inula *Notes*

Indiana University

inula Librarians Association

Contents

Articles

News

This issue of *InULA Notes* was compiled and edited by members of the 2012-2013 InULA Communications Committee: Ashley Ahlbrand, Stacy Konkiel, Jennifer A. Liss, and Mandi Moning.

Letter from the President

KATE MOORE
Coordinator of Electronic Resources
IU Southeast Library
Indiana University Southeast

21 March 2013

Dear InULA members,

The Board has been hard at work with several projects throughout the year, and I would be remiss if I didn't start this note by saying that I have had an excellent Executive Board to work with these past few months. It's been a pleasure—thank you, Lori Dekydtspotter (Vice-President), Michael Courtney (Secretary), Jennifer Laherty (Treasurer), Chanitra Bishop, Latrice Booker, and Christina Wray (Members-at-Large)!

Just a few projects that the Board and InULA's committees have started and/or are ongoing since the fall:

- **The new InULA Staff Professional Development Award**

    The fact is that many of our colleagues in the Indiana University Libraries do not currently hold faculty-status positions, and yet are interested in pursuing professional development opportunities. The Board decided to offer this award in order to encourage professional development by non-faculty library staff. The Executive Board will be reviewing submissions this year and will announce the recipient of the award before May 31st.

- **Annual Business Meeting—May 23rd from 1-3pm**

    Speaking of May, the annual InULA Business Meeting will be held on Thursday, May 23rd from 1-3pm in the Wells Library, room E174, or by phone (details and agenda will be forthcoming). Please try to attend, or send any comments, suggestions, or ideas to me or other attendees. We will definitely need your input on the Annual InULA Book Sale for 2014—with construction going on in the Wells Library parking lot, it's unclear how we should proceed.

    The Elections Committee has been formed and will be looking for candidates for Vice President/President-Elect, Treasurer, and one Member-at-Large. If you'd like to nominate yourself or someone else, please notify Emily Okada, the chair of the committee. Candidates will be announced during the May Business Meeting, and nominees will still be accepted from the floor.

- **InULA reception at the Kurt Vonnegut Memorial Library—April 9th from 4-6pm**

    The Programs & Social Committee has put together what I think will be a stellar reception at the Kurt Vonnegut Memorial Library in Indianapolis to coincide with ACRL this year. The reception will be on Tuesday, April 9th from 4-6pm. I personally cannot wait to

check out the museum and catch up with attending InULA members! Special thanks to Carrie Donovan and Jennifer Hehman for putting this together and getting the word out!

- **InULA's new website**

    Perhaps you've heard tell of this elusive new website. Perhaps you believe that it is simply a legend that exists to help you fall asleep at night. I'm here to tell you that work has been ongoing to get the website up to speed. As I mentioned in my last President's Letter, Gary Wiggins has agreed to serve as our webmaster and has been diligently backing up the site and fixing any issues as they arise. Problems (or rather, opportunities) have arisen in terms of the back end—how to make the site more usable for members (e.g. connecting the membership component with the actual site). Christina Wray has agreed to research the membership component of the new site, and we will (fingers crossed) be transitioning to the new site before the May Business meeting.

    Thanks for reading and I hope to see you at the ACRL reception and the May Business Meeting!

Cheers,
Kate

InULA President, 2012-2013
kabmoore@ius.edu

Discovering a New IUCAT

Courtney Greene
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After over two years of preparation and development, at the end of this semester the primary interface for IUCAT will transition from the current SirsiDynix Symphony OPAC to the new discovery layer interface powered by Blacklight.

Discovery layers and next-generation catalogs are terms often used interchangeably to describe library services that offer access to a greater diversity of sources than those represented within the traditional OPAC, all with features and functionality similar to commercial products like Amazon, Google, and Facebook. The shift to discovery is more than just swapping out products; it's a sea change in the underlying philosophy of *what the interface is meant to do*.

