on the east side of the Farmland City Building, housing what was once the third smallest library in the state of Indiana, is where my love and passion for libraries began.

As soon as I was old enough, my mom registered me for the Summer Reading Program. Summer Reading was the highlight of my summer and I participated every year until I aged out of the program. I still frequented the library regularly and was even offered some volunteer opportunities despite my young age. There was one volunteer day I will never forget. The library was moving from its cramped quarters to a newly remodeled and much larger building on Main Street. On that day, I transported hundreds of books down the street and around the corner in my little red wagon!

Fast forward twenty years...

Many things in Farmland have changed and my life is much different than it was in 1993 but my dedication to the library remains the same. I am currently the Steering Committee Chair of the Friends of the Farmland Public Library. The former Library Director saw the need for a Friends group and asked me if I was up for the challenge. I jumped at the opportunity to help my library! I have learned a lot over the past two years as I have led the Friends group. I have recruited members, led fundraising activities, and organized events at the library. Under my direction we have written a constitution and by-laws and I am working with an attorney to file for 501(c)(3) status. Last summer when the Summer Reading Program kicked off, I found out that there was no calendar of events and nothing planned for the kids. I quickly pulled the Friends together and started planning, organizing and delegating. Within a week we had scheduled guest readers for story time, planned activities for the children, and had volunteers signed up for snacks.

The more I work with the library, the more I wish I could do. I occasionally attend Library Board meetings on behalf of the Friends. During meetings, I would like to speak on certain agenda items but it's not my place. I would like to see changes made in the budget so we could do more with the children's programs. Beyond the children's programs I would like to see programs set up for junior high and high school students. I can see how a partnership with the local school would be beneficial to drawing children and young adults through our doors both as library patrons and as volunteers. I would like to see the library reaching out more to the community. It's my belief that if the library does more for the community, the community will do more for the library.

As you can see, I don't have aspirations to work in an academic library or a large public library. Small towns and small libraries are where my heart is. From 1924 to 1999 there were only six directors at the Farmland Public Library. Unfortunately, the last fourteen years have also seen six directors come and go. Sometimes change is good, but sometimes stability is better. I don't know if I will ever be offered the position of Library Director at Farmland Public Library, but I would love to have the required education so I can apply for the position if the opportunity arises. Even if Farmland isn't where I end up, I know there is a small library out there somewhere that would benefit from my dedication and enthusiasm. The Masters of Library Science degree is my first step to achieving that dream, and a scholarship from InULA will help me on my path.

## Research Incentive Fund Report

MARIA T. ACCARDI

Associate Librarian, Coordinator of Instruction  
Indiana University Southeast Library

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I received funding to support presenting research based on my monograph manuscript, *Feminist Pedagogy for Library Instruction*. I co-presented this research on a panel at the ACRL conference in April 2013 with Emily Drabinski (Long Island University, Brooklyn) and Alana Kumbier (Wellesley College). The presentation received an Honorable Mention in the conference People's Choice awards. I then submitted my manuscript in May 2013. The monograph on which the research was based was published in July 2013. I was subsequently awarded the Association of College and Research Libraries (ACRL) Women and Gender Studies Section (WGSS) Award for Significant Achievement in Women's Studies Librarianship, which honors a significant or one-time contribution to women's studies librarianship, in 2014. My book was cited as the basis for this award.

In short, attending the ACRL conference, which my InULA funding supported, helped me hone and test some final ideas and concepts that I ended up using in my book, which has been a successful, award-winning publication. The InULA funding, therefore, was instrumental to the success of my research.

## **Research Incentive Fund Report**

MOIRA MARSH

Librarian for Anthropology, Sociology,  
Folklore, and Social Work  
Herman B Wells Library  
Indiana University, Bloomington

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From July 2 through 6, 2013, I attended the 25th annual meeting of the International Society for Humor Research in Williamsburg, Virginia. At the meeting I presented a paper, chaired a panel, and took an active part in the meeting of the Executive Board. The panel I chaired and also presented on had the intriguing title of "From Super Successful, to Failed, and Incomprehensible Humor." The other panelists were Liisi Laineste, senior researcher at the Center of Cultural History and Folklore in Tartu, Estonia, presented "Failed Humor on the Internet," Nancy Bell, Department of English at Washington State University, presented "Responses to Incomprehensible Humor," and Hilal Ergul, PhD student in linguistics at Texas A&M University – Commerce, presented "Responses to Failed Humor in Mixed Gender Interaction."

My paper was "Pulling up Piccadilly: The Best Practical Joke of All Time." It discussed an audacious practical joke in which pranksters impersonated workmen and literally excavated a busy thoroughfare in the heart of London. This joke apparently happened in 1911, but soon thereafter it crossed the Atlantic, being attributed to a famous American prankster in late 1920s New York. Today, the same joke has become a widespread international legend, supposedly being played by college students in cities from Reykjavik to Wellington. In the paper, I explore the recurring themes of social class and its connection to work and play. I suggest that jokes become apocryphal, like this one, when they touch on salient recurring issues and conflicted feelings. The moral is, we must care before we can laugh.

This paper is based on research that is still in early stages, but which I plan to extend and submit for publication.