inula *Notes*

Indiana University
inula
Librarians Association

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Letter from the President

LATRICE BOOKER
Coordinator of Library Instruction
John W. Anderson Library
Indiana University Northwest

13 May 2015

Dear InULA Members,

I cannot believe that my term as president of InULA is coming to an end. First I would like to thank the Executive Board for working so hard this year and working to ensure the success of InULA. A very special thank you to Christina Wray (Vice-President); Lori Dekydtspotter (Past President); Christina Sheley (Secretary); Jen Laherty (Treasurer); Carey Beam (Representative-at-Large); Naz Pantaloni (Representative-at-Large); and Angie Thorpe (Representative-at-Large).

Some significant and exciting changes are coming! InULA will be responsible for organizing Librarians' Day in 2016. This is a great opportunity for us to support "excellence in library service" within the Indiana University Libraries. Librarians' Day is an excellent event to foster connections with librarians from all the campuses and we are excited to host this event. Contact me at lbooker@iun.edu or anyone on the Board if you are interested in serving on the Librarians' Day committee.

Throughout this past year, the Board discussed the future of InULA and what our members need and want from the organization. This summer, you will have a chance to express your thoughts about the future of InULA, including the membership and what it should look like in the future. The Board decided that more discussion was necessary before voting on the future of InULA membership and you will have an opportunity to participate in that on the InULA website at: http://www.indiana.edu/~inula/wp_2012/. This is your chance to make your opinions known. Look for notification about when to go to the website to provide your feedback. The goal is to make InULA relevant to you and the work that you do.

The Book Sale Committee tried a slightly different approach to the book sale and was very successful. This year, the book sale was held on Saturday only, instead Saturday and Sunday, and made $3,357. Naz Pantaloni, who manages the Amazon book sales, made $7,511.06 this year. The book sale, Amazon sales and deposits from BookSprint and MSE made a total of $12,815.63. Thanks so much to co-chairs Nicholas Homenda and Thomas Whitaker, the Book Sale committee, Naz Pantaloni, and all of the volunteers for their hard work. This year was successful because of your innovation and drive and InULA was made better for it.

The Grants and Scholarship Committee has been busy reviewing applications and making recommendations to the board. The board approved Christina Sheley to receive $425 for her project titled: *All in a Day's Work: Workplace Information Literacy from a Student Perspective*. The board also approved awarding two Julieann V. Nilson scholarships for $1,000 each to Alessandro Meregaglia and Sarah McElroy Mitchell. Congratulations to all of the grant and scholarship recipients.

Look out this summer for a couple of events. In June, the Programs and Social Committee will have a nature hike provided by Indigo Birding and Nature Tours in Bloomington. If you enjoy nature, want to get in some leisure activity, or just informally connect with your fellow IU library "peeps", this event is for you. Details will be provided soon on how you can participate in the nature walk. Also, the Ad-hoc Writing and Publishing Committee will offer the InULA Summer of Writing program once again. These sessions can help you if you need help with your writing or if you need to be kept accountable. The InULA Summer of Writing will begin on Monday, June 1st and will continue each Monday until August 24th from 9-10 am EST. You can join the sessions in Wells Library, Room E252, or by calling in at (812) 856-3600, Pin: 655710#. If you have any questions about the InULA Summer of Writing, feel free to contact anyone from the committee:

Sherri Michaels, chair (shmichae@indiana.edu); Latrice Booker (lbooker@iun.edu); Christina Sheley (cmwilkin@indiana.edu); or Angie Thorpe (atthorpe@iuk.edu).

In closing, I want to thank all of the committees, members, and volunteers for their dedication and commitment to InULA. It has been a fantastic year and the seeds have been planted this term to project InULA into its next chapter. I look forward to working with President-Elect Christina Wray and the Executive Board to make this organization exactly what you need it to be.

Best Regards,

Latrice Booker
InULA President 2014-2015
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The New ACRL Framework for Information Literacy: Implications for Library Instruction & Educational Reform

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Over the past two years, many instruction librarians have closely followed and engaged in (often heated) conversations about the new Association of College & Research Libraries (ACRL) Framework for Information Literacy for Higher Education. The Framework was adopted at this year's ACRL Midwinter Meeting and now is a guiding document for library instructional services, programs, and educational outreach. The ACRL Task Force appointed to develop the Framework shared and solicited input on three drafts of the document prior to this recent adoption, so many librarians have already been thinking a great deal about the Framework and its significance to our profession.

Currently the Framework co-exists alongside the ACRL Information Literacy Standards, which have significantly shaped library instruction programs since ACRL endorsed them in 2000. While the Standards consist primarily of defined learning outcomes that reflect the document's definition of information literacy (IL) as the ability to identify an information need and "to locate, evaluate, and use effectively the needed information," the Framework presents a more theoretical view of information literacy. Information literacy, as described in the Framework, involves "conceptual understandings that organize many other concepts and ideas about information, research, and scholarship into a coherent whole." The Framework's further definition of information literacy as "a cluster of interconnected core concepts" suggests that information literacy education may take a wide range of approaches. Indeed, the Framework emphasizes that IL instruction can be approached in numerous ways, rather than being based "on a set of standards, learning outcomes, or any prescriptive enumeration of skills."

The Framework was developed largely as a response to growing concerns within the academic library community that the ACRL Standards do not fully reflect the complexity of information literacy. Critiques of the Standards include the idea that they reduce information literacy to a set of discrete skills that are dissociated from social and rhetorical context, that they imply research and information use to be a linear rather than an iterative process, and that they favor text-based and scholarly sources over the much wider range of information types and formats that make up today's information environments. Advocates for a new way of representing information literacy have, furthermore, argued that a greater emphasis on conceptual knowledge and ways of thinking would help to illustrate that information literacy is essential to critical thinking and that IL should be an integral part of curricula within and across the disciplines.

