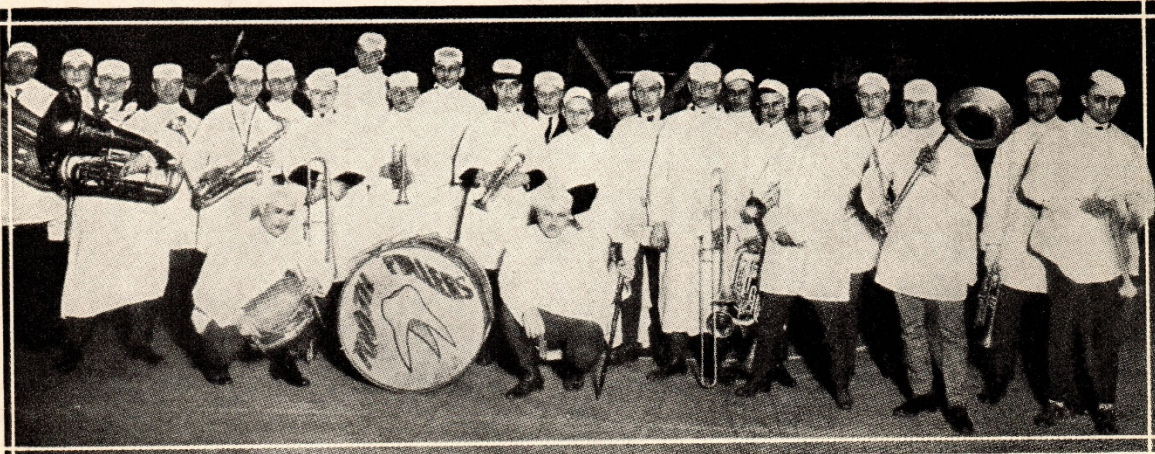


inula *Notes*

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Indiana Dental College Student Band, the "Tooth Pullers," 1921.

Indiana University

inula
Librarians Association



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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

28 April 2017

Dear InULA Members,

Welcome to the Spring 2017 issue of *InULA Notes*. We have had quite a semester for InULA with over \$4,500 raised from this year's InULA Book Sale and dedicated work from the Scholarship and Grants Committee to evaluate and make recommendations for the Research Incentive Fund and the Nilson Scholarship. We have two Nilson Scholarship winners being announced in this issue. Previous Research Incentive Fund recipients reported on the research work they completed using that funding so this semester has seen quite a bit of fundraising and trying to give that money out! Upcoming events include a new round of research incentive fund grants being evaluated now, an outing at the Indianapolis Indians baseball game on June 3, and the InULA Annual Business Meeting scheduled for Friday, May 19 from 2-3:30pm.



As a highlight and encouragement to attend this year's Annual Business Meeting, I will mention that proposed amendments to the Constitution and Bylaws regarding regional campus representation on the InULA Board will be presented for voting. We will also have a discussion about membership levels and benefits that encompasses the purpose for InULA as an organization and ways to move our organization forward for the benefit of all members. We want to see InULA continue as a strong and healthy organization that improves the work of its members and promotes excellence in library service. Please consider joining us for this meeting to move this vital work forward and feel free to contact any member of the board if you have questions or feedback on what we can do to serve you better:

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As a final note, we were sad to see Christina Wray leave Indiana University for the University of Central Florida in February. She was serving as InULA's Past President this year. Her years of service to InULA are greatly appreciated and we already miss her valuable input and guidance but definitely wish her well in her new endeavors.

Hoping your semester has been productive and that you can join us for the Annual Business Meeting!

Julie Hardesty
InULA President, 2016-2017

Bringing Wikipedia to IUPUI University Library: #1lib1ref Participation

MAIRELYS LEMUS-ROJAS

Metadata Librarian

JERE ODELL

Scholarly Communications Librarian

University Library

Indiana University-Purdue University Indianapolis

A good Wikipedia article is one that contains citations to reliable sources so that readers can verify the information and find even more information related to that topic. Many Wikipedia articles, however, are missing a needed citation. For that reason, the Wikipedia Library came up with an initiative last year in an effort to bridge the citation gap. They launched the #1lib1ref campaign in January 15, 2016, which coincided with Wikipedia's 15th birthday. The idea behind this global campaign was to encourage every librarian to provide Wikipedia with the gift of one citation to an article in need.¹ The success of this initiative motivated the Wikipedia Library to host this event again in 2017 where a noticeable increase in participation was recorded. There was also an increase in the number of Wikipedia workshops and sessions held at libraries across the globe in order to provide new editors with the necessary tools to undertake the task of adding citations to the online encyclopedia.² Reflecting the library's strong interest in supporting free access to quality information, IUPUI University Library was one of the institutions that participated in this effort.

Getting Ready for 1lib1ref

On January 5, 2017, we held our first Wikipedia event as part of the library's biannual "Org Week" schedule. Library staff and faculty joined a working meeting to learn about Wikipedia and its core principles, to discuss why we thought it was important to contribute to it, and to get started as editors. During the session, attendees created an account (if needed), learned how to edit their User Profiles, and completed their Conflict of Interest Statements. Attendees also saw a quick demonstration of how to add a citation as we were getting ready to participate in the #1lib1ref campaign.

As part of this first session, we started by asking participants (n=23) to complete a three-question survey to learn about their involvement with Wikipedia. On a scale of 1 (not often) to 5 (very often) our attendees reported 3.4, meaning that they use Wikipedia regularly. However, only 32% of attendees had contributed to Wikipedia prior to the session. These contributions could have been anything from creating new articles, adding links to external resources, adding citations, or improving the quality of the content in existing articles. The majority of attendees (80%) reported not having a Wikipedia account.

Demographics

¹ "Spotlight: 1Lib1Ref." *The Wikipedia Library Books & Bytes* 15 (2016): 2.

https://en.wikipedia.org/wiki/Wikipedia:The_Wikipedia_Library/Newsletter/December-January2016

² "#1Lib1Ref." *The Wikipedia Library Books & Bytes* 21 (2017): 1-3.

https://en.wikipedia.org/wiki/Wikipedia:The_Wikipedia_Library/Newsletter/January-March2017

This session had 23 attendees, of which 52% were female, and included staff members, librarians, archivists, and developers.

