inula Notes

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InULA members visit with each other and Research Incentive Fund grant winners discuss their research during the 2016 InULA Holiday Luncheon held today at Scholars Inn in Bloomington.

Indiana University inula Librarians Association

Contents

This issue of *InULA Notes* was compiled and edited by members of the 2016-2017 InULA Communications Committee: Michelle Hahn (IUB), chair and board liaison; Latrice Booker (IUN); Rivkah Cooke (IUB); Sara Lowe (IUPUI); Sarah McAfoose (IUB); Misti Shaw (IUB).

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Letter from the President

JULIE HARDESTY
Metadata Analyst
Herman B Wells Library
Indiana University Bloomington

December 1, 2016

Dear InULA Members,

Thank you for the honor of serving as your president this year. I want to share with you the many wonderful activities happening within our association: the fall professional and social events, the grants awarded, the fundraising through book sales still occurring on Amazon, the new members we have welcomed, the wonderful writing we have to share with you in this Fall issue of InULA Notes, but I also feel the need to look at our professional association in the context of events occurring in our nation, particularly in the light of this fall's election season.

The national election was contentious and news was often more sensational than informative. We have all seen the struggle for knowledge over ignorance and misinformation. That lack of knowledge, understanding, and empathy is what divides communities and sows long-lasting mistrust. The struggle is more real today than ever and as we strive for "excellence in library service" that is our mission as an association and as a profession we must hold dear to what is good in our families, our workplaces, our communities, and ourselves. Our work to help patrons find information helps them make valid connections, discern fake news from real news, understand biases in information sources, and gives them the tools to enrich their lives and make the world a better place for everyone. InULA can't solve everything but our members can help turn the struggle for knowledge into the triumph of wisdom. My hope is that our association can help you do this work that is so important.

To that end, here are association happenings for Fall 2016: the Michiana Scholarly Communications Librarianship Conference in October offered InULA members an opportunity to learn about research and participate in discussions on scholarly communication in our region. Social events included a hayride, a hike, and stargazing at various spots around the state of Indiana. Our book donations and Amazon sales have slowed down from this time last year but we are still selling some books over Amazon. Two Research Incentive Fund grants were awarded in the latest round of application review to Rachael Stoeltje and to a partner project between Monique Threatt and DeLoice Holliday. We have welcomed five new librarians as InULA members so far this year, three at IUPUI and two at IUB. The Board has also engaged in discussions around membership levels and board representation that will likely result in the need for an informed vote from members through the Constitution and Bylaws Committee. We are looking forward to gathering with as many as possible for the annual Holiday Luncheon, this year at Scholars Inn Restaurant in Bloomington. This semester has been busy and next semester promises to be just as active.

InULA is an association here to help you do your best work. Please get in touch with any member of the board if you have questions or feedback on what we can do to serve you better:

Julie Hardesty (IUB), President, jlhardes@iu.edu
Michelle Hahn (IUB), Vice-President/President-Elect, mihahn@indiana.edu
Christina Wray (IUB), Past-President, ccwray@indiana.edu
Courtney Block (IUSE), Secretary, coblock@ius.edu
Monique Threatt (IUB), Treasurer, mthreatt@indiana.edu
Michael Courtney (IUB), Representative-at-Large, micourtn@indiana.edu
Craig Finlay (IUSB), Representative-at-Large, scfinlay@iusb.edu
Thomas Whittaker (IUB), Representative-at-Large, tawhitta@indiana.edu

Enjoy this issue of InULA Notes. We are all Indiana University and we are all in this together.

Wishing you a productive and peaceful end of the semester,

Julie Hardesty
InULA President, 2016-2017

Seeking Donations for InULA Book Sale

SEMYON KHOKHLOV, Arts & Humanities Librarian
ERIKA JENNS, Scholars' Commons Programming and Outreach Librarian
Herman B Wells Library
Indiana University Bloomington

As we prepare for the annual InULA book sale, we are asking librarians and staff at all IU campuses to donate materials for the sale. We are interested in books that are in good condition (not noticeably beat up or marked). We do not take journals, dissertations, directories, dictionaries or other like items. If you have materials that would be suitable for the sale, please let one of us know and we will figure out a way of getting them to Bloomington.

Semyon Khokhlov (skhokhlo@indiana.edu), Erika Jenns (eljenns@indiana.edu)

Outreach + Engagement = IMPACT: Community Engagement at IUE

FRANCES YATES
Campus Library
Indiana University East

Academic Library faculty and staff have the potential to partner with numerous campus units and community organizations for a variety of interdisciplinary service learning and community engagement projects. Benefits for participants in these partnerships include learning new skills, meeting people with different perspectives, and applying academic knowledge to improve the community. This article presents some of the programs with which the IU East Campus Library has been involved recently and includes practical information such as partnership ideas and funding sources.

Cultural Programming

The American Library Association offers several types of programs on diverse topics. These opportunities are typically distributed via professional email distribution lists and at the Programming Librarian website.

Latino American Programs

IU East received $10,000 for Latino American programs throughout academic year 2015-16. This was supported by ALA and NEH. The cornerstone was a film discussion series, facilitated by faculty and students in Spanish language and culture courses. Campus/community program highlights were "History of Chocolate in Mesoamerica," hosted at the local public library, and a Latino College Prep Roundtable, with key presenters from campus admissions, financial aid, and athletics. We also collaborated with the community Latino organization, Amigos, to connect Spanish-speaking families with our programs. In partnership with Whitewater Valley community access television, we produced a Latino-focused series, *Vida!*

Academic Outreach

Aligning outreach efforts with our campus mission and learning outcomes, we seek to engage our students with real world experiences that open them to new experiences, perspectives, and people while providing needed services in our community.

Reading

"Read, Explore, Ask, Discover!" - R.E.A.D. TV - is produced by the IU East Library, at the community access television station located on campus. We promote interactive experiences that feature learning opportunities using content from nonfiction books for youth and families. Community members, staff, faculty, college and high school students are recruited to plan and host a reading segment. Topics for the 2015 season included India, heart health, butterflies, gardening, photography and money. Nine episodes were funded by a Scholarship of Teaching and Learning (SoTL) grant. A local business underwriter is being sought for an additional season of R.E.A.D. TV.