The Framework's focus on conceptual understandings is reflected in its overall structure, which consists primarily of six "frames" (also called "threshold concepts"). Threshold concepts are ideas that often present stumbling blocks to learning; they are essential to understanding and engaging in a discipline and are not intuitive. While initially difficult to grasp, threshold concepts – once understood – are said to open the potential for actively participating in a given discipline or community of practice. (The term "threshold concept" originates from the work of Meyer and Land (2003).)

The six threshold concepts that make up the Framework are as follows. (Also included below are the Framework's brief descriptions of each of these concepts. The Framework itself provides a more detailed explanation of each threshold concept.)

- **Authority Is Constructed and Contextual**
  "Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required."

- **Information Creation as a Process**
  "Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences."

- **Information Has Value**
  "Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination."

- **Research as Inquiry**
  "Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field."

- **Scholarship as Conversation**
  "Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations."

- **Searching as Strategic Exploration**
  "Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops."

Of course, these frames intersect with one another; it would be artificial to say that one of the threshold concepts can be fully grasped without an individual developing an understanding of several others. For example, when a person recognizes "Scholarship as Conversation" and develops an argument that connects with or challenges ideas that others have shared, that individual is simultaneously engaged in "Research as Inquiry" (i.e. exploring ideas and developing new questions). When one revises a search strategy or a research question based on their search process (as suggested in "Searching as Strategic Exploration"), that person may simultaneously be seeking sources that will be considered authoritative and relevant for her particular research task (as implied in "Authority Is Constructed and Contextual").

These six threshold concepts are further outlined in the Framework by their associated "knowledge practices" and "dispositions." The knowledge practices are "demonstrations of ways in which

learners can increase their understanding of these information literacy concepts," while "dispositions" reflect ways of thinking and approaching information and "address the affective, attitudinal, or valuing dimension of learning." (For example, the frame "Research As Inquiry" includes the knowledge practice "Formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information" and the disposition "Consider research as open-ended exploration and engagement with information.") As evident in these examples, many of the knowledge practices and dispositions look much like learning outcomes, though they are generally more conceptually-based and more complex than the outcomes in the ACRL Standards. They frequently foreground metacognitive thinking, which involves reflecting on one's own cognitive and learning processes and exercising awareness of how one's own experiences, biases, and background, influences one's ways of thinking.

As illustrated in the examples above, the Framework mirrors a paradigmatic shift in how our profession thinks about our roles as educators. The complex understandings and abilities described in the Framework are obviously not things that can be mastered in a single library session or even in a single academic year. Rather, the Framework indicates that developing information literacy is an ongoing and lifelong process. In keeping with this perspective, the text is explicit about the need for IL education to be integrated within and across the curriculum, an idea that suggests the limitation of traditional "one-shot" library instruction. As stated in the Framework's opening, the document "grows out of a belief that information literacy as an educational reform movement will realize its potential only through a richer, more complex set of core ideas."

This, of course, has significant implications for librarians' roles as educators and as campus partners. It suggests that a key to supporting IL education is developing fuller partnerships with course instructors and other campus partners and sharing our knowledge of and expertise in areas including student research behaviors, research assignment design, scholarly communications, information architecture, and curricular development.

Since most library instruction still occurs within the context of individual class sessions, there has, understandably, been much debate about the significance and implications of the Framework to librarians' work, and those conversations will undoubtedly continue for some time. Many instruction librarians are excited about the potential of the Framework, many share reservations, and most are grappling with how to translate the ideas from a highly conceptual document into concrete action.

The implications of the Framework may be at times unclear or even overwhelming, but they are also rich and exciting. Much is being done now to support librarians in thinking more concretely and critically about the Framework and its potential applications. For example, ACRL is currently developing a "sandbox" that will include sample assignments, lesson plans, and other instructional resources. Librarians across institutions will be invited to share relevant materials there. A [listserv](#) about the Framework was also created this March. A large number of online discussions and publications invite us to appreciate aspects of the Framework that resonate with us, while questioning those that raise concerns. And many conferences and professional development events are also giving significant attention to the Framework (including the [Indiana University Information Literacy Colloquium](#) this coming August).

The Framework has been described as a "living" document that will continue to evolve as we explore its relevance and practical applications. We have a significant role to play in not only determining the Framework's current significance to us, but also in continuing to shape the Framework and its related

resources in meaningful ways. The Framework, like scholarship and research, can be an ongoing conversation.

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The Final Frontier? Library Space Across Campuses

Compiled by ASHLEY AHLBRAND
Jerome Hall Law Library
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In November 2014, the Herman B Wells Library celebrated the grand opening of the Scholars' Commons, a major renovation of the first floor of Wells' East Tower, intended to facilitate a variety of scholarly pursuits. Among its many features are consultation rooms for group collaboration, a secure reading room for those working with restricted Auxiliary Library Facility (ALF) items, a new lecture hall for non-curricular presentations and programming, and the IQ-Wall intended to facilitate research enhanced through visualization. (To learn more about the creation of the Scholars' Commons, check out the interview with Angela Courtney in the Fall 2014 issue of *InULA Notes*, "Research Now: New Partnerships, New Environments, New Goals.")