Outcomes

At the end of the session, we had 20 new Wikipedia users. Of these users, 16 created their User Page and 13 added a Conflict of Interest Statement. Some even went on to add categories and userboxes to their pages. Participants left with an appreciation and better understanding of how Wikipedia works.

lib1ref in Action

On February 2, 2017, we held our second Wikipedia event. In this session, we walked through the steps of adding a citation to an existing Wikipedia article and shared best practices for selecting sources. Those who were interested in participating in this global campaign but were unable to attend the session still added citations on their own time and shared their contributions with us.

Demographics

This session had 10 attendees, of which 60% were female. Participants included staff members, librarians, and one archivist.

Outcomes

During this session, we had two new users create their Wikipedia accounts. One of them also created a User Page and added a Conflict of Interest Statement. One participant added new content to an underdeveloped article and another participant edited an incorrect article. In terms of citations, 15 were added before the event took place, 15 during the event and 3 afterwards. This accounted for a total contribution of 33 new citations added to existing Wikipedia articles. Participants were excited to learn how to add citations and understood the importance of using reliable sources to back up the article's content.

Next Steps for Wikipedia at IUPUI Libraries

Although our number of contributions was small compared to other organizations (33 citations added), the effort shows that great things can happen when a group of motivated individuals work towards a common goal: making Wikipedia more reliable. This campaign was the right venue to provide a safe environment for those that were hesitant to contribute to the encyclopedia as the task in hand was fairly easy to achieve. Adding citations to Wikipedia during the event gave many the motivation to continue their participation even after the campaign. This proved that the library community is eager and interested in helping shape the 5th most used website, Wikipedia.

As we were thinking and planning our involvement with Wikipedia, we decided to create a GLAM Wiki project page for our library.³ The idea behind creating this page was to have a central place where we could manage the project and to show our commitment to contributing to the online encyclopedia. On this page, new and existing users can find tools and guidelines that will help them

³ "GLAM/IUPUI University Library." Wikipedia 25 Jan. 2017. Wikipedia. Web. 25 Apr. 2017.
https://en.wikipedia.org/wiki/Wikipedia:GLAM/IUPUI_University_Library

get more comfortable with editing Wikipedia. We also offer suggestions for quick edits and share how to get involved with our project. In addition, we provide information about our past and upcoming Wikipedia events. Wikipedia is a widely-used platform and our library employees have access to the necessary resources to improve it. In addition to improving and creating pages about topics relevant to our state, communities, and collections, we are also interested in contributing to ongoing efforts to make Wikipedia a more diverse and equitable information environment.

I Always Hated Bibliographies BUT...

LOU MALCOMB
Emeritus Librarian
Indiana University, Bloomington

There's an old saying "what goes around, comes around" but I never thought it pertained to librarianship. When I became a librarian in 1974 in IU's Government Publications Department, I was assigned the task of compiling some quick bibliographies on hot topics to speed up the process of finding uncatalogued documents for student research papers. It was also an excellent training exercise for a young librarian to learn the art of correctly citing government documents in MLA or whatever style one might be required to use. In clearing out my office a year or so ago, I found a folder of them. The topics probably have not changed much (e.g., drunk driving, endangered species, I-69, and drug abuse), but we might have to add texting while driving to the list now. Once we had cataloged the documents and numerous online databases appeared, I assumed the chore of creating bibliographies would disappear. Citation management software like Endnote and Zotero plus the citation features accompanying many of the major databases further added to my attitude. I was thrilled because I never really enjoyed the task. Retirement has led me to believe I was looking through the rose-colored glasses of academic librarianship.

In various volunteer retirement activities, I have had several people ask me to recommend a list of readings. The hated bibliography is needed by people who do not have access to the hundreds of online databases IU library users take for granted, and also by IU affiliates who do not have the patience to search from one database to the other to assess quality information. Too often librarians assume all researchers know all the databases and which one might be the best for the research at hand. Patrons assume that they will identify and find everything through Google or some other search engine, even though many of the best articles and books might never be found that way. Maybe I am prejudiced too, because many reports, maps, and government documents do not have the level of metadata assigned that would allow them to appear through a Google search. This article explores the three or four topics I have been working on and why bibliographies might be useful even in this electronic age.

At a 2015 meeting in New Castle of the various county cemetery commissions around Indiana, we discussed stone carvers and the way they signed the various tombstones. I was surprised that many of the attendees had not heard of some of the standard works on the topic, so I have been working on a bibliography, that I hope will be published, listing the most important and interesting articles for anyone working in Indiana cemeteries. Because of the limestone industry and IUB's excellent Geology and Folklore Collections, IU librarians are pretty familiar with these topics. IU's own Keith Buckley wrote, with Ann Nolan, *Indiana Stonecarver: The Story of Thomas R. Reding*.⁴ It will surprise no one to discover that many articles are not readily accessible online because they are still under copyright or only available through subscription databases. Stone carvers are studied by scientists because of geology, by the folklorists because of the art and symbolism involved, and by the historians and genealogists because of the documentation of individuals. Information on tombstone carvers and carving has been published in this country since the 1700s in all formats, including newspaper ads,

⁴ Ann Nolan, and Keith A. Buckley, *Indiana Stonecarver: The Story of Thomas R. Reding*, Indiana Historical Society, 1984. <http://www.worldcat.org/title/indiana-stonecarver-the-story-of-thomas-r-reding/oclc/10520839>

scholarly articles and books, instructional manuals, and dissertations. Why should I have expected the everyday citizen to know where all these resources might be found?