Third Grade Academy has been hosted at the Campus Library for the past five summers. It is a 4-week program for third grade students who need to improve their reading. Faculty, staff and students provide special interest programs, such as country tours, nature walks, and science experiments, and lead weekly activities that include math games, sports, and of course, reading. A highlight of the experience is the daily "listener" program which is 15-20 minutes of read-aloud time for students to practice their reading with a caring, supportive adult. Another highlight is the weekly ice cream party provided by the Campus café. Every department on campus has been involved in various ways in one or all of the TGAs. For the previous three years the IU East TGA site has been dedicated to English language learners, who use our bilingual children's literature collection. 95% of students in this remedial summer program have raised their ISTEP scores with testing subsequent to participation in TGA.

IU Day was celebrated in April 2016 with a featured "Read Out" event coordinated by the Campus Library. More than 300 alumni working in the community received a special edition t-shirt they wore while reading aloud at work, in the community, or at home. Eighty-six percent of IU East graduates stay in our community for career and family so we anticipate the growth of this program. For 2017 the School of Education will take the lead, with their capacity to reach numerous IU East alumni who are working in local schools. T-shirts were provided through campus unit funds of the IU Foundation.

One Book, Many Voices, a "common read" program begun in 2012 in the School of Humanities and Social Sciences, transitioned to a library led program for the past two years. That responsibility provided the opportunity to collaborate with several academic departments, student organizations, and community partners, relevant to the topics and themes of the book. The 2015 One Book was *Positive* and 2016 was *A Chance in the World*. A special One Book fund is provided by the campus, although additional options exist for common read funding, such as the NEA Big Read and for Fall 2018 there is an Indiana Humanities pass-through grant. Other grant opportunities are at the Indiana Humanities website.

Writing

Red Wolves Write is a community writing program piloted last year with support from IU Women's philanthropy, which funded supplies and a printed publication. English faculty, college students, and library staff facilitated writing with older adults, students in grades 3-12, and English language learners. This is an example of community engagement that reaches several audiences that might not otherwise be involved in campus programs.

Math

The *Math Counts!* program provides tutoring both on-campus and at school sites. It is coordinated through the Center for Service-Learning, housed in the Campus Library, and was initially funded by a Chancellor's Innovation grant. Success of the program led to additional funding by the Stamm Koechlein Family Foundation, enabling us to continue to afford a stipend to the college students providing math (and science) academic assistance to middle and high school students.

Investigative skills

Crime Camp is a one day event hosted for the past 3 years by the Campus Library and the School of Humanities and Social Sciences. Lunch and t-shirt costs have been sponsored by a local auto

dealership and by the County Prosecutor's office. Crime Camp engages faculty and students from criminal justice, nursing, art, science and others to solve a mock crime. For example, when embezzlement was used as a motive for murder, we included an adjunct faculty in forensic accounting who is also an FBI agent. Academically excellent middle school students are recruited via their teachers. Students spend the day in small groups examining a mock crime scene, learning forensic analysis techniques, then solving the crime using critical thinking and problem solving skills. We invite parents and guardians to the culminating session at which the crime solving team presents their suspect and other findings.

Documentation and Assessment

Student success can be evidenced through statistics and stories. Collecting statistical data, anecdotes, reflections and program evaluations is time-consuming but vital to the community engagement process. Partnerships can be documented through resource guides (aka LibGuides), photo albums (Flickr), news releases (campus marketing website), social media (blogs and Facebook), and reports that include student reflections and community partner evaluations.

For active, multi-program faculty partners, we provide them with documentation that typically is in the form of letters of support and photos for their dossiers. For example, Assistant Professor of Biology Dr. Parul Khurana has shared her Indian culture and faith in an episode of R.E.A.D. tv, in programs for Third Grade Academy, and at a Diwali celebration for campus and community. She also engaged her students in research and presentations related to content about HIV/Aids in the One Book 2015, *Positive*, and participated in the IU Day Read-out.

Rubrics and other tools are available to assist in assessment of student learning outcomes and reciprocity of benefits. These include the Association of American Colleges and Universities Civic Engagement Value Rubric and resources at the IUPUI Office of Community Engagement.

Funding

Any grant funding process should start at the IU Office of Research Administration (ORA). Staff are very helpful, including preparation of budgets. Create a realistic timeline to prepare the application, allowing time for documents to route through the system, letters of support to be written, etc., and factor in potential delays due to a variety of reasons.

Organizations with convenient lists of grant postings are Youth Service America and Indiana Youth Institute. You can join GenerationOn at no cost and receive updates on small grants focused on student-led projects. Subscribing to a weekly RFP list from Philanthropy News Digest provides notices for grant funding from a variety of sources.

In addition to grant funding from national professional associations such as AAUW and ALA, and government funding such as NEH, you can explore the Community Foundation in your geographic area and also Family Foundations. To develop a solicitation plan for private grant funding, individual donations, or corporate sponsorships, be sure to confer with the gift development staff at your campus.

Campus funding might come from Schools or donors, such as the IU East Paul Kriese Service Engagement Scholarship, funded by a retired political science faculty. You can work with your campus gift development staff to solicit donors from among emeriti and alumni. They may take the

form of one-time or annual gifts, or planned giving. All-IU funding is also an option, as well as grants from the IU Women's Philanthropy Fund and the IU Bicentennial Fund.
Indiana Campus Compact offers grants for student, staff or faculty projects. IU serves as fiscal agent for ICC, so paperwork is all IU-internal.

IU East funds much outreach through the Center for Service-Learning. A campus-community liaison professional position is responsible for coordinating student placement for service. This includes supervising 80 weekly hours of work study students who accomplish service ranging from tutoring to special events such as environmental and recreational programs hosted by local organizations or City/County agencies.

Re-envisioning our involvement in the learning process

At IU East, campus library faculty and staff continue to re-envision strategies to promote learning through authentic experiences. Developing partnerships across campus and throughout the community helps us create a dynamic learning environment and enables us to use resources and services in creative and interactive ways. For 2017, we plan to pursue opportunities available through the IU Bicentennial grants, increase our academic outreach to high schools, and continue to connect with a variety of community organizations.