The library as space has been a significant point of discussion in library literature for decades now, and adjusting library space to meet the changing needs of patrons plays a significant role in keeping the library relevant over time. This article highlights recent changes to library space at libraries across Indiana University. Many thanks to those who contributed information to this article:

Frances Yates, Library Director, Indiana University East
Polly Boruff-Jones, Dean of the Library, Indiana University Kokomo
Timothy Sutherland, Director of Library Services, Indiana University Northwest
Vicki Bloom, Director of Library Services, Indiana University South Bend
Cheryl Truesdell, Library Dean, Indiana University-Purdue University Fort Wayne

Indiana University East

IU East (IUE) recently redesigned space to create learning pods to facilitate many different types of learning. These pods include collaboration tables with large computer screens that have been used for everything from small groups viewing foreign language films to nursing cohorts projecting their own laptops onto the larger screen for collaborative research. In addition to shared space, IUE included an "inner sanctum" in the library stacks for quiet, individual study space. Finally, this redesign includes purpose-driven space, such as space designated for the Center for Service-Learning, with materials to help students prepare for service in the community, and specialized features in the Curriculum Center designed to draw attention to particular collections.

Indiana University Kokomo

IU Kokomo Library is in the midst of an ongoing project to consolidate their print collections, thereby freeing up space for additional study areas on the first floor of the library. Last year this consolidation project allowed them to add a dozen computer workstations on the main floor. Current consolidation efforts are intended to create group and individual study space throughout the library. As a part of this project, the library will purchase a selection of furniture as a pilot on the main floor; they will then solicit feedback from their patrons on what type of furniture they prefer in that space to help inform future decisions for the longer range project. Their ultimate goal is a substantial renovation of the main level to include additional group and individual study rooms and open space.

Indiana University Northwest

In the last few years, IU Northwest has created an Information/Learning Commons with sections on all three floors of the library. The first floor Information Commons includes an Adaptive Technology Lab, a Multimedia Lab, and a Cyber Café. This year Northwest also secured a grant from the Indiana State Library to purchase a microform scanner that allows digitization of Library microfiche/microfilm resources.

Indiana University South Bend

In 2013, the Educational Resource Commons moved into an expanded new space on the 2nd floor of the new Education and Arts Building. It also received a new name, thanks to the generosity of Dorothy J. Wiekamp. Now named the Dorothy J. Wiekamp Educational Resource Commons (WERC), the resources, services, computers and state-of-the-art production equipment is intended to support excellence and continued growth in teaching education and learning. Rather uniquely, the WERC is not intended for use by just the faculty and students of IUSB's School of Education; local teachers are encouraged to use this facility too, as well as parents, tutors, and homeschoolers.

Indiana University-Purdue University Fort Wayne

The Helmke Library is gearing up for a major architectural renovation in the coming years. Phase one has been completed, involving new landscaping, walkways, a plaza, and bicycle parking. Phase two will begin in December and will consist of a major architectural renovation of the library interior. The renovation includes an update of infrastructure systems, from HVAC to fire alarms to lighting, as well as significant space usage transformations. Each floor of the library is being designed to support collaborative learning, through versatile seating, flexible work space, and the latest technologies. The construction will be completed with a large quiet study room on the fourth floor, and a high-tech interactive classroom on the third floor. To learn more about the changes being made and to follow progress on this project, you are invited to check out the Helmke Refresh website.

Updates to the IUPUI Third Year Review Process

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Just in case any IUPUI librarians missed the recent Library Faculty Promotion and Tenure Workshop, here is a brief update on changes to that procedure, as well as a few reminders about the purpose of the review and its parameters.   Hopefully, those of you who are soon to be participants in the IUPUI promotion & tenure process will find this article both timely and informative.

Primarily, you should be aware that all pertinent IUPUI Promotion and Tenure documents are now available to you by logging in to the Oncourse website, under the heading of "IUPUI LibFac: Resources/ Promotion & Tenure."   These resources are kept up-to-date, and should, therefore, answer most questions you will have about your obligations as a promotion and tenure candidate. If you have any concerns that are not specifically addressed by these resources, you should contact your supervisor or library department head. They should be able to assist you in addressing any additional concerns you may have, or they should know who to contact for the correct information. You may also want to consider enlisting the assistance of a mentor, who can advise you and help you stay on track throughout the process.

Regarding updates to the Promotion and Tenure process, there is now a template that sets forth the structure that your Curriculum Vitae (CV) should follow. This template can be found under the heading of "Guidelines, Calendars, Examples." This format will be most helpful in organizing all of your academic credentials, appointments, responsibilities, and accomplishments, in a chronology that can be easily updated and edited. It is a wise plan to start recording your CV as early as possible, since it will help you to keep track of items that need to be included in your annual reviews, as well as tracking your growth and trajectory as a successful academic librarian. And the same CV that you need for your third year review will need to be included in your Promotion and Tenure Dossier as well.

Under this same Oncourse heading, the "Calendars" category will be most important. From time to time, other academic units may determine that specific timelines are problematic and need to be altered in order to accomplish institutional goals within a workable time frame. Just this semester, the deadline for submitting documents to the Dean of the Faculties was changed from May 31 to May 1, so clearly, paying attention to deadlines and date restrictions, and keeping ahead of them as much as possible, will be in your best interest. You certainly don't ever want to discover, after the fact, that you have already missed a significant submission deadline.

The principal purpose of the third year review is to verify that you are on the right path toward reaching your promotion and tenure goals, at a time when there is ample opportunity for guidance and direction toward the best opportunities for professional growth and academic involvement. Not every librarian will have the same skills, talents, or interests, nor will they have the same drive, inspiration, and leadership. But the review process, guided by experienced librarians who have already made the journey, will assist you in establishing a successful pathway that uniformly documents your unique contributions, accomplishments, and growth.