I'd like to take a moment or two to consider the fundamentally different underpinnings of a discovery layer like Blacklight and a traditional Integrated Library System (ILS) OPAC like Symphony by considering how they support two overarching, and sometimes opposing, goals of search: precision and recall. To briefly define the terms, precision could be expressed as "hitting the bulls-eye," or effectiveness in retrieving exactly those results that are relevant or related. Recall would be the completeness of the related results retrieved: if you are fishing, recall would be the certainty that you have every single fish in the pond in your bucket— you can always throw some back later.

Traditional OPACs are integrated parts of their ILS and thus have full access to all the functions of the system including data structures such as authority records, left-anchored browse searches and circulation status, but as we know traditional ILS products have varying degrees of transparency around how results sets are ordered and variable degrees to which they can be altered or customized. Traditional OPACs tend to lean toward prioritizing precision in search & retrieval.

Blacklight is powered by Apache Solr, an open source search platform also used by VuFind, HathiTrust, Open Library, and Open Folklore. The technical details are out of scope for this article (phew, right?), but the big takeaway is that this approach is all about indexing large sets of data (metadata or full text or both) and then assembling results based on relevancy. Relevancy calculation is customizable and prioritizes data appearing in indexed fields[1]; beyond that, we can adjust the "boosting" as well. We also map against particular data points and create facets such as Format, Publication Year, or Library—these facets are more like a report of the contents of our catalog than anything else, although we can use them to easily filter results sets. This orientation towards robust indexing and customizable relevancy supports powerful search and retrieval with

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[1] A more concrete example: in the new IUCAT, the subject index includes several MARC 6xx fields and selected subfields; a subject search is executed against the primary subject index as well as a secondary subject index (which includes more subfields). When we return the results for a subject search, we "boost" the relevancy of records with term matches in those various 6xx fields, then do a lesser "boost" for records including the search term in other important fields, AKA fields that appear in another index such as title, author or series. A record including the search term in a Contents field would still be returned, but would not be ranked as high. For those who speak MARC, the full index properties document for the new IUCAT can be accessed via SharePoint at http://go.iu.edu/77i

an emphasis on recall—in this paradigm, precision comes later when the user adds terms or employs filters to narrow a results set. One significant and valid concern about discovery systems such as Blacklight is their lack of support for structured data (authority records, etc., as mentioned previously). This is too large a topic to cover in this article but is a priority for future development.

What then are some concrete positives for us as we transition from IUCAT Classic (the current SirsiDynix Symphony OPAC) to the new IUCAT? To begin with, we'll gain considerably on what I like to think of as "modern conveniences":

- We can finally *just use the back button.*
- Cite this—immediate formatting into MLA, APA, and Chicago style. Often, it's quite correct; if not, it's usually a good start.
- Book covers—nice to see some pretty images on the detailed bibliographic screen.
- Zotero compatibility
- Every URL a permalink. Wait, let me say that again—every URL a permalink! Yes, you can just take the URL from the browser bar for a record and you are done. For example: http://new.iucat.iu.edu/catalog/4867015 (How easy was that!)
- Faceted searching, a paradigm our users are increasingly coming to expect from their daily, around-the-Web experiences at Amazon, Zappo's, or even EBSCO products.
- Highly customizable Advanced Search—we can add fields at any time simply by defining a set of data to be indexed and then adding a search field. (Let's not get too wild with this though, having the Longest Advanced Search Screen Ever might *not* be winning, exactly.)

On a larger scale, we've gained a lot of flexibility, which enabled us to develop branded "campus views" that scope the record set to items held at a particular campus, but in which searches can be easily expanded out to the full system-wide database. In the future, the same capabilities that allowed for the creation of campus views could also support library views or format-based views—wouldn't it be great to be able to customize the display and index all visual media items, for example, in a special interface?

We've also gained flexibility in terms of the type of data that can be processed; although there are significant implications both from the perspective of the interface (usability and appearance) and from the perspective of the programming around the data itself, Blacklight is capable of ingesting non-MARC metadata. This means that we can begin to consider how we might include our rich digital collections in our search interface, or investigate returning article results together with catalog data through use of a vendor API.[2]

But much of that is for future development. Right now we have a system to launch, and while we've come a long way, there's still much to be done. The system is still very much in Beta through the middle of May, and we are constantly reviewing bug reports, suggestions and requests, conducting testing, and developing training materials.[3]

Even better, once we get all this taped up, it'll be time to transition to OLE and we'll get to do it all over again. Onward ho!