You are welcome to contact Frances Yates with questions or requests for additional information, including discussion of pragmatic procedures and pitfalls.

Recognition for campus community engagement

Since 2012 IU East has earned a place on the President's Higher Education Community Service Honor Roll. Currently, IU East and other IU regional campuses are pursuing Carnegie Community Engagement classification. You might consider ways for your library to initiate, expand or enhance service partnerships on campus and in the community.

Engagement throughout IU takes many forms and is supported in various units, both academic and student affairs. For more information about community engagement throughout the IU system, see:

IU Bloomington:
- Community Engagement, Student Life & Learning, Division of Student Affairs
- Service-Learning Program, Center for Innovative Teaching and Learning
- Community Engagement, School of Public Health

IUPUI:
- Office of Community Engagement

IU Kokomo:
- Service-learning and Civic Engagement, Office of Academic Affairs
- Campus Community-Based Engagements and Outreach Programs, Office of External Relations and Public Affairs

IU Northwest:
- Community-Based Engagement and Outreach, IUN

IU Southeast:
- Service Learning and Community Engagement

IU East:
- Service-Learning

LGBTQ Collection Opens in Michiana Memory

ALISON STANKRAUFF
Archivist
Franklin D. Schurz Library
Indiana University South Bend

On October 11th, 2016, coinciding with National Coming Out Day, the St. Joseph County Public Library, the Indiana University South Bend Archives and the IU South Bend Civil Rights Heritage Center (CRHC) opened our newest digital collection in *Michiana Memory*, a digital collection dedicated to local LGBTQ history. Sourced from the CRHC collections, the *LGBTQ Collection* includes manuscripts, letters, official documents, photographs, and oral histories dating from the early 1970s through the current day. The images are available 24/7 for easy online viewing, downloading or printing.

The initial offerings include newsletters from the Lambda Society (circa 1973-1975), promotional materials from the Sea Horse, a South Bend LGBTQ bar and performance venue, and stickers, letters, and other documents from the campaign by South Bend Equality to include sexual orientation protections in what became the City of South Bend's Human Rights Ordinance.". These include materials both for and against such legislation dating from 2003 until 2012.

Civil Rights Heritage Center materials are being scanned and uploaded through a Library Services and Technology Act (LSTA) Indiana Memory Digitization Grant from the Institute of Museum and Library Services of the Indiana State Library. Additional images will be available as they are prepared, with the balance of the collection complete by early 2017.

The *LGBTQ Collection* helps all people understand and reflect upon the major advancements in LGBTQ acceptance over the last fifty years, and how this one Midwestern city moved from a place where many people felt they needed to hide their identities into a more welcoming and more open community.

Serving International Students at IUPUI University Library

BRONWEN K. MAXSON
Humanities Librarian
IUPUI University Library
Indiana University-Purdue University Indianapolis

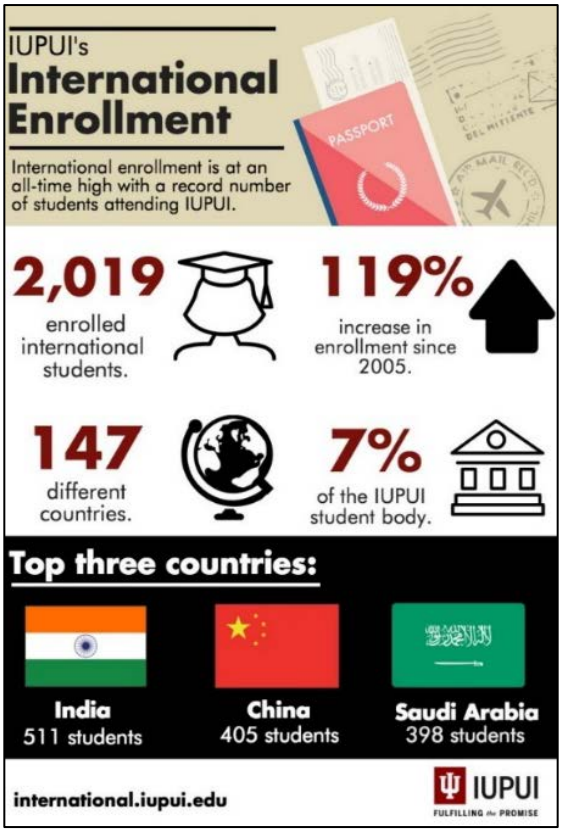
Yoo Young Lee and I recently presented a poster at the Indiana Library Federation (ILF) conference in Indianapolis. This article is a summary of our work that we illustrated on that poster.

In the summer of 2015, three librarians and two library staff members formed an International Students Working Group at IUPUI University Library. All of us have international experience and want to serve our students. Our goal is to improve the experiences of international students at the

library. Throughout the following year and a half, we formed connections across campus to facilitate professional development opportunities, participate in campus events, and create some of our own initiatives. We did not accomplish all of our goals, but we are still planning to continue our efforts.

I am the English and Spanish Subject Librarian who created the group. The idea came from interactions with international students, especially during my first classroom experiences in fall 2014 during Bridge. May Jafari, Engineering & Technology Subject Librarian, Yoo Young Lee, Digital User Experience Librarian, and I met to discuss how we might meet the needs of our students. We were soon joined by Alicia Añino and Marc Huber from the library's administrative office. Between us, we speak five other languages including Farsi/Persian, French, Korean, Spanish, and German; four of us had been international students at one time; and all have lived abroad. Some of us have researched topics related to international students and libraries, but our real-world lived experience was invaluable to our ability to collaborate and communicate.

In 2014, the Institutional Research and Decision Support office on campus did a Climate Survey in which questions about citizenship were asked. The survey found that "approximately 13% of international faculty/staff and 15% of international students report experiencing bias/harassment/discrimination based on their citizenship status – compared to only 1% of native U.S. citizens for both groups."[1] In fall 2015, enrollment of international students hit an all-time high with 2,019 students[2] (later revised downward to 1,993). These numbers are an increase of 118.6% since 2005. Students hail from 147 different countries and make up 7% of the student body. The top three countries where students came from were India, Saudi Arabia, and China. In fall 2016, international student enrollment increased to 2,030. The top three countries stayed the same with India's enrollment increasing by 17%. Mexico, South Korea, and Iran were the next top countries, followed by Malaysia, Bangladesh, Nigeria, and Canada[3].