This is also not a time to be modest or to downplay any of your professional success. If the project you spearheaded was successful, say so, with positive quotes from those who benefited. If 1,500 people downloaded your paper, say so. Even if a project didn't turn out as you had planned, talk about what you learned, how mistakes were corrected, or how you adapted to still make it worthwhile. And don't forget to talk about collaboration, challenges, and newly acquired skills.

Keep in mind that the promotion and tenure process is not intended to be, by any means, adversarial or critical. It is in the best interest of all librarians that you are successful in achieving your goals. Therefore, be open to the suggestions, advice, and mentoring of your colleagues, especially those who have experience and expertise that is different from your own. You may find that you and a co-worker have complementary skills or interests, which may lead to even more beneficial collaborations in the future. Or you may discover that your skill set needs to change, due to the temporary absence or permanent departure of another member of your department. Being able to adapt, and pitching in when circumstances are the most difficult, will be some of the best growth experiences you will encounter.

Hopefully, some of this information will be useful to those of you who are facing the third year review. If you have any questions or comments, please feel free to contact me by e-mail (rhumphre@iupui.edu) or phone (317-278-1793). I have been the beneficiary of much encouragement and mentoring throughout my career, so I am always willing to pass on that tradition. Best wishes to you all for a successful and rewarding end to this semester and much more success in the future.

Legacies Captured in Art: The Jerome Hall Law Library at the Maurer School of Law

MICHELLE TRUMBO
Electronic Services Librarian, Jerome Hall Law Library
Indiana University Maurer School of Law, Bloomington

By necessity, a library's physical area is a delicate combination of form and function. Careful attention is paid to layout, furnishings, and shelving arrangements; however, even after such considerations, blank space remains. Conceptualizing and outfitting these remaining spaces is a challenge, but the result can serve as a tribute to the institution's history and to the aesthetic and architecture of the library's physical place.

At the Jerome Hall Law Library, located at Indiana University's Maurer School of Law in Bloomington, special attention has been paid to curating these residual spaces. The Law Library is replete with artistic touches – an old panoramic print of the graduating class of 1913 in Dunn's Woods hangs over the copy machines, an oil painting beautifies the Rare Book room, and, a more modern addition, the digital sign, strikes a balance between utility and aesthetics at the Library's entryway. The artwork in the Law Library falls into three main categories: works that are historically or institutionally significant, those that are topically relevant, and others that are simply artistic. Furthermore, much of the art on display straddles more than one of these distinctions.

Platonic Geometry: *The Morton Bradley, Jr. Sculptures*

One of the most striking art features in the Law Library are Morton C. Bradley's Jr.'s sculptures. Showcased and individually suspended from the ceiling of the reading room, they serenely float in the five-story atrium far above the patrons below.

Morton Bradley's connection to Indiana University spans several generations. He was a relative of the University's first president, Andrew Wylie, and Bradley's grandmother (Elizabeth Louisa Wylie) grew up in the historic Wylie House. In addition, Bradley's father – Morton C. Bradley Sr. – was a proud graduate of Indiana University. Upon his passing in 2004, Bradley gifted his entire body of artwork to Indiana University, which included over 300 distinct pieces of art.

The Law Library houses nine of Bradley's geometric sculptures. Rooted in the principles of Platonic geometry, Bradley was fascinated with the five Platonic solids: tetrahedron, cube, octahedron, dodecahedron, and icosahedron. His sculptures vary these basic solid forms by manipulating their faces, edges, and angles to create entirely new structures. The nine sculptures hung in the law library are: *Untitled*, Constellation series (1971); *Interlace* (1975); *Recessions* (1976); *Sixty Circles* (1976); *The Great Machiavellian Knot*, from the Knot series (1983); *Staccato* (1986); *Kahlil Gibran: A Portrait,* from the Pattern series (1987); and from the Polylink series, both *Festival* (1988) and *Chrysalis* (1989).

Size varies from piece to piece, but most of the Law Library's Bradley sculptures are several feet in diameter, with the largest having a diameter of over five feet. The materials used to create these pieces include aluminum, steel, brass, Lexan (a plastic composite used in impact-resistant objects) and wood. Each is finished with paint in an array of soft colors designed to highlight the shadows and angles of the multi-dimensional designs.

The portion of the Bradley Collection housed in the Law Library complements the wall art, which is likewise primarily abstract. These pictures were hand-selected by the late Colleen Pauwels, longtime director of the Law Library, and emeritus professor Douglass Boshkoff, when the building underwent a major expansion in the mid-nineteen eighties.

Dr. Jerome Hall: *Honoring an Institutional Legend Through Art*

A number of the Law Library's pieces are related to, or contributed by, significant figures in the history and life of the Law School. On May 8th, 2015, thanks to a generous gift from Lowell E. Baier (J.D. '64), the Law Library was formally named in honor of the late Dr. Jerome Hall. A couple of the Law Library's more prominent art items honor its new namesake. Ten years ago, Baier donated a bust of Dr. Hall, which graces the Library elevator's foyer. Alongside the bust hangs a plaque detailing Hall's long and distinguished career as a scholar and mentor. Dr. Hall's faculty portrait, commissioned upon his retirement from the Law School in 1970, now welcomes its visitors at the Library's entrance.
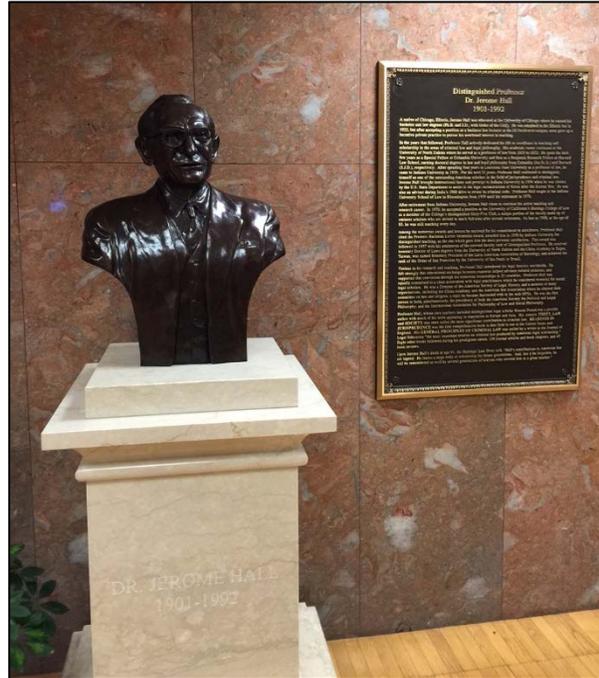
Law & Justice Themed Artwork: *A Norman Rockwell, a Depiction of African Customary Law, and the Historical Signature Collection*