Another volunteer organization I have joined is the Indiana Barn Foundation. Many of you know I now live on my father's farm in Jennings County, and the family owns several barns built during the late 1800s or early 1900s. These structures are quickly disappearing from our Hoosier landscape, yet when you drive I-70 from Richmond to Indianapolis or I-65 from IUSE or IUNW to Indianapolis or I-69 from IPFW to Indianapolis, you see the iconic landscape throughout – the old barn with silo either painted beautifully in red and white or abandoned. The greatest barns might be from IU South Bend or IU Kokomo down Route 31 where you see several round barns. These round barns are also disappearing due to windstorms and neglect. A bibliography on barns is rather brief with only a dozen or so books written about barns in Indiana, but I've delighted in some of the mention of barns in local newspapers, often dating when a specific barn was built. The project I've found most interesting is a kind-of then/now look at some of the more iconic barns. Specifically, I have enjoyed trying to locate barns illustrated in the county atlases published in more than 80 counties between 1870 and 1920. An excellent bibliographic guide exists to the microfilm of these atlases, but of course, I wanted to find them online. So, I've prepared a list of where the atlases (but also the county histories) are available digitally. The print copies of both the atlases and histories are frequently available at the local public library but visiting 92 county libraries or using the microfilm is not always easy for barn enthusiasts to do. My little list of where these resources are online could lead to saving some of the more magnificent structures, especially if local historical, agricultural, or genealogical societies could highlight them in articles in local newspapers. Just recently I have been enthralled with historic images of barns and delight on finding images within digitization projects like the Hohenberger Collection at IU,⁵ the Indiana Historical Society Image collection,⁶ and many others too numerous to list. I've not started a bibliography yet on this sort of thing but it is certainly handy for Facebook entries on the organizations for which I volunteer.



Barn in the Jefferson Proving Ground showing a fence between the military district and private owner. Jefferson Proving Ground (located near Madison Indiana) has been closed.⁷

The role of librarians is radically different now than 40 years ago, and yet facilitating information exchange should remain one of our profession's greater contributions to society. Librarians should

⁵ Frank M. Hohenberger Photograph Collection, <https://libraries.indiana.edu/resources/hohenberger>.

⁶ Indiana Historical Society Digital Images, <http://images.indianahistory.org/>.

⁷ See <http://images.indianahistory.org/cdm/singleitem/collection/V0002/id/3413/rec/17>.

remain leaders in making sure research is correctly cited and identified. Compiling bibliographies can ease access when online searches yield the recent, open-access materials, and chit-chat of social media. I am not contending that there is anything wrong with online searches or with social media, yet enabling the public to know there are resources beyond this should be one of the trademarks of our profession.

I still hate bibliographies and the tedious work involved in making sure every citation follows the style manual to perfection. I still hate trying to write annotations that are not too wordy yet convince the reader it's a source that should be consulted. Nevertheless, I relent and have to admit there is still a need, if not a greater need, for them, simply because of the overwhelming amount of information out there. So what goes around has come full circle (i.e., today's researcher may not have trouble finding sources, but discovering the best ones may still need a good bibliography). In conclusion, I searched the Internet to verify the quote "what goes around comes around" and find it is part of a song by Justin Timberlake. Thus, it should not have surprised me that the phrase pertains to librarianship as well as to Justin's broken heart.

Archives Prove Dental Students Actually Had Some Fun in the Past

SEAN M. STONE

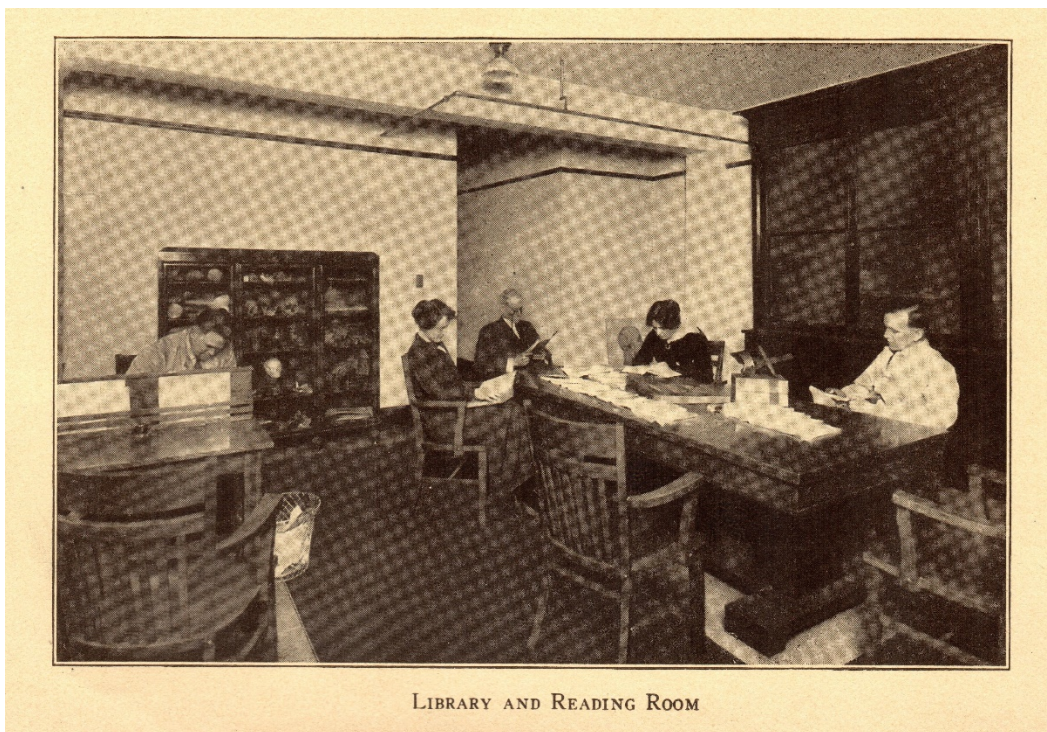
Dentistry Librarian

Indiana University School of Dentistry

Indiana University-Purdue University Indianapolis

We all have libraries full of interesting, and in some cases weird, stuff. It also seems that the older they get the more interesting stuff we find. The IU Dentistry Library is no exception. In fact, due to its age and focus, it is chock full of strange and fascinating stuff hidden away in our archives, special collections, basements, and boxes.

The Indiana Dental College (IDC) opened in 1879. The library opened in 1881, primarily to serve IDC faculty and staff, becoming a more traditional library open to students in 1914. The IDC was purchased by Indiana University in 1925 for \$35,000. Today the library primarily serves IU School of Dentistry (IUSD) students, staff, and faculty but also support oral health professionals and researchers throughout Indiana and the world. It's one of only about five independent dentistry libraries left in North America and likely the oldest.