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[2] One example of a school using Blacklight to do just this is the University of Virginia, which presents catalog data and data from the web-scale discovery product Primo: http://search.lib.virginia.edu/catalog.

[3] Find the latest and greatest info at the IUCAT Beta blog: https://blogs.libraries.iub.edu/iucatbeta/.

Scholars' Commons: a Researcher-Oriented Library Space for 21st Century Scholarship

Stacy Konkiel
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Herman B Wells Library
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In August 2012, IU Libraries-Bloomington announced plans to radically change the face of the Herman B Wells Library with the addition of the Scholars' Commons. Described as a "vibrant and active shared space in a central campus location," the Commons will occupy most of the first floor of the East Tower and be home to a suite of technologies and services that support new and traditional modes of scholarship.

I recently sat down with Julie Bobay, Associate Dean for Collection Development and Scholarly Communication and Chair of the Scholars' Commons Task Force, to discuss how the Commons will change library services at Indiana University.

SK: Can you describe the Scholars' Commons and the services it will provide?
JB: The Scholars' Commons will be a combination of renovated space and expanded services that together will provide a new level of support for researchers on the Bloomington campus. The Commons is really an attempt to consolidate expertise and help for faculty and students as they do their research.

The idea is that no matter where help exists in the university's bureaucracy, it can be found in some incarnation in the Scholars' Commons. For example, many kinds of library expertise will be offered in the space, such as advanced reference services with subject specialists, bibliographic management software help, and assistance with data curation, research project management, and choosing publishing options.

We will also have a big focus on both self-service and customized digitization services. In the space, we'll host consultations with experts in data analysis (text, video, and audio), metadata best practices for digital projects, and collaborations with other like initiatives such as SSRC.

SK: What's the difference between the Scholars' Commons and the Research Commons?
JB: The Research Commons was a phrase attached to planned building renovations and the repurposing of space in the libraries. Planning for the Research Commons had occurred over many years and in many different environments. As such, the Research Commons meant different things over time, depending on opportunities for funding and partnerships. The most recent iteration was a vision of renovated space throughout the entire East Tower of the Wells Library, a combination of collections and services on each floor that would work together to form a larger vision of library services.

We decided that the best way to proceed on the project would be to create a tangible example of what one part of the larger Research Commons idea could be. This example would help us to communicate with scholars and the university about the need for this type of facility more broadly conceived. And so, the Scholars' Commons came to be a piece of Research Commons both literally and figuratively, as a subset of a range of services envisioned for the larger Research Commons.

SK: Why is the Library the physical home of the Scholars' Commons? What makes Librarians/library space well-suited to host it?
JB: First, the library is by definition a gathering place and place for scholarship. These [Scholars' Commons] services fit in well with our intended mission. The Library is also an important and excellent campus space, of which there is great shortage. The Scholars' Commons also extends work that librarians have always done into a new age. It helps us to build on collections, including physical and new types of collections (data curation, text analysis, etc.) and extend them to be much more broadly conceived.

SK: Describe the role of the Faculty Advisory Board in shaping the Scholars' Commons.
JB: While it's too early to answer that precisely, we hope they will take a big role. The Faculty Advisory Board has met once so far and they are enthusiastic about the notion [of the Scholars' Commons] and are eager to engage with us. We do not yet have actual sketches of the space, concrete service plans, or confirmed events series that will likely happen in the space (such as trainings, workshops, and speaker series). The Board has indicated that they would love to be involved in such planning.

SK: What excites you most about the Scholars' Commons coming to life?
JB: For me, it's notion of finally—after all these years of planning, thinking, and struggling to make [the Research Commons] real and understanding that we're going to change but not knowing how—implementing the first step of our vision of the Commons, so all our users can see what the Libraries' space can do for scholarship.