Other artistic pieces in the Library pay tribute to the Law School's core mission of educating future leaders in the legal field. One such work is a reprint of "The Problem We All Live With," by Norman Rockwell (1964). Painted at the height of the 1960s Civil Rights movement, it depicts six-year-old Ruby Bridges being escorted to her newly desegregated, previously all-white, New Orleans public school. The poignant picture serves as a keen reminder of a lawyer's unique role in ensuring justice for all, even those in the minority and people otherwise marginalized, or overlooked, by society at large.

Customary law, as its name implies, is simply when longstanding customs of a group of people have become accepted as binding principles, or compulsory standards of conduct, among them. One of the art pieces in the Law Library is a depiction of this kind of law. Donated by emeritus professor Gene Shreve, the table-sized hand-carved wooden sculpture captures a criminal trial adjudicated with the customs of the Baule people of Africa's Ivory Coast.

Sometimes artwork is a secondary characteristic of an entirely different endeavor. On the Law Library's second floor, a framed collection of signatures and miniature portraits livens up the students' study space. In 2010, Indiana Court of Appeals' Judge Ezra H. Friedlander, an active Indiana University alum, donated his extensive collection of Supreme Court signatures as part of the Historical Signatures Collection displayed at the Law Library. Through over a decade of searching, Judge Friedlander amassed an impressive assortment of 74 (out of a possible 112) signatures of the U.S. Supreme Court justices who served from 1789 to present. Notable justices whose signatures are contained in the collection include Oliver Wendell Homes and Louis Brandeis. Next to the justices' signatures, a vintage Currier & Ives print of President Benjamin Harrison and his cabinet, accompanied by their signatures, is also on exhibit.

Julieann V. Nilson InULA Scholarship Winners' Essays

ALESSANDRO MEREGAGLIA & SARAH McELROY MITCHELL

ALESSANDRO MEREGAGLIA

Taking a course on the American Civil War my junior year, I learned that my small, undergraduate college possessed a collection of letters and diaries from students who left college to fight in the war for the Union. After looking through the collection, the librarian informed me of her ongoing efforts to digitize the collection and put scans of the documents online. I volunteered to help with that project and spent several hours each week transcribing the diaries. This experience fascinated me because it revealed a rich, local history that most students didn't know about. But the digitization project also interested me for its potential to reach a wide audience online and to encourage people to learn more about the college through the archives. This experience led me to pursue a career in librarianship, specifically in archives and special collections, at Indiana University's Department of Information and Library Science.

I was also drawn to specialize in archives and special collections given my understanding of the importance of history. Because archival collections – like my undergraduate college's Civil War letters – contain crucial primary documents, they provide the best answers to the historical question "What Happened?" When I worked in my college's archives or, now, when I work at the Lilly Library or in the University Archives, I know my arrangement and description of documents will benefit a researcher in the future. Preservation of those records and the ability to access them easily, therefore, are of utmost importance to both researchers and the general public. Due to my interest in thinking historically, I also enrolled in the Master of History program at IU. The dual masters afford me the opportunity to approach archival collections as a researcher and as an archivist. This is important: knowing how researchers and patrons use collections makes me a better archivist because I have a better understanding of what patrons need.

As I approach graduation in December, I reflect that I have learned much, both in the classroom and also through my library jobs, during my time at IU. Of all I have been taught, however, access and outreach strike me as the two aspects that are most important to the profession and around which I hope to develop my professional identity.

Based on my experiences at IU, one of the primary places for growth in archives is to increase the use of archival materials by students. Students rarely think about the valuable resources held in archives and special collections departments. To encourage greater student use, offering workshops for students explaining how to conduct research in an archive and how to make the best use of archival documents in crafting an argument is one way to introduce students to archives. These "show and tell" sessions can also highlight the best items in the collections and could spark an interest for further research in the students. At the very least, it would expose students to what a special collections department is like and give them the opportunity to observe firsthand "old stuff" (that is, the library's collections). Encouraging use of archives and special collections applies not just to undergraduate students but also to graduate students. They can easily turn to the library's special collections for research projects.

In addition to outreach, access is a key element to good librarianship. In archives, specifically, one means of providing better access to materials is the digitization of those materials. Through my job as an XML encoder for the IU Board of Trustees' minutes, I see how helpful it is to have the minutes transcribed and available for text-searching online. The online availability permits researchers access to those materials anywhere at any time. Moreover, through my work at the Indiana University Archives processing collections, it is clear how valuable digitizing documents is to patrons. While preparing an exhibit on IU during World War I with a fellow library school graduate student, we used a student diary from a previously digitized collection. Visitors who enjoyed our exhibit could go home and read the entire diary online. People who may never visit the reading room can use our collections thanks to digitization. To be sure, it's impossible to recreate the experience of handling a rare document by hand online. But, nevertheless, having that document available online increases access and alerts users to the possibilities for further research in the archives.