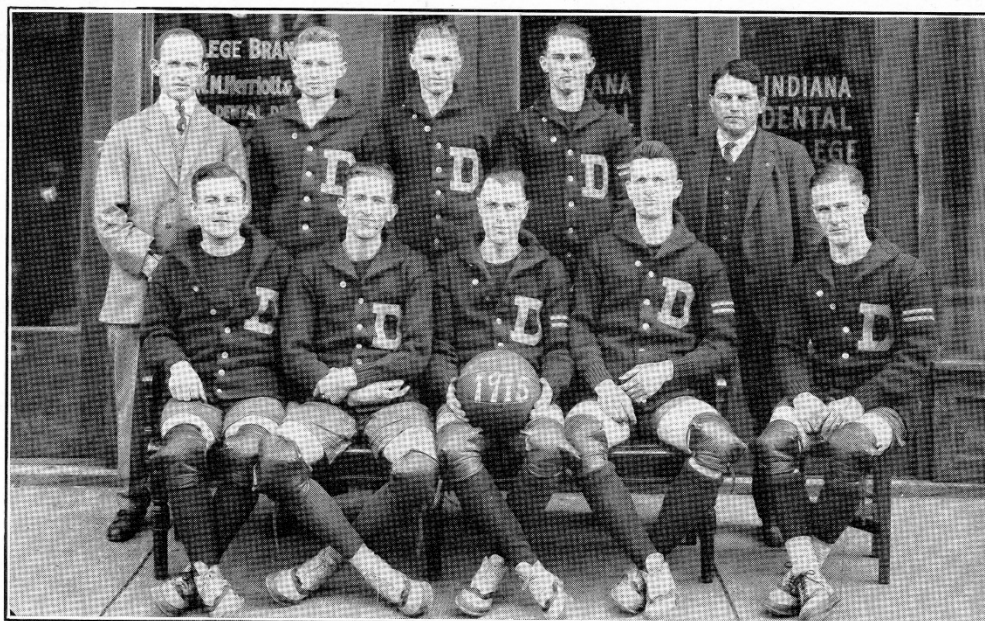
The Indiana Dental College Library in 1914.

While the school has an almost 140 year history of training dentists and oral health professionals, today we're focusing on the lighter side of life as a student at the dental school. Fraternities, clubs, events, and sports play an important role in the lives of dental students and this was particularly true in the early days. Keep in mind that it wasn't until 1909 that dental school required four years of high school (or an examination to prove equivalent knowledge) so the average student was a bit younger than those of today. In the early 20th century, the IDC had societies and clubs like the Shrine Club and

Sojourners. IUSD even had an art club that lasted from the 1960s into the 1970s that hosted several exhibitions of student work.



Today, IUSD gives a strong yearly showing in the IUPUI Regatta, but sports were a greater focus in the early days of the school. In 1910, a football team was started at the IDC, although it didn't seem to last more than a year. Other sports were part of the regular life of students. A 1918 yearbook mentions a \$2.50 fee for tennis. Not surprisingly for a school in Indiana, the most enduring sport was the official IDC basketball team. From 1914 into the 1920s, the sadly unimaginatively named "Dents" (technically the "Dentals" because apparently five letters fit somewhere while seven didn't) played teams from all over Indiana and did pretty well. It should be noted that the 1914-15 curriculum for first year dental students went from 8:30AM-9:00PM, six days a week. One can only assume that students had super-human energy.



BASKET BALL SQUAD 1914-1915

Indiana Dental College Basketball Team, the "Dents," 1914-1915.

The most interesting discovery from the archives was the surprising fact that every basketball game was accompanied by a twenty-two piece, all-student band, the much more imaginatively named "Tooth Pullers." One can only hope that they dressed as they did in the picture for every performance. Does a band dressed like dentists (or dentists acting like a band) give a certain psychological advantage to a team? To put things into perspective, the total student body at IDC in 1915 was around 200 (dental school was three years at that time). There were thirteen on the basketball team and twenty-two in the band, so, about seventeen percent of the students were directly involved despite being in a grueling academic program. That's some pretty impressive school spirit . . . or perhaps just a desperate need for fun.



Indiana Dental College Student Band, the "Tooth Pullers," 1921.

Embedding Research Guides at Point of Need Using LibGuides LTI

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Digital User Experience Librarian

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Overview & Background

In Fall 2016, working with the UITS Canvas team, IU Bloomington and IUPUI libraries launched LibGuides LTI (Learning Tools Interoperability). This tool, available for LibGuides CMS subscribers, allows librarians to integrate research guides into Canvas by adding metadata to the LibGuide itself. That's correct: librarians no longer have to be added to a Canvas course site to embed a research guide!

The goals of the project were to better integrate library resources within the learning management system; increase discoverability of library resources; create a more seamless user experience; and adopt a more unified, systematic approach to meeting information needs. Since the integration, we've been assessing how the embedded guides are being used by faculty and students.

The Integration

An option in the course navigation (named "Library Research Guide" at IUPUI and "Research Help" at Bloomington) takes students to either a generic research guide, a subject guide, or a course-specific guide.

Introduction to Library Research - Overview of the Research Process

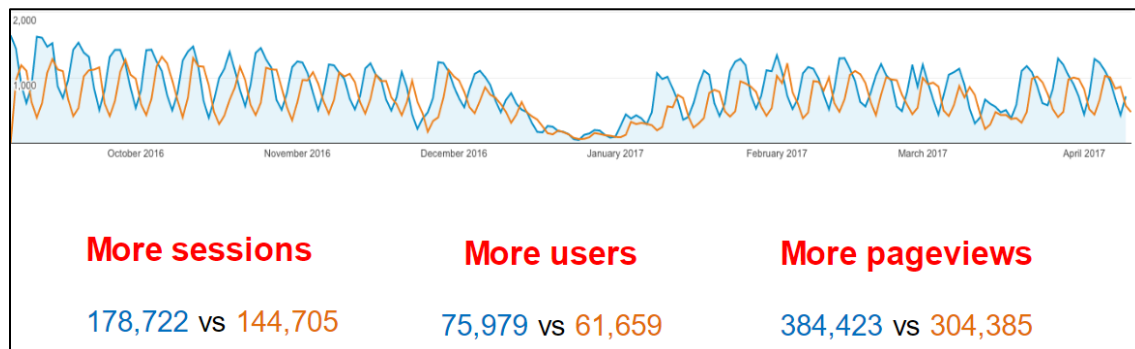
An overview of starting the research process.