SK: Has there been any opposition to the project from staff, faculty, or students?
JB: Amazingly, no. I think it's possible that we worked all of this out of our systems in all the previous plans we did [for the Research Commons]. There has been a surprising level of enthusiasm and anticipation among bystanders. Internally, within the Libraries, there has been a strong sense of excitement. It's been the only case of strategic planning that I can remember where people from all areas of the library have sought me out to ask how they can become involved.

SK: How will the Scholars' Commons change the current space in the East Tower?
JB: It will change the first floor completely and dramatically. The first floor, from the elevators to the Reference Reading Room wall, will be completely emptied and new structures and space will be erected in its place. These structures and spaces will include meeting rooms, a digitization lab, a new books area, an attractive and useful space for serious study, the IQ Wall and other similar technologies, an ALF "restricted materials" reading area, and public workstations. All of this will be cemented by and will surround a critical component: the reference desk.

SK: Is there anything else you'd like to share with other IU Librarians about the Scholars' Commons?
JB: One thing has become clear to me: a unique challenge faced by this project is trying to design space with a specific purpose in mind for what is perhaps the most public and commonly-owned space on campus. The first floor of Wells Library is open by definition and shared and valued by a lot of different constituencies on campus and in Bloomington.

To date, our models [for planning the Scholars' Commons] have been things like academic Digital Humanities centers and, here on campus, the Social Science Research Center. But where our project differs is that those other spaces are single-purpose spaces with target audiences and distinct missions, and ours is interdisciplinary and multi-purpose. The targeted, defined spaces will exist in floors 2-10, supposing we move forward with the Research Commons after this. Because the Scholars' Commons will be on the first floor, we will combine many functionalities into a really great shared space. So, this has been a major challenge for our project.

The Scholars' Commons is tentatively scheduled to open between January and March 2014. As Julie and I, along with the rest of the Scholars' Commons Task Force, continue planning for the Commons, we encourage you to share your questions and feedback by emailing bobay@indiana.edu.

Julieann V. Nilson InULA Scholarship Winners' Essays

CATHERINE A. LEMMER
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Ruth Lilly Law Library
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This year's Julieann V. Nilson scholarship winners are John W. Davis III, Akron, Indiana and Melissa C. M. Glidden, Muncie, Indiana. Each will receive a $1000 scholarship. Mr. Davis and Ms. Glidden were chosen from a very competitive group of applicants.

Mr. Davis is a reference librarian at the Fulton County Public Library and a student in the Indiana University School of Library and Information Science, Indianapolis, graduate program. He currently maintains a 4.0 GPA and expects to graduate in August 2013. During his graduate work he developed an interest in legal issues and legal research. In pursuit of this interest, Mr. Davis will complete an internship at the University of Norte Dame Law Library this summer. His recommender noted that Mr. Davis has a "zeal for learning like few others she has met" and that if awarded the scholarship he will "make the most of it... and both learn and contribute a great deal as a result."

Ms. Glidden, is a former teacher and a student in the Indiana University School of Library and Information Science, Indianapolis, graduate program. She currently maintains a 3.7 GPA and expects to graduate in June 2013. Her professional goal is to become a media specialist. Her personal statement reflects an understanding of the evolving role of technology in libraries and information literacy and a need for librarians to participate in research and scholarship. Ms. Glidden's application also reflected a strong sense of professionalism and leadership, particularly in her expression of the need for librarians to engage in advocacy and grant and fund raising work. Her recommender noted that Ms. Glidden is "unfailingly professional, prompt, responsive, thorough—and also creative."

JOHN W. DAVIS III

I believe I was born to do research. My earliest memories are seeing TV shows about Babe Ruth, the Apollo Space Program, and the Titanic. I would beg my parents to take me to the public library so I could read more about these topics. I've always had a thirst for knowledge. My mom would drive me in the evenings to the library. I'd follow the light gleaming through the glass entrance of an old but wonderful Carnegie Public Library, grab the handle, and I would step into my natural habitat. Books were everywhere and I could smell the paper, hear the pages turning, and open the little drawers of the card catalog as if seeking treasure. I remember the excitement when I found what I was looking for and the anticipation of going down the stacks of books. It's never left me and I have fond memories of those trips to the library with my mom. I would read in the seat next to her and say, "Someday I'm going to make you proud."