Fall 2015 International Student Enrollment

In September 2015, IUPUI Chancellor Nasser H. Paydar spoke of the campus priorities and how international students contribute: "Our growing international student population at IUPUI reflects the increasingly global nature of our campus and strengthens our educational and research programs by reinforcing and adding to a worldwide network of talent," he said. "This not only

[1] http://irds.iupui.edu/Surveys/Campus-Climate-for-Diversity
[2] "IUPUI international enrollment hites record level" Press Release. 14 Sep. 2015. http://news.iupui.edu/releases/2015/09/iupui-international-enrollment.shtml
[3] iStart: Online Services for International Students, Scholars & Staff. "International Students Fast Facts: Indianapolis" https://istart.iu.edu/dashboard/studentOverview.cfm. Accessed 28 Nov. 2016.

enhances the dynamic and diverse nature of our campus, but it also helps our students develop as global citizens, both of which are strategic priorities for IUPUI."[4]

The working group formed around three goals: 1. Provide better customized library services for international students, especially for those who had different library service models in their home country; 2. Improve their library experience by being proactive rather than reactive; and 3. Facilitate training for librarians and staff in how to better serve international students.

To meet the first goal, we worked with the Office of International Affairs (OIA) to attend the International Student Orientation Services Fair in the fall and the International Festival in the Spring. We hosted a table and talked to international students about ways the library supports their learning. We also displayed and demonstrated library resources with content from various countries. At the spring International festival, we advertised an upcoming Speed Friending event, inspired by Laurie Bridges at Oregon State University. Two of our working group librarians are members of a campus Community of Practice for Intercultural Learning. We partnered with them, the OIA, and the Office for Intergroup Dialogue and Civil Community to host this event. We had 20 students attend and all of our survey responses were positive. We also launched a glossary of terms on our website, written with international students in mind, which received 487 page views between June 20 and October 26, 2016.

Two librarians at the 2015 Fall Orientation Services Fair.

Three librarians at the Spring 2015 International Festival.

Additionally, we drafted three workshops for students. The first is an introduction to an academic library in the U.S., the second discusses challenges to freedom of speech, copyright and censorship issues in the library, and the final one about scholarly communication for graduate students who may be working towards the goal of publishing research. We have not yet scheduled these workshops because of librarian schedules and challenges in marketing the workshops to the students. We hope to leverage our relationships with other organizations on campus to overcome the challenges.

[4] "IUPUI international enrollment hits record level" Press Release. 14 Sep. 2015. http://news.iupui.edu/releases/2015/09/iupui-international-enrollment.shtml


Speed Friending Event

The second goal is important to us because we are trying to proactively create an environment where all students feel welcome. The 2014 Climate Survey revealed that "[m]ultiple respondents speak of disparaging comments made to them due to their accent as well as a perceived lack of intelligent or exclusion from others due to English being a second language." We believe the library should be a space where everyone is welcomed, included, and their intelligence is valued. The library profession upholds equitable access to information, and we feel with international students this requires a proactive approach. Incidentally, the library experienced a challenge in the recent past with a specific group of international students. While other units in the library worked to find a solution, we made ourselves available to interface with the students. We hope that our efforts in the future, through our workshops and other activities, will prevent situations where students feel unwelcome in our space. Additionally, we attempted some surveys to try to understand what international students use the library for. However, we found that surveying was difficult to do at an event like the International Festival. Also, the UL Campus Outreach Group (COG) gathers feedback each year of this nature, but from the whole student body, so in some ways we found we were duplicating efforts. Our surveys didn't result in enough responses to be representative, but we found international students give very similar feedback to the people who participate in the COG data gathering effort.

To accomplish the third goal, we worked with the library's administration and Diversity Group to provide development workshops for our staff. We partnered with the OIA and the Multicultural Center (MC) to bring in speakers to UL for all employees. Working group members also attended professional development events outside of our organization. The staff and teaching librarian training sessions covered topics of diversity and inclusion, language challenges, and culturally responsive teaching. Campus events included RISE Day, Gateway to Graduation, and the Plater Institute. Also, in early August 2016, two working group members attended the Purdue University research symposium about information literacy and international students.

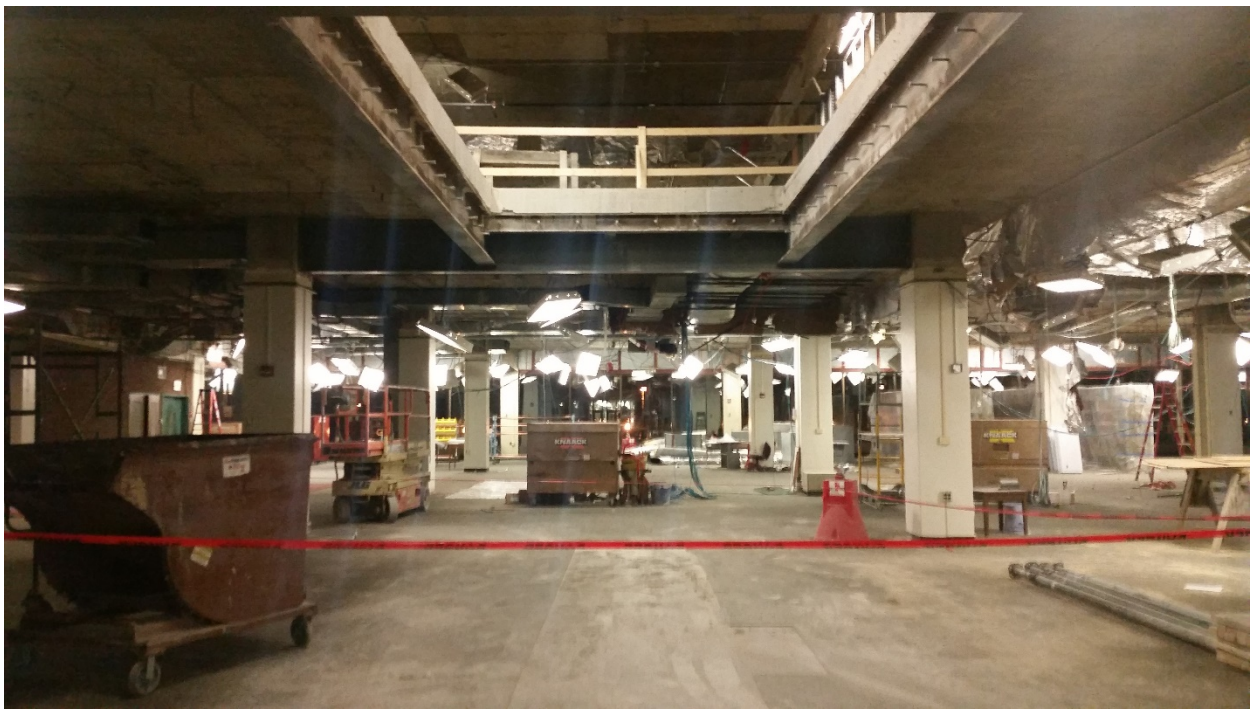
With a year and a half of experience, we have devised the next steps. We will continue to build our relationships with OIA and other campus units; continue to participate in campus events on global learning, employ better assessment tools especially with our workshops, and look toward publishing further when we have better data.