Upon graduation, I hope to work in a college or university archive or special collections library. A position like that would afford me the opportunity to blend both of my passions – history and libraries – by providing access to historical documents and imbuing those documents with a sense of history.

SARAH MCELROY MITCHELL

When I applied to the MLS/MIS program a little over a year ago, the focus of my personal statement addressed the democratic principles held by libraries, and my great desire to help people from all walks of life as they researched and learned. I was not sure in what direction my degree would take me, but I knew that I wanted to be a source of help and encouragement to library patrons.

In the first fall semester of my program, I registered for an introductory course in rare book librarianship. I was immediately drawn to the world of special collections libraries, and to the unique resources found within these repositories. My innate reverence for books was never so satisfied as when I held a leather-bound first edition and breathed in the scent of centuries. I was amazed at the visceral link between myself and the people who had worked to write, bind, and disseminate these books so long ago.

However, when I looked at the other people using the reading room at the Lilly Library, I usually saw professors, serious visiting researchers, and library science graduate students like myself. It was rare to see an undergraduate student that was not being led around by their instructor, and even rarer to see an interested member of the community not affiliated with the university. I wondered why, when there were so many fascinating items with which to interact in our library, so few people were taking advantage of the opportunities. I came to realize that most people found the concept of a closed-stacks library intimidating, particularly when a special registration is required.

Because my aim in beginning the MLS program was to help people of different backgrounds and education levels, I began to question whether a career in special collections libraries was right for me. Most of the researchers I saw at the library knew how to use the collections nearly as efficiently as I did. However, all my doubts were put to rest when I was given the opportunity to work with some members of the Lilly Library's public services department. I soon saw that these librarians field countless questions each year from around the globe, and that it is impossible to predict the myriad ways that they might be called upon to use the library's vast holdings on any given day.

When I was given the opportunity to help teach a class for a group of undergrads visiting the library, I knew that I had found my true calling. I loved presenting different materials to the students, and reveled in speaking to them about what made each book or document special. When the spectators expressed genuine amazement and interest, I felt as light as air, a feeling that lasted for hours after the class had ended. I feel sure that at least a few of the students in my class would visit the library again to marvel at what the library had to offer.

In recent years, many special collections libraries have increased the attention they give to education and outreach. It is of vital importance that students and other potential patrons are given encouragement and assistance during their first visits to the library. If we are able to encourage more people to use our libraries, we can be sure that we have increased the quality of our public service operations. Moreover, by gaining active users, we will undoubtedly help new and exciting voices as they contribute to countless academic fields. In my career as a librarian, I hope that I can be a part of a renaissance in special collections libraries, encouraging a new appreciation among scholars for the study of rare and one-of-a-kind materials.

Research Incentive Fund Report

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Images of Protest:
Understanding Ukraine's Euromaidan Movement through Twitter's Visual Media

My "Images of Protest" project examines the visual content contained in social media associated with Ukraine's Euromaidan protest movement in early 2014. Using funds provided by an InULA Research Incentive Grant and an IUBL Librarian Support Grant, I obtained a dataset from Gnip, Twitter's exclusive data partner. This dataset consisted of all tweets posted between Jan. 16 and Feb. 24, 2014 that contained an image link and were tagged with one of the three Euromaidan hashtags (Ukrainian: #Євромайдан; Russian: #Евромайдан; English: #Euromaidan). This time period was chosen because it included the most intensive periods of protest and violence associated with the Euromaidan movement.

The dataset contained nearly 900,000 tweets and over 70,000 unique image URLs posted by about 20,000 users. I analyzed this data set using an exploratory mixed-methods approach that combined quantitative and qualitative measures with the goal of understanding the types of users posting images, the languages being used, the location where the tweets originated, and content of the images and texts. In addition to this analysis, I traveled to Ukraine in summer 2014 and conducted 13 ethnographic interviews about the Euromaidan protests, which provided additional contextual information for interpreting the Twitter data.

I presented the preliminary findings of this study at the 2014 Annual Meeting of the American Anthropological Association and will present a second paper at the 2015 Council for European Studies' International Conference of Europeanists. A preliminary report of my findings will also appear in *CritCom*, the Council for European Studies' Forum for Research and Commentary on Europe. I include the full text of this report below. I plan to continue to develop and expand on this study with additional field research in Ukraine in 2015-2016.

Images of Protest:
Ukraine's Euromaidan in Twitter Visual Media

The Euromaidan Protests

On November 21, 2013, demonstrators gathered on *Maidan Nezalezhnosti* (Independence Square) in Kiev, Ukraine to protest the Ukrainian government's suspension of negotiations finalizing the European Union (EU)-Ukraine Association Agreement,[1] a document that was intended to foster greater economic and social integration between the EU and Ukraine. Beginning as a relatively small

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[1] The EU-Ukraine Association agreement outlines an extensive set of political and economic commitments between Ukraine and the EU. It includes provisions for governmental reform, economic growth and support, and cooperation in sectors such as energy, environment, education, and industry. Additional information about the agreement and the full text is available at http://eeas.europa.eu/top_stories/2012/140912_ukraine_en.htm.

gathering of mostly activists, students, and journalists,[2] participants in the protest began using Twitter hashtag "Euromaidan" (Ukrainian: #Євромайдан; Russian: #Евромайдан; English: #Euromaidan) to communicate information about the demonstrations. Euromaidan soon became shorthand for the opposition movement, and as the protests grew, these hashtags continued to be utilized as a way to provide real-time textual and visual information, as well as commentary and discussion about unfolding events for audiences in Ukraine and abroad.