Library Research Guide, IUPUI (left) and Research Help, IUB (right).

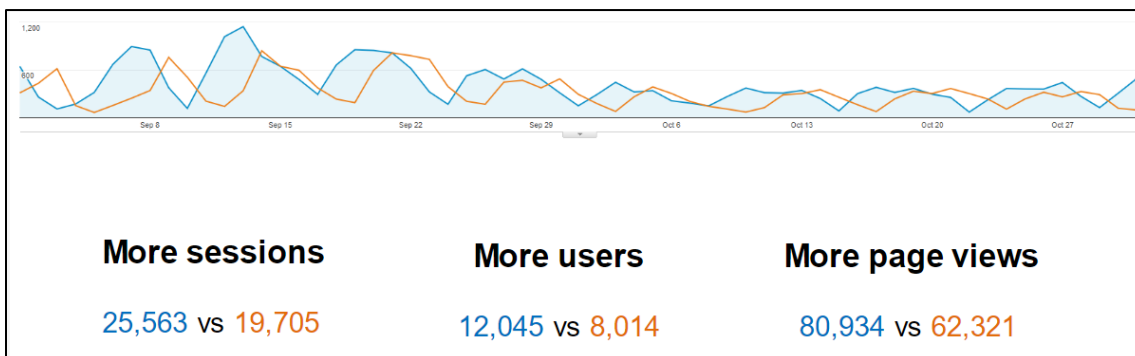
Usage

Overall, both campuses have seen an increase in LibGuides sessions, users, and page views following the LTI integration of that content into Canvas. Usage at IUPUI indicates students use course-specific guides embedded in Canvas more than they use subject guides or the general research guide. This is perhaps to be expected since a course-specific guide is usually created when a librarian is has more of a presence within a class and probably is teaching an Information Literacy session(s). IUPUI also saw that the Library Research navigation link within Canvas had only been clicked in about half of Canvas sites (53% of Canvas sites in Fall 2016, 49% in Spring 2017 through early April). This makes sense as not all courses have a research component, write papers, or bring external sources into their assignments, so that navigation item would be superfluous in those non-Information Literacy heavy classes. Anecdotally, students have told librarians that they do what faculty tell them to do in Canvas. So, if faculty tell students to use the page, they are more likely to do so.

Usage at IU Bloomington is similar to IUPUI's. Students, especially those enrolled in courses with project-based assignments, overwhelmingly use subject specific course guides in Canvas, as well as other modules (e.g., Kaltura videos) embedded within these guides. From 2015 to 2016, the number of referrals to LibGuides from within Canvas jumped from 10% to 87%, which is remarkable given the relatively low promotion for these guides. Interestingly, the number of Bloomington courses in Canvas in which students have clicked on embedded library content has remained relatively steady across the Fall 2016 and Spring 2017 semesters. Nearly one-third of all courses offered in fall, and just over one-quarter of all courses offered in spring have a library presence, with approximately 1900 and 1700 student click-throughs, respectively. This activity is largely attributed to faculty promotion of the guides, even if librarians have not met face-to-face with students in the course.



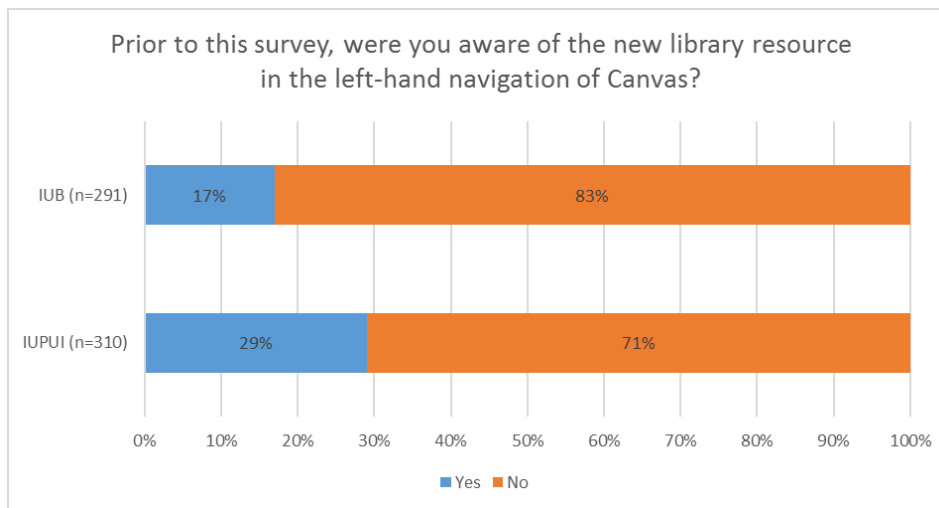
IUPUI Guide Usage: Orange (AY 2015, before the LTI) versus Blue (AY 2016, after the LTI).



IUB Guide Usage: Orange (Sept 1-Oct 31 2015, before the LTI) versus Blue (Sept 1-Oct 31 2016, after the LTI)