Behind the Scenes at the Helmke Library Refresh

CHERYL TRUESDELL, interviewee
Dean
Walter E. Helmke Library
Indiana University-Purdue University Fort Wayne
Interviewed by RIVKAH COOKE, Indiana University Bloomington

At times it seems that colleges and universities engage in a never-ending series of construction projects—new buildings replace parking lots and existing buildings expand or morph to serve new purposes. Recently the 44-year old Helmke Library at Indiana University-Purdue University Fort Wayne has taken its turn with a renovation that completely reimagines the library's interior. The library closed in December of 2015 but has continued providing services during the construction by finding new homes for staff, creating pop-up study spaces during finals, and having staff brave the construction to retrieve library materials for patrons. They are also documenting the changes at a dedicated website, ipfw.edu/libraryrefresh.

The changes that the refresh will bring to IPFW are well exemplified by the Communicating Stairs, an open staircase that leads from middle of the first floor to the second floor service desk. The history of these stairs goes back to 2006 when librarians first partnered with others on the IPFW campus to develop a Learning Commons on the second floor of the library that will provide group study spaces, IT services, tutoring and writing consultation, and library research services. The Communicating Stairs fulfill the library's vision of tying together the service points on the first and second floors.



Space for Communicating Stairs, February 2016; used with permission

Framework for Communicating Stairs, May 2016; used with permission

Communicating Stairs, September 2016; used with permission

Q & A with Dean Cheryl Truesdell

Even amidst the hubbub of the renovation and the end of the semester, Cheryl Truesdell was gracious enough to answer a few questions and provide an inside look at the changes that have been taking place over the last year.

Rivkah Cooke: Have you been through a library renovation before? If so, how does this experience compare to the previous one?

Cheryl Truesdell: I have never been through a library renovation, especially one of this size and magnitude...I have been through some renovation projects at my 90-year old home, but the library renovation has almost been a complete rebuild. The first four months of the renovation were basically a demolition of all of the mechanical, electrical, network, ceilings, floors, rooms, and offices, etc. The library was pretty much gutted down to the studs, and is being rebuilt from the inside shell that was left.

Bare Internal Structure, May 2016; used with permission

RC: What aspect of the refresh are you the most excited about?

CT: The most exciting piece is that now we have the power grid and updated network and wireless to provide the high-tech services we have been planning for so many years. On the second floor learning commons we have a media wall, a high-end software student computing lab, seven group study rooms with the ability to be used as presentation practice rooms, a combined Concierge desk that will provide library research, tutoring, writing and IT services in one space, checkout of laptops and iPads, and a variety of furniture to promote individual and group interactive study. We were also able to create a quiet study room on the fourth floor for those students who want quiet only!

Sounds a little strange, but we are also excited about our newly renovated bathrooms! We had to fight for that one, but now we have modern bathrooms with baby changing stations in both the men

and women's bathrooms on all four floors, and on the fourth floor they will be installing a Nursing Mother's room in the spring semester.

RC: Is there anything being changed that you are going to miss?

CT: No not really. I love the new clean and bright look of the building. The new LED lighting has given the building a clean, open, and fresh look. No more dingy, dark spaces.

RC: Has it been difficult to adjust workflows during the construction?

CT: It has certainly been a challenge, but the staff and librarians have tackled the issues with ingenuity, energy, and grace under pressure. We were able to keep the collection onsite and circulation staff were allowed to go up to the stacks twice each day with their hard hats, masks, and vests to reshelve and pull books requested through IUCAT and DDS. Librarians held reference hours in their new offices, and we fully staffed the Library Services Center (a 2,000 sq. ft. extension on the first floor that formerly housed a 24/7 computer and study area) with a reference librarian on duty for walk-ins and referrals.

I have to say the hardest part of the renovation has been communicating to the campus that the library services are still available and where they can find us. It has been a constant communication and PR project and our Helmke Refresh Marketing group has been amazing! We have used every communication tool known to man (except maybe smoke signals) to reach students, faculty, staff and the community.

The hardest part for the students has been losing their library study spaces. We created more study spaces on the sky bridge and around campus, but for many students they just wanted their library back!

Learning Commons Service Desk, August 2016; used with permission

Check out the latest news, watch a video of the stacks being moved to accommodate new carpet, and explore images from throughout the process at http://guides.library.ipfw.edu/libraryrefresh

A Thank You to InULA from the Michiana Scholarly Communication Librarianship Conference

CRAIG FINLAY
Scholarly Communications Librarian
Franklin D. Schurz Library
Indiana University South Bend

Over the past three years we have established the only conference devoted solely to scholarly communication librarianship. Small but mighty, the Michiana Scholarly Communication Librarianship Conference at IU South Bend has thus far hosted 17 speakers, 100 attendees and done so without charging any registration fees. And we couldn't have done it without generous sponsorship from InULA.