I first entered the School of Library Science at IU Indianapolis with the goal of obtaining my MLS and state certification for a public reference librarian. I had worked my way up from a reference assistant to head of reference at the Fulton County Public Library. I drove two and a half hours to Indy nearly every Friday because I wanted to experience the classroom environment and interact with the professors and students. This was worth every hour of driving as most classes are now online. But the SLIS program changed me in a way that was most unexpected. I was introduced to the law.

I loved my experience in Indianapolis and soaked up the concepts of intellectual freedom, collaboration, open access, marketing, and search strategies but most of all I was fascinated by legal issues. I've always loved history and each case, statute, or regulation I read had its own story. In my second year of school I made the decision that I was going to pursue law librarianship. I loved researching the law and took every possible law related class or class taught by a professor with a law degree. I had found my true passion, and then my world almost stopped.

In the spring of 2012 my mother's cancer had spread. It was our last Easter together. At the time I was taking Law and Information Policy and reading literally thousands of pages of case law and legal articles for the class. I would sit by my mother's side and she would say, "I want you to finish your homework." As I presented my final project on copyright infringement that spring, my thoughts flashed back to my mom who taught me how to treat everyone with respect, do what's right, and work hard. The tears surprised me as I began to speak. I saw myself as a little boy in the car with the book reading next to my mom. I could almost hear her voice and see her smile. Then I remembered the promise I had made her, regained my composure, and finished the class.

This summer I have an internship at the University of Notre Dame Law Library doing legal research. I am well prepared because of the excellent education I received from some outstanding professors and the work ethic taught to me by my mother and father. When I finish my internship I will have earned my master's degree in library science with an emphasis in law. I want to work, research, and teach in a law library. I want to make sure that essential information is available to everyone and apply the principles I've learned. But most of all I want to honor my mother and pass on her values. Upon graduation, I will take my wife and daughter for a trip. We will drive to a quiet place that I know too well. I will get out of the car, diploma in hand. I will let the tears flow and kneel by her headstone and say one last time "Mom, I've finished my homework, I hope I've made you proud."

MELISSA C. M. GLIDDEN

Every student deserves access to quality information, quality technology, and quality information literacy education, regardless of age, race, or economic status. Not just the students at a private academy in the suburbs, and not just upperclassmen at a public urban high school—every student.

This idea isn't just my philosophy of school librarianship; it is also a strong personal conviction. It is the reason I have sacrificed so much to pursue my master's degree in library and information science at Indiana University, and it's a dream from which my studies and career draw momentum. Research has proven that excellent technology and school library media programs can positively impact the learning culture of an entire school, yet all too often we're seeing these programs either underfunded or eliminated entirely. I want to be a school media specialist and a leader in the field of information technology because I believe it is where I will have the greatest impact as an advocate for students from diverse backgrounds, as well as for the educators that work so hard for them every day.

In the fall of 2008, I began teaching ninth grade English and reading at a high school situated in the Third Ward district of Houston, Texas—notoriously one of the most economically impoverished neighborhoods in the entire city. The school was in a crisis not unfamiliar to many other urban high schools in the country. We had been given an ultimatum: increase academic performance by 2009, or the school will be closed.

That year, I found myself tossing out lesson plan after lesson plan because there were too many students who wouldn't be able to complete the assignments without home access to basic technology, like word processing software. Granted, students did have access to Internet-enabled computers on campus. The lab down the hall could easily seat thirty—if all the computers were

working that day. There were about ten more computers in the library that anyone was welcome to use—at least, when the librarian was on campus and in a good mood. Print resources were either outdated or sparse, and if we had any subscription databases, no one knew about them.

As a trained teacher, I know that students must be provided with opportunities to interact with concepts, and it's no secret that the twenty-first century learner practically requires technology in order to do so. Yet, here was a campus being asked to meet new education standards without any of the tools available to schools in the surrounding, more affluent neighborhoods, or get completely shut down.

The following year, I taught at a high school in Indiana.