While the Euromaidan protests began as a response to a particular policy decision of Ukrainian President Viktor Yanukovich, the demonstrations quickly spiraled in size and intensity, and became characterized by a cycle of standoffs punctuated by increasingly violent confrontations between protestors and government forces in and around the *Maidan*. The square was forcibly cleared on Nov. 30, 2013 by members of the *Berkut* (Ukraine's special internal security force), an action that radicalized many protestors and shifted the demonstration's emphasis from changing the specific decision to suspend negotiations with the EU to a more general opposition of the politics of the Yanukovich government (Onuch & Sasse 2014, Savin 2014:5-6). The *Maidan* was quickly reoccupied and reinforced as protesters built barricades around the square. On Jan. 16, 2014, Yanukovich supporters in the *Verkhovna Rada* (the Ukrainian Parliament) passed strict anti-protest laws by a dubious show-of-hands vote, provoking a further intensification of the protests, and clashes between demonstrators and police units on Jan. 19-23 that resulted in the first deaths of the demonstrations (almost all of these laws were repealed on Jan. 28). The standoff between the protesters and security forces culminated on February 18, 2014, when police units and snipers surrounding the square resorted to firing live ammunition in a confrontation that resulted in the deaths of at least 103 protesters and 13 police officers.[3] The decision to fire on the demonstration precipitated the removal of President Yanukovich, who was impeached and charged with mass killings by a newly appointed government (he subsequently fled to Russia).

Euromaidan Images on Twitter

Given the centrality of social media in the Euromaidan movement, we became interested in the insights that might be gained from the analysis of large-scale Twitter data during this period of civil unrest. Studies of Twitter data typically limit their analysis to the textual and network aspects of Twitter, which are more easily machine-processed than visual materials that are attached to or embedded within tweets. For this reason, and because of the importance of visual imagery to the Euromaidan, in this study we chose to focus on the production and consumption of the images circulating on Twitter during the protests. Tweeted images are qualitatively different than text-only posts. Because of a tweet's strict 140-character limit, users often turn to images to expand their posts or to make a particular point or argument, as well as to provide documentary evidence of events, making these images an especially rich source for understanding the real-time processes of social movements.

In order to investigate these uses of media on Twitter, we obtained a dataset from Gnip, Twitter's exclusive data partner, consisting of all tweets containing an image and tagged with the Euromaidan hashtag in Ukrainian, Russian, or English between Jan. 16 and Feb. 24, 2014. This time period was chosen because it includes the most intensive periods of protest and violence associated with the Euromaidan movement, but excludes tweets associated with the subsequent crisis that began on

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[2] A Facebook post at about 8:00 pm on Nov. 21 by journalist Mustafa Nayem is generally considered the beginning of the Euromaidan protests. See http://www.opensocietyfoundations.org/voices/uprising-ukraine-how-it-all-began.

[3] In total, there were 128 confirmed deaths (110 civilians and 18 police officers) during the protests. A full list is maintained on Wikipedia: http://en.wikipedia.org/wiki/List_of_people_killed_during_Euromaidan

February 27, when Russian military units began occupying strategic locations on the Crimean peninsula.

This dataset contained 884,232 tweets, 102,160 (11.55%) original posts, 782,072 (88.45%) retweets, and 70,347 unique image URLs, which we analyzed using an exploratory mixed-methods approach that combined quantitative and qualitative measures with the goal of understanding the types of users posting images, the languages being used, the location where the tweets originated, and content of the images and texts.
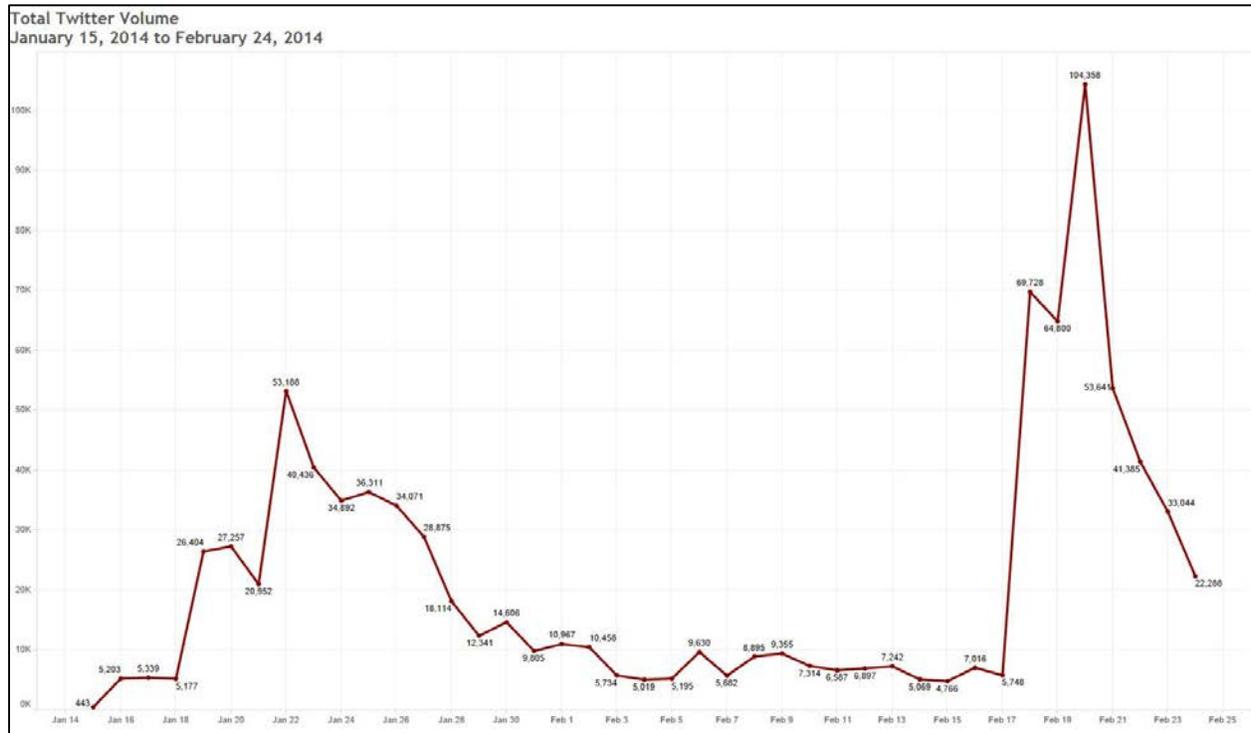