The MSCLC came about after a failed attempt to host the ACRL's workshop "Scholarly Communication: from Understanding to Engagement," in 2013. We submitted a proposal along with St. Mary's College but were ultimately unsuccessful. Being a brand new scholarly communications librarian, I was eager to attend as many conferences in my field as possible. And while there is the Copyright Conference at Ball State (which is fantastic), the ACRL workshop (if one is near enough to attend), and the Open Repositories Conference (which was in Indy!), I realized there wasn't a regular conference reflecting the diversity of scholarly communication and presented by experts in the field.

So, we decided to make one!

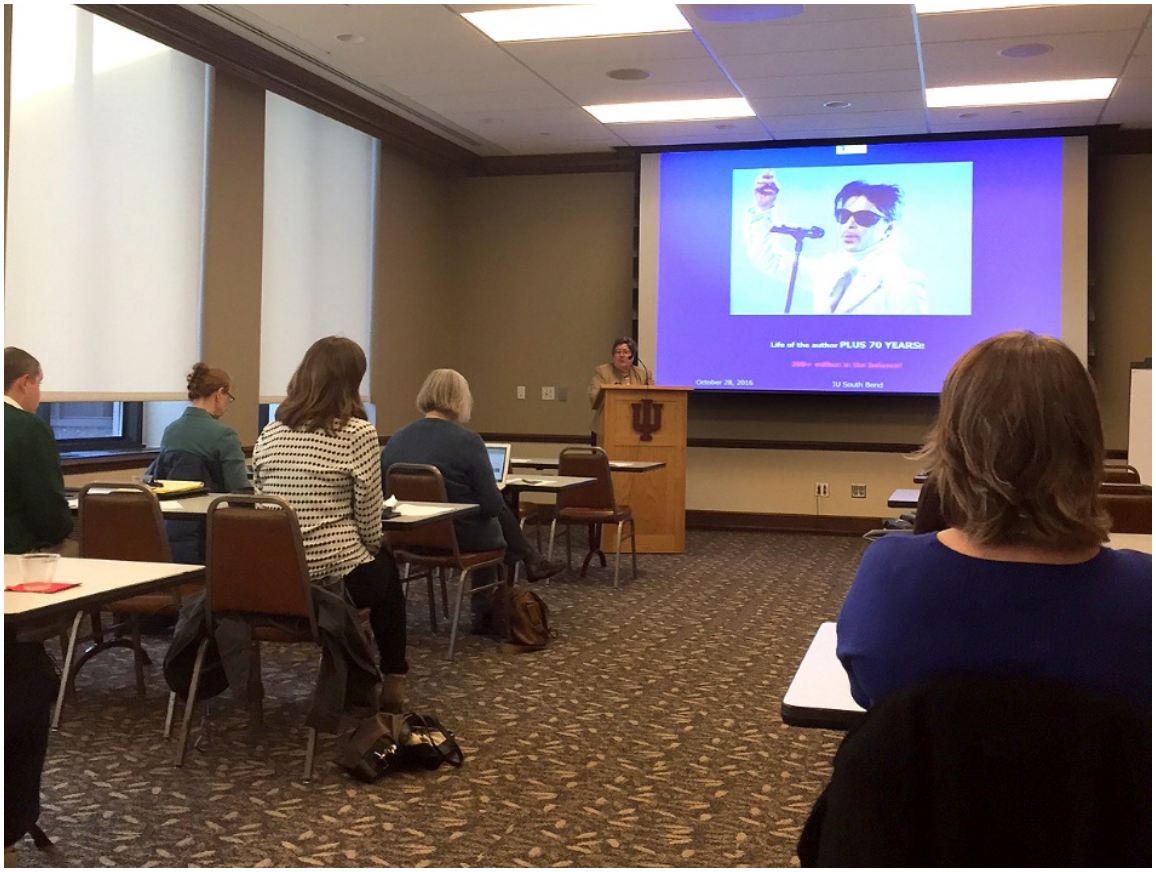
At the time I had $1,000 in new faculty money from the university, so I spent that and cobbled together funding from some corporate sponsors and IUSB Academic Affairs. The first year we had three speakers and 25 attendees. The second year, we found ourselves in a quandary, with only the money from Academic Affairs guaranteed. As it happened, though, Naz Pantaloni was

one of the presenters at the first conference, and he suggested I reach out to Christina Wray and InULA. The rest is history.

In 2015 InULA generously gave me $1,000 to sponsor the MSCLC. That year we held a conference with presentations on library-based centers for digital scholarship, altmetrics in the academic library, institutional repositories and fair use in instruction. We were able to almost exactly fund the conference—reimbursements and lodging, food and conference materials. In fact, I think we ended up about $25 under budget.

This year, InULA again sponsored our conference and again we were able to keep it free to attendees. In a small way of saying thanks, I was able to set up a live stream for InULA members to watch remotely. This year's conference featured presentations on essential copyright knowledge for academic librarians, addressing faculty concerns about predatory journals, passing an open access policy, and student scholarship in institutional repositories. We also featured lightning presentations on mapping scholarly activity, online research collaboration, publishing conference proceedings and creating online research hubs.

Without the generous support of InULA over the past two years, we would not have been able to offer this conference as we have. InULA has funded something unique and valuable. So, on behalf of IU South Bend, St. Mary's College and all the attendees, we extend our heartfelt thanks.



Meet the New(ish) Librarians

Compiled by MISTI SHAW
Head of Music Library Public Services and Outreach
William & Gayle Cook Music Library
Indiana University Bloomington

Erin Foster is the Data Services Librarian at the IU School of Medicine's Ruth Lilly Medical Library. In this role, Erin will contribute to university and campus-wide initiatives to develop services, policies, and infrastructure that enable faculty and students to curate, share, and preserve research data. Erin is a former National Library of Medicine (NLM) Fellow where she spent time at the NLM on the National Institutes of Health campus in Bethesda, MD and, most recently, at Oregon Health & Science University in Portland, OR. As a Fellow, Erin worked on projects related to data standardization, biomedical ontology development, assessment of public health graduate students, and the promotion of open science. Erin received her MSLS from the University of North Carolina, Chapel Hill (UNC-CH) and worked as a graduate research assistant at UNC-CH's Health Sciences Library. She received her BA in Literature and Feminist Studies from the University of California, Santa Cruz.