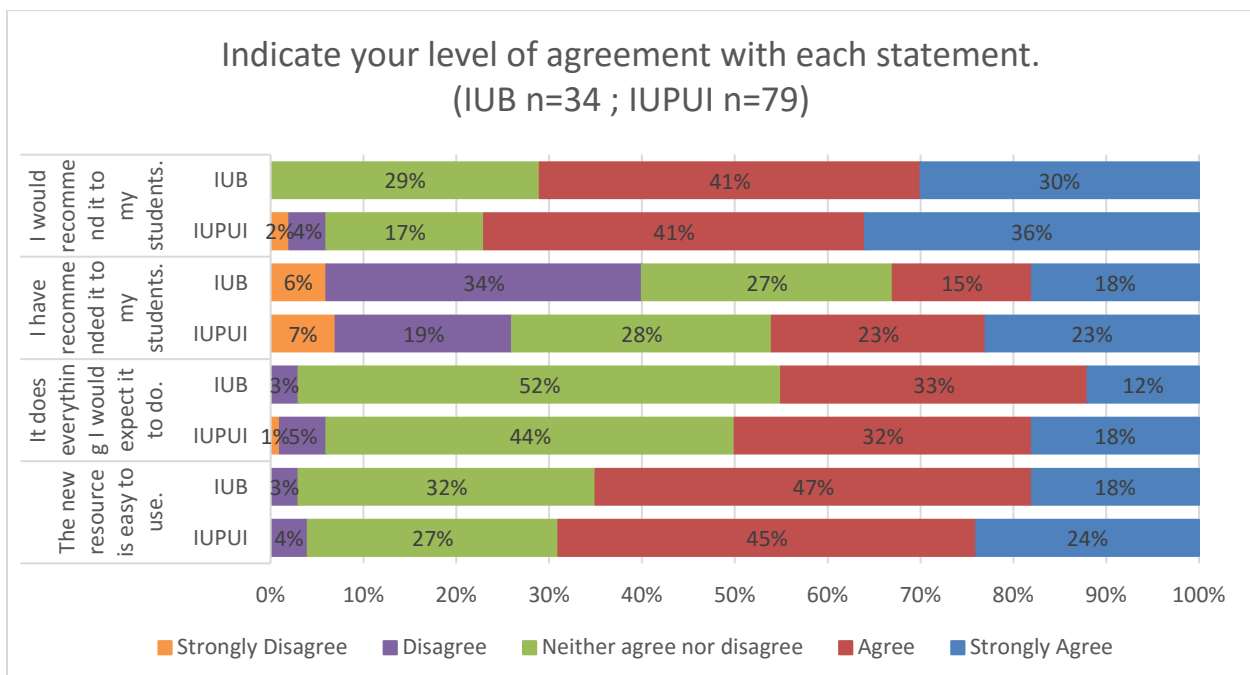
Faculty Response

In Fall 2016, the authors administered a survey to faculty at each campus via a Canvas announcement; we chose this method of survey distribution so that only faculty logging on to Canvas, our target population, would see the survey invitation (IUPUI n=310, IUB n=291). The overwhelming majority of faculty at both campuses – more than 80% at IUB and just over 70% at IUPUI – were *NOT* aware of the library research page in Canvas.



Of the much smaller group that were aware of the embedded library content, a majority at both campuses *agreed* or *strongly agreed* that “they would recommend it to their students” and “that the resource is easy to use.” Less than a majority at both campuses *agreed* or *strongly agreed* that

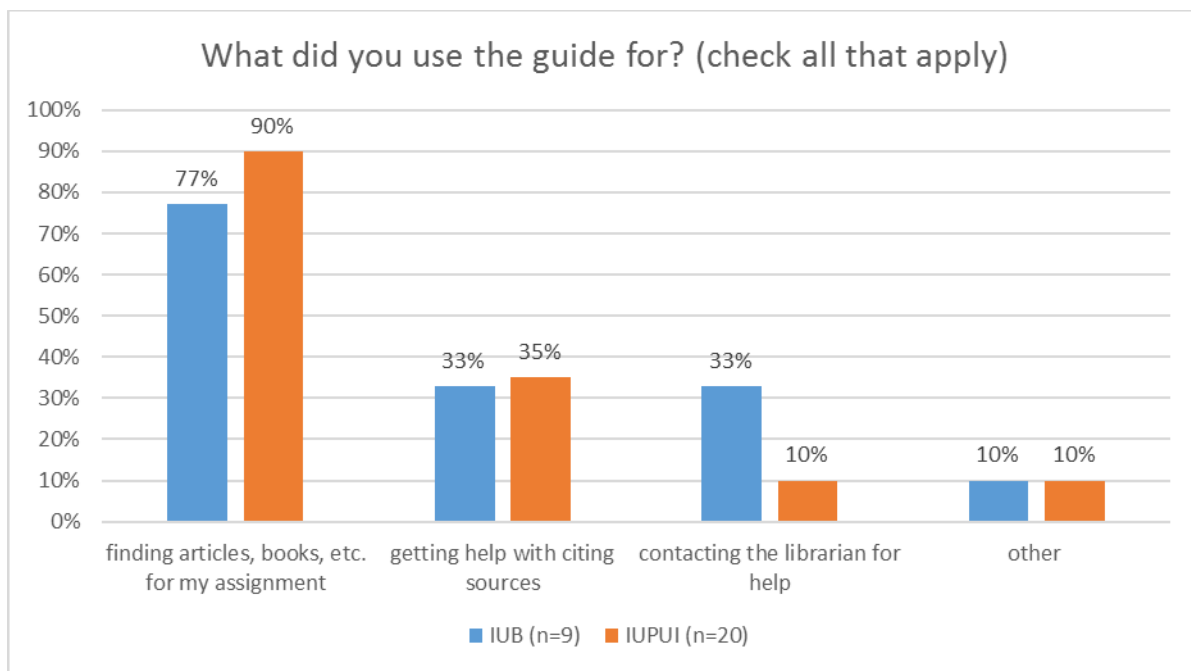
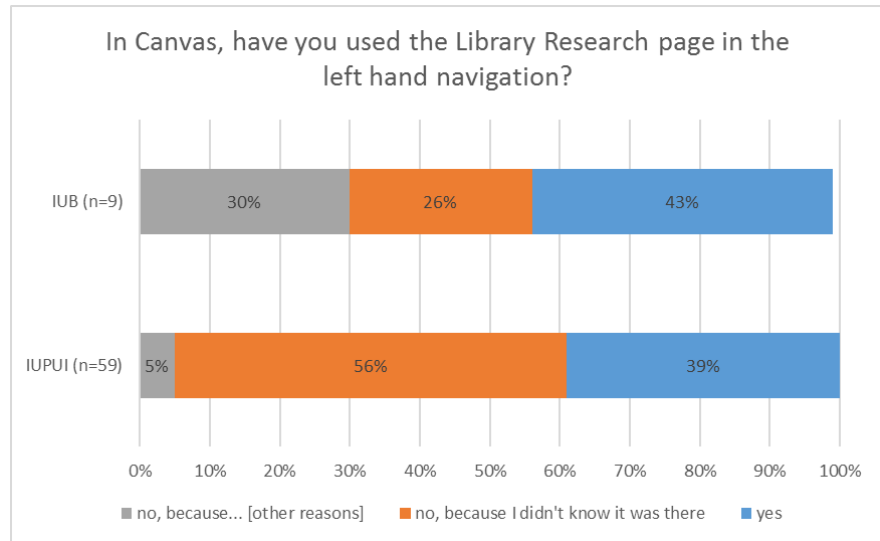
“they have recommended it to their students” and “that the resource does everything they would expect it to.” As mentioned above, faculty mention of Canvas resources may be one of the most important drivers of student use of the library page. So the fact that a majority *would* recommend it, but a much smaller percentage *have* recommended it, is an important thing for librarians to bear in mind.