Fig. 1: The total volume of tweets in the dataset analyzed. The peaks in traffic correspond to the days when the most violence occurred.

Twitter Users

20,180 unique users contributed tweets to our dataset, but a relatively small number of users accounted for a disproportionate percentage of the images posted (93% of users posted 10 times or less; the median number of posts per user was 1, and the mean number of posts was 5). Of the top twelve content-posting accounts, four were accounts managed by activist media organizations, two by individual activists, one by a documentary webcam bot, one by a spam bot, and the remaining four by individuals who could not be readily identified as activist or non-activist. These figures suggest the merging of media outlets and policy activism, which has been one key feature of the Euromaidan movement.

Language

The languages used in the original posts were almost evenly divided into four groups: Russian (25%), Ukrainian (21%), English (30%), and all other languages combined (24%). This distribution is similar to findings in other studies of Euromaidan Twitter usage (SMaPP 2014:3), and likely reflects a combination of Kiev's status as a bilingual city, the international character of interest in the protests, and Twitter's user base skewing towards English speakers. The prevalence of English in the language use distribution may also reflect activists' efforts to engage with the international community by choosing to tweet in English (SMaPP 2014:4).

Location

It is extremely difficult to determine the location from which particular Twitter posts originate. Very few users turn on Twitter's geolocating functionality,[4] forcing us to estimate based on self-reported information. About 40% of the posts in our dataset contained a location in the associated user-profile information.[5] Of these posts, 62% (13.1% of the total) indicated a location in Ukraine and 30% in Kyiv (6.39% of the total), while 15% (3.1% of the total) indicated a location in Russia. No other country accounted for more than 1% of the total. Although we must exercise caution in extrapolating from this self-reported metadata, it would appear that a large number of the users contributing images to this dataset were located in Ukraine and Kyiv, although it is impossible to ascertain from this information whether or not particular users were directly participating in the protests and posting their own images or if they were circulating images found elsewhere.

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[4] According to Leetaru et. al. (2013) Less than 2% of all Twitter posts contain exact location metadata.
[5] This information is provided by the account holder in a free-text field.

Research Incentive Fund Report

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I was awarded a $500 InULA grant during the October 15, 2014 award cycle. The $500 InULA Grant enabled me to travel to Guantánamo Bay, Cuba to serve as an Non-Governmental Organization (NGO) Fair Trial Observer for the 9/11 hearings in December 2014. NGO Fair Trial Observers attend, observe, analyze, critique, and report back on the military commissions being held in Guantánamo Bay, Cuba.

The U.S. Government invites NGO Observers to monitor the military commission proceedings to ensure both transparency and that the defendants are being afforded fair trials. I represented the Indiana University Robert H. McKinney School of Law Program in International Human Rights Law (the "PIHRL"). The U.S. Pentagon's Guantánamo Bay Convening Authority granted "NGO Observer Status" to the PIHRL in 2014. The PIHRL then established the U.S. Military Commission Observation Project (the "MCOP") to implement PIHRL's responsibilities. I have been involved with the MCOP and *The Gitmo Observer* since my return from South Africa in mid-spring 2014. In my position as a law librarian at the McKinney School of Law I have worked on developing and maintaining *The Gitmo Observer* blog and resource site, assisting students in their research, and providing research and editing support for the Guantánamo Bay Fair Trial Observation Manual. I was honored to have been selected to serve as a NGO Fair Trial Observer to attend the 9/11 military commission hearings on December 15 and 16 at Guantánamo Bay, Cuba.

In addition to extensive pre-travel preparation, I was required to post to *The Gitmo Observer* and file a Fair Trial Report upon my return from the NGO Observer mission. The experience will enhance my ability to support the MCOP and its related work.

Additional information is provided by my blog posts at *The Gitmo Observer*:

Year End Update: More Guantánamo Bay Detainees Released, 2 Jan. 2015
And now from the defense: "This is not what America is About," 25 Dec. 2014
Last Hearing Option Cancelled - Hearing from both sides, First up the prosecution, 19 Dec. 2014
An Illusion of Transparency, 15 Dec. 2014
9-11 Hearings Halted Due to Female Guard Issue, 15 Dec. 2014
Guantánamo Bay: Arrival and Defense Counsel, 14 Dec. 2014
Andrews Air Force Base – Ready to Depart, 13 Dec. 2014
Preparing for Guantánamo Bay 9-11 Hearings, 12 Dec. 2014
Senate Torture Report on CIA's Detention & Interrogation Report - Impact on Upcoming 9/11 Hearings, 10 Dec. 2014
Preparing for the 9-11 Guantánamo Bay Hearings, 9 Dec. 2014