Rachel Hinrichs is the Health Sciences Librarian at IUPUI, and is the subject liaison to the Fairbanks School of Public Health and the School of Health and Rehabilitation Sciences. She holds a Master of Library Science degree from the University of North Carolina – Chapel Hill, as well as a Master of Science in nutrition from Meredith College in Raleigh, NC. She has worked previously as a research assistant in the User Services department at the UNC Health Sciences Library, and as an intern at the Cecil G. Sheps Center for Health Services Research. In her current position at IUPUI, Rachel provides research and instruction services to her assigned schools, including information literacy and evidence-based practice classes and research consultations.

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Semyon Khokhlov is the librarian for English Literature and Religious Studies at IU Bloomington. He is responsible for collection development in those disciplines, conducts information literacy sessions, and provides research support. Semyon's research interests include modernist art and literature, digital humanities (especially text mining) and issues related to academic librarianship, particularly the ins and outs of collection development. Before starting at IU, he completed a PhD in English at the University of Notre Dame and received an MLS from the University of Michigan. In his spare time, he enjoys cooking, going to the movies, and reading memoirs.

As the head of Teaching & Learning at IU Bloomington, **Meg Meiman** works with library colleagues and instructors to integrate information literacy skills into courses and into the undergraduate and

graduate curricula. She also provides leadership within the Libraries regarding teaching, assessment, and improving student learning. Her research interests include assessing student learning in the context of research and other forms of experiential learning, pedagogy related to the creation of digital humanities projects, and gauging the impact of digital projects on the people who create and use them. Meg's publications include "Documentation for the Public: Social Editing in the Walt Whitman Archives" (Digital Scholarship in the Humanities, 6 March 2016). She completed her dissertation, Digitizing the Nineteenth Century: Scholarly Editing, Interface Design, and Affordances for Public Engagement, in 2015.

Prior to joining the IU Libraries in 2016, Meg most recently served as Reference and Instruction Librarian at Smith College. She received her Ph.D in English and Digital Humanities from the University of Delaware and her MLIS from the University of Alabama, as well as an MA in English from Florida State University and a BA in English from Birmingham-Southern College.

Misti Shaw joined the Libraries in 2016 as the Head of Music Library Public Services and Outreach. Misti speaks and publishes widely on topics related to music reference, instruction, information literacy, and outreach. Forthcoming in Spring 2017 are several chapters in *Information Literacy in Music: An Instructor's Companion* and a chapter in *Information Literacy in Music: Ideas, Strategies, and Scenarios*. She is active within the Music Library Association, currently serving on the Reference Resources Subcommittee and as co-coordinator of the New Members Forum. She also writes program notes for the Heritage Philharmonic in Liberty, MO and the Northland Symphony Orchestra in North Kansas City, MO. She received her Master of Science in Library Science from the University of North Texas, her Master of Arts in Music (specializations: music history and German) from the University of Missouri-Kansas City Conservatory of Music, and her Bachelor of Music in Cello Performance from Oklahoma City University. She dotes on her special-needs dogs, Mocha and Spaghettio.

Research Incentive Fund Report

SUSAN D. DEMAINE
Assistant Director for Information Services
BENJAMIN J. KEELE
Research and Instruction Librarian
Ruth Lilly Law Library
Indiana University-Purdue University Indianapolis

The papers of Supreme Court Justices are significant to scholars of law, history, and government—and the American public. Our understanding of the Court and its decisions is enriched by access to the thinking of the justices. In turn, this knowledge informs our views on our laws and social order and helps shape the future of our legal, political, and even moral culture.

Despite the importance of these papers, many Justices who have donated their papers in the past 75 years or so have placed restrictions on access to the collection (others, or their family members, have simply destroyed their papers). These restrictions generally keep the papers closed until a certain amount of time has passed. This time period has been as brief as a few years and as prolonged as many decades, but the trend is toward restriction for longer periods of time.

The funds we received from InULA supported our travel to Chicago for back-to-back conferences at which we presented our research into the idiosyncracies of access restrictions imposed by the Justices, the effects these restrictions have on scholarship, and the many issues surrounding the question of whether preservation and access should be somehow mandated or incentivized by law. The first conference was the *Boulder Conference on Legal Information: Scholarship and Teaching*, hosted this year by Northwestern University Pritzker School of Law. This event, which provides a workshop for works-in-progress, allowed us to discuss our work and the resulting paper with two dozen law librarian scholars. One particular question that arose was: why are the Justices' papers, which are not official records of the Court in any way and do not represent the law, so valuable that we need to shift the boundary between private and public papers? Given the possibility of misconstruction and abuse, and the consequent possible chilling effect on the Justices' work, is access worth it? We will address this issue more carefully in our paper as a result of this conference.

The second conference was the *American Association of Law Libraries Annual Meeting*, where we presented a poster laying out the issues surrounding access to the Justices' papers. Seven timelines highlighted particular Justices whose choices regarding their papers from less restrictive (upon death) to more restrictive (50 years after death). The timelines, many of which ended in an unknown date, also helped illustrate the unpredictability that arises since time of death or retirement dates of colleagues are undeterminable until they occur. The poster prompted many stimulating conversations, including one with the librarians from the U.S. Supreme Court Library. Most people were surprised to learn that the Justices' papers were not already considered public property subject to preservation, retention, and use for research. Those who were already aware of the situation echoed concerns about privacy and chilling effects.

All in all, both conferences not only gave the chance to share our research but also provided feedback we can use to improve our work before publication. We are grateful to InULA for its support of this project, which will contribute to both the library and legal professions.