This time, when I assigned an essay for homework, there was no conversation about whether or not it could be typed. Students had the privilege of choosing how they would interact with their lessons: videos, blogging, graphic design, and using online subscription databases were just a few of the many high-tech options available to them. Even more importantly, everyone on campus loved the welcoming, buzzing hub of discovery that was their library. The media specialist, Mrs. Anderson, had done a fantastic job preserving, updating, and organizing the school's collection of books and other reference materials. She was also serving as an information literacy instructor, technology consultant, support system, and advocate for everyone in the school, students and faculty alike.

In *Student Learning Through Ohio School Libraries, Part I: How Effective School Libraries Help Students*, researchers concluded that, "An effective school library is not just informational, but transformational and formational, leading to knowledge creation, knowledge production, knowledge dissemination and knowledge use, as well as the development of information values" (Todd & Kuhlthau, 2005). The term "formational" is key, as it is proof that school libraries impact the academic culture of a school. Mrs. Anderson's cutting-edge media center played a vital role in creating a culture of achievement and discovery in her school.

So, how might the academic culture have been different at my school in Houston if there had been a greater investment in its media center? How could new computer labs, print materials, and Internet technologies have impacted my students' confidence and motivation?

Who was advocating for them?

In the future, I expect to become adept at grant writing and fundraising, knowing that the state of our economy has occasionally made it a challenge for libraries to financially invest in the kind of technology that helps new learners synthesize information. I intend to support the tireless work of our teachers and administrators by innovating a school library that gets students of all ages excited about discovery. I also expect to stay abreast of, and even lead, research and publishing activities on the topic of technology integration in education, as well as effective information literacy education.

The school I worked at in Houston was not shut down. Instead, it was overhauled and is now in its third year of becoming a magnet school with an emphasis on science, technology, engineering and mathematics: a STEM academy. I can assume that such a transition would require a new media center lead by a creative, knowledgeable teacher-librarian with strong leadership skills—someone who will ceaselessly advocate for the entire student body, including students and teachers, without prejudice.

A scholarship from InULA would be a privilege and an asset for me, but more importantly, a great honor. Thank you for your consideration.

References

Todd, R. J., & Kuhlthau, C. C. (2005). Student learning through Ohio school libraries, part 1: How effective school libraries help students. *School Libraries Worldwide*, 11(1).

Research Incentive Fund Report

BRIAN WINTERMAN
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Herman B Wells Library
Indiana University, Bloomington

In 2012, the InULA Research Incentive Fund made it possible for me to accomplish two very important related tasks:

- **February:** Indiana University was one of five institutions nationwide selected to participate in the Rubric Assessment of Information Literacy Skills (RAILS) project. RAILS is based at Syracuse University and led by Dr. Megan Oakleaf. The three-year project seeks to measure information literacy skills of college students and is funded by the Institute of Museum and Library Services. As project leader for IU, I was responsible for (among other things) making arrangements for room and food for subjects. While RAILS provides a small budget for these things, it was not enough to cover all the expenses. InULA provided me with the additional funding, and the study subjects were able to have a relaxing meal in the middle of a very taxing day.

- **October:** Throughout the year, I have worked to develop a model for program-wide information literacy integration that reaches all students in a program and that assesses their performance and the program's overall effectiveness in teaching these skills. The assessment portion of the model is based on the RAILS project mentioned above. To make a model like this successful, I have needed to meet with and consult with many people in the library assessment arena. InULA's support enabled me to attend the Association of Research Libraries Assessment Conference in October. This conference put me in contact with some of the nation's most knowledgeable people in information literacy assessment, and their expertise and feedback were critical at this crucial stage of project development.

I am thankful for the continued financial support InULA has provided me. It has been essential to my progress in the profession.

Annual Business Meeting Announcement

KATE MOORE
Coordinator of Electronic Resources
IU Southeast Library
Indiana University Southeast

SAVE THE DATE: it's time for InULA's Annual Business Meeting.

When:	May 23, 2013, 1:00 – 3:00 pm
Where:	Herman B Wells Library, Room E174

Can't make it to Bloomington? No worries! Join us by conference call:

Phone number:	(812) 856-7060
Meeting code:	225589#

Keep an eye on your inboxes—the business meeting agenda will be distributed via the InULA listserv.