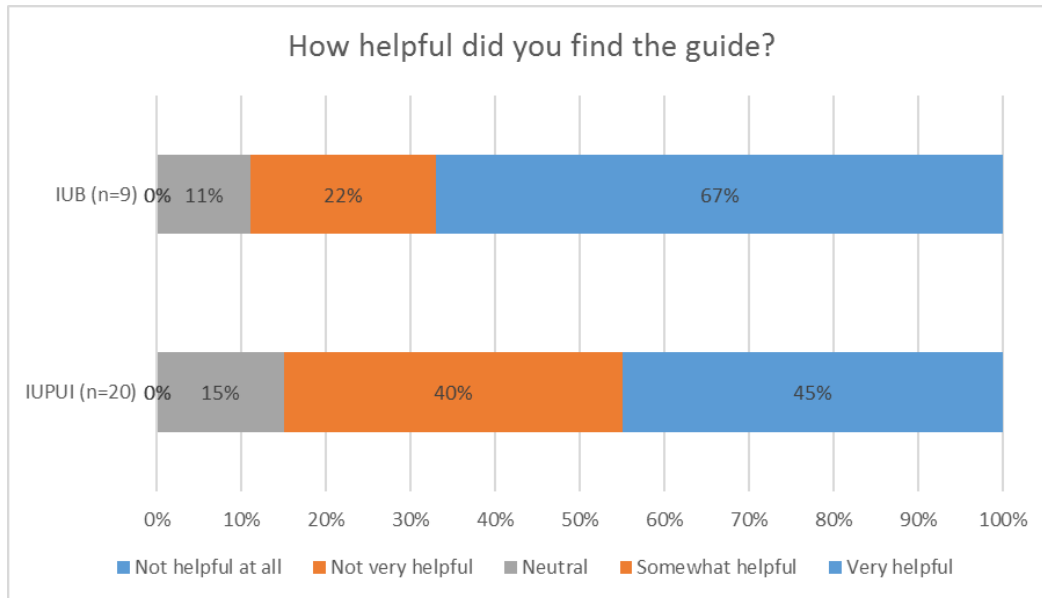
Student Response

This spring, both campuses distributed a short survey to students via Canvas (IUPUI n=59, IUB n=9). Similar to the faculty survey, a majority of respondents had *not* used the Research Guide.

When they did use the guide, the overwhelming majority of respondents used it to find resources (articles, books, etc.) for their assignment.



Happily, a majority of respondents from both campuses found the guide *very helpful* or *somewhat helpful*.



Conclusion & Next Steps

The authors agree that better promotion of the tool to both faculty and librarians is warranted, as is making sure students have a unified, consistent user experience. Librarians are encouraged to build course-specific guides when possible. We'll also be looking closely in Fall 2017 at two new products that were recently purchased system wide, to make sure these tools complement the existing LibGuides LTI content integrated into Canvas course sites: EBSCO Curriculum Builder, an LTI-integrated tool that enables the creation of course reading lists; and EBSCO Discovery Service.

Julieann V. Nilson InULA Scholarship Winners' Essays: 2016 & 2017

JULIE HARDESTY
Metadata Analyst
Herman B Wells Library
Indiana University Bloomington
InULA President, 2016-2017

This year we have multiple years of scholarships to recognize in our Spring issue of *InULA Notes*! Read on for the highlights and the winners' statements.

The Grants and Scholarship Committee received 13 applications for the 2016 Julieann V. Nilson Scholarship.⁸ All applications were strong and our budget was such that we were able to award 3 scholarships to Ava Dickerson, Cynthia Harter, and Andrew Wang.

Ava Dickerson's career trajectory displayed thought and confidence last year and was accompanied by lots of experience and a glowing recommendation! Her interests at the time were in archives and special collections work and improving access to information.

Cynthia Harter demonstrated a strong commitment to public librarianship and wrote extensively about her passion for the profession. She had already gained much experience volunteering and working in the Allen County Public Library system and had ideas for program improvements to better serve the public library patron.

Andrew Wang wrote a powerful statement about diversity and inclusivity for patrons and collection development. He hoped to attend Rare Book School, the Zine Librarian (un)Conference, and the ARLIS/NA and VRAAF's Summer Educational Institute with the scholarship and further his goal of becoming a subject librarian.

The Grants and Scholarship Committee received 16 applications for the 2017 Julieann V. Nilson Scholarship. Both the number and the quality of the applications were impressively high, and this is extremely encouraging for the future of librarianship. The selection process was difficult as there were so many excellent statements and enthusiastic letters of support. Our final recommendation is that this year's Nilson Scholars are Emily Bedwell and Emily Stuckey Weber.

Emily Bedwell shows a genuine passion and enthusiasm for librarianship, as evidenced through her personal story and her volunteer efforts and dedication to public service.

Emily Stuckey Weber has an admirable career goal of working with children and teens and has already gained much experience working part-time with young adults at the Goshen Public Library.

I encourage everyone to read all of the scholarship winners' personal essays and celebrate the support that InULA is able to provide to the future of librarianship!

⁸ For information about the scholarship, see http://www.indiana.edu/~inula/wp_2012/about-julieann-nilson/.

AVA DICKERSON

Throughout my undergraduate degrees in English, French, and Archival Studies, I developed a single personal goal – to make information more accessible and easily obtained by a wider audience. As a student at Indiana University, I continue to pursue this goal through the Master of Library Science program, both in my classwork and through my employment at several on-campus academic libraries by improving preservation, organization, and communication. What began as an interest in the archives themselves evolved into a fascination with their potential purposes and, more concretely, a desire to improve the conditions and rectify the issues I had witnessed in archives and special collections.

As I began to experience archives firsthand, I discovered a number of problems that had not been introduced in my classes. The Sassafras Audubon Society presented their “archives” to me as a file cabinet in the basement of their sister organization’s headquarters, a chaotic jumble of papers – some of which had clearly been submerged in mud – that had been dumped untouched into the cabinet. Between the total lack of arrangement and the inclusion of unrelated items, such as a shoe-shine cloth from a 1968 Holiday Inn, the majority of my tasks as head archivist went into creating and imposing order on the documents. Because the Indiana State Archives boasted a large number of volunteers who maintained the majority of their projects, the high turnover led to a disjointed system of individual vocabularies that was nearly impossible to search. Hundreds of textiles sit untouched, unexplored and unexhibited in the Monroe County History Center’s collections room because they have either been cataloged improperly and cannot be found or simply have not been entered into the system at all. Furthermore, the catalog had no public access, barring researchers from exploring and making use of the collections digitally or physically. As I encountered these issues, I realized they fell into three main categories: inaccessibility due to disorganization or non-digitization, discontinuity in staff and administration retention, and lack of awareness of resources.

These issues could be diminished – if not completely eliminated – through improvements to preservation, organization, and communication, the main tenets of my approach to information management. Specifically, I plan to explore and implement procedural guidelines, controlled vocabularies, digitization and social media as tools. Regardless of my position or specific duties, my tactic for starting any archival or special collections project begins with the creation of a clear set of rules and guidelines to follow, a tool I discovered left by my predecessor at the Wylie House Museum which ensures continuity in the collection’s organization. When I finished my internship in textile inventory for the Monroe County History Center, I created a detailed outline of my procedure, as well as a controlled vocabulary that would ensure the records could be retrieved and the objects accessed. Using PastPerfect, Microsoft Access, FileMaker Pro and The Museum System, I have had the opportunity to digitize countless collections by photographing artifacts and generating metadata, both preserving the original manuscripts by reducing physical use and increasing the scope of the content’s reach. Though my firsthand social media experience is derived mainly from my experiences in publishing, I have witnessed the increase in patronage at the Lilly Library in coordination with the revitalization of the Lilly’s Facebook and Twitter pages, illustrating the significant impact of awareness in a collection’s use.

With the help of the Julieann V. Nilson scholarship, I will pursue projects without regards to financial compensation, expanding the breadth of situations in which I can intervene and apply archival solutions. For example, I am candidate for an internship with the preservations specialist of the Library of Congress, but I would be unable to participate in this opportunity without outside funding

such as this scholarship. Though I plan to declare a specialization in Archives and Records Management, my experience at the Lilly Library and the research proposal I crafted to study the degree of user-centered design in special collections facilities have revealed that issues of organization, preservation, and communication plague special collections as well as archives. For this reason, I plan to take classes in the Rare Books and Manuscripts specialization, both because I feel I could increase my knowledge base in this area and because our Rare Books track features classes with Joel Silver, a recognized expert in rare books reference and bibliographic studies. Due to the additional costs of taking classes outside of program requirements, the scholarship would allow me to expand my breadth of experience to special collections in addition to archives, thus preparing me more thoroughly to preserve and improve a wider range of collections.

Over the next 14 months leading up to graduation from the MLS program, I plan to continue the three positions I currently hold: graduate tutor with Writing Tutorial Services, reference attendant at the Lilly Library, and interlibrary loan assistant at the Jerome Hall Law Library. I plan to complete internships with manuscripts archivist Craig Simpson at the Lilly Library and Dina Kellams at the IU Archives to gain experience with EAD and XML as well as further my existing knowledge base of best archival and special collections practices in processing. My ideal position, manuscripts archivist or manuscripts curator, will likely entail hands-on preservation and digitization to improve the sustainability and accessibility of collections, as well as possible outreach to increase awareness of the resources, depending on the size of the institution. By combining the knowledge gained through my previous experience in archive, museum, and library settings with the theoretical and technical proficiency I will acquire through my final year of my MLS and the opportunities presented through the Julieann V. Nilson scholarship, I will represent the ideal candidate for a position in the digitally driven information management field.

CYNTHIA HARTER

I love working for my local public library. The public library is a place to be part of your community. As a public librarian you get to know your patrons; you watch children grow, help them create lifelong relationships with books and learning, and develop a sense of self; you get to help an elderly person create an email address for the first time, use GoogleMaps to look up their son's new house, find the phone number for a local doctor with a simple web search; you figure out which book a patron read ten years ago and loved, but just can't remember the title or author of it. The public library also provides anyone the opportunity to better themselves through education. Although there are many wonderful academic institutions, access is often limited to those with financial means or social connections. Public libraries provide the means for a person to educate themselves; a person merely needs to be responsible with library materials and they are granted access to books and articles on every subject, music and film from every genre, and the latest in technology. I love the public library for all it offers, everything it stands for, and all of the potential it holds for the future benefit of society. There have been times in my life when the library was the only place I could turn to; in my time working for my local public library I have seen many other people for whom this was also the case. I believe librarians are charged with creating a welcoming and open environment that invigorates and inspires the public to utilize its services. We are called to champion information literacy, uphold the value of equal access to all, and push the limits of what defines a library service. I feel passionately that libraries are essential to a healthy and successful society; all librarians should be prepared to defend the value of libraries and strive to make them serve their community to the fullest, constantly evaluating to see if more could be done. I am ready to take up these charges; I have decided to dedicate my life's work to public librarianship.

My first professional experience in a library was at the Ball State University Bracken Library as a student assistant in the interlibrary loan department in 2006. I enjoyed my time there, particularly helping students find materials for difficult research projects. I continued with my education, eventually transferring to the Purdue campus in Fort Wayne to finish my Bachelor of Science in Mathematics. I worked several jobs, hoping to find a career that was stimulating mentally while fulfilling my desire to help people. I kept feeling dissatisfied with my options, however, and decided that I should consider pursuing an advanced degree. While doing research on various career options I discovered that a Master of Library Science degree was required to pursue a career as a librarian. I fell in love with libraries and learning at a young age and suddenly being a librarian seemed like the perfect option for my interests, skills, and aspirations. I immediately applied for the MLS program at IUPUI and was accepted to start in August 2014. In February 2015, I began volunteering at the Georgetown library branch of the Allen County Public Library (ACPL) system