Research Incentive Fund Report

NICK HOMENDA
Digital Initiatives Librarian
Herman B Wells Library
Indiana University Bloomington

In June 2016, I used my InULA Grant funds to assist with my travel expenses to the American Library Association Annual Conference in Orlando, Florida. At ALA, Heidi Dowding (IUB) and I presented on our ongoing work building collaborative workflows to preserve born-digital image materials produced by the Kelley School of Business and IU Communications. Although this challenge has been addressed several times in recent years, there is still little consensus about details such as making curatorial decisions, gathering useful descriptive metadata, capturing useful technical metadata, and how to streamline the process to effectively handle hundreds of thousands of images. Heidi and I presented to the ACRL Digital Curation Interest Group, composed of over 1000 members as of August 2015. The members present at our presentation hold similar positions at large universities around the country and are facing similar challenges with born-digital image assets.

The conversation that ensued after our presentation with these digital preservation professionals was enlightening. We learned that nearly everyone present was facing similar challenges, and the IU Libraries' robust technical infrastructure has enabled us to envision a functional solution to this problem in ways that other institutions could not. Moreover, our existing digital library services such as Media Collections Online and the forthcoming HydraDAM2 enable us have a clearer path forward for audiovisual materials. Speaking with this group has given us new ideas to inform our work on this project, including surveying other campus departments about their born-digital assets and working with our existing partners to solidify expectations for future departmental curation workflows.

Although our work in this area is still ongoing, we consider the presentation to be a successful endeavor to document our progress and connect with colleagues in the profession.

Research Incentive Fund Report

CHUCK PETERS
Head, Music Library Cataloging
William & Gayle Cook Music Library
Indiana University Bloomington

The grant I received from InULA allowed me to travel to Rome, Italy to present my research project to my peers at the annual meeting of the International Association of Music Libraries, Archives and Documentation Centers (IAML) in July, 2016.

Carla Williams (Ohio University) and I presented a paper on the Hans and Alice Tischler Collection in the Indiana University William & Gayle Cook Music Library. The Tischler Collection includes approximately 600 scores and 200 sound recordings produced primarily in Israel and donated to the Cook Music Library by Hans and Alice Tischler.

The collection is equally valued by the Jacobs School of Music and the Borns Jewish Studies Program at Indiana University (JSP). Faculty members of the JSP work in ethnomusicology, sociology, biblical study, anthropology, Hebrew and Yiddish language, and more. The origin and contents of the Tischler Collection are of interest to scholars in those fields of study and the Collection is viewed as an important attraction to draw future researchers to the Bloomington campus.

About half of the items in this comprehensive collection are unique to the library. Some of the scores are manuscripts or manuscript copies; some of the CDs are self-produced. At the beginning of the project, few of the titles had been cataloged due to the language challenge. Most are in Hebrew or contain parallel information. The project has been a mixture of challenges and opportunities involving fundraising, cataloging, promotion and patron use.

The presentation described the collection and included a discussion of its history and background, as well as the Music Library's progress to date with processing the materials. Statistics about the contents were analyzed and issues surrounding processing and cataloging were explained. Current activities, including an exhibit featuring scores, sound recordings and biographical information, were covered, as well as the collection's potential and the library's plans for its future. We described the decisions made to promote the collection and to prepare it for patron use.

We have presented on the project at Indiana University and at the Music Library Association Midwest Chapter meeting. The project is ongoing and there is continuous new activity and analysis, with new results to report.

The opportunity to describe our work on this remarkable collection offered rewards on many levels: awareness of the collection was extended to the broader music library community; the reputation of Cook Music Library and its important donors was enhanced; and I benefitted from the opportunity to develop professionally through interaction with my colleagues at the conference.

This was my second time to attend and give a presentation at a IAML meeting and it was a great honor to receive this travel grant.

Research Incentive Fund Report

ISABEL H. PLANTON
Instructional Associate/Reading Room Coordinator
Lilly Library
Indiana University Bloomington

During the spring of 2016 I applied for and was awarded funding in the amount of $500.00 to attend "Connecting Uses, Pushing Limits: An Aeon Symposium" sponsored by Atlas Systems and held at the University of Michigan from June 15-17, 2016. Since the symposium offered free registration, I used the funds to cover my lodging and travel expenses.

Aeon is a special collections circulation and workflow software which is now used by approximately fifty libraries in the United States. The Lilly Library implemented Aeon in January of 2016, making our institution one of the newcomers to the use of this system. During the symposium I had the opportunity to discuss Aeon with staff from libraries who have used Aeon for many years and with those who are interested in implementing Aeon in the future. The symposium brought together about 80 people from 37 institutions. We had a lot to talk about including our experiences with implementation and our challenges moving forward.

One of the most valuable aspects of the symposium was the opportunity to hear reports from other Public Services departments about how they have utilized Aeon to streamline Reading Room procedures, handle patron requests, and manage class activities. Some of our greatest challenges at the Lilly Library stem from the popularity of our collections and the large number of class sessions we hold every year. It was interesting to hear other librarians speak about the ways they manage to record classroom usage through Aeon and the work-arounds they have developed for managing multiple, simultaneous requests for the same item. It is gratifying to learn that other institutions have experienced many of the same challenges and it's useful to brainstorm about solutions with people who know exactly what I'm talking about. In addition to speaking with numerous librarians, I also had the opportunity to discuss usability issues with members of the Aeon team. We even began working on a solution to a longstanding issue with our local configuration.

I learned about innovative ways that other libraries are pushing the limits of Aeon. For example, the Houghton Library, which implemented Aeon in 2010, has adopted the Class Request Tool which interacts with Aeon to allow faculty to request classroom visits at the library and place requests on their own through the system. In the workshop "Reports from the Trenches" I learned about the multitude of ways that librarians can utilize the circulation data gathered through Aeon in order to create beautiful, meaningful reports on special collections usage.

The Aeon Symposium allowed me to look beyond the microcosm of the Lilly Library in order to study the bigger picture. The presenters and participants posed significant questions about how those of us who work with rare books, special collections, and archives can harness the Aeon data we gather about our collections and patrons in order to provide better service to our constituents.

Thank you for providing the funds which made my attendance at the Aeon Symposium possible. Participating in conversations with the larger community of librarians using Aeon has helped me progress toward my goal of becoming a true expert user of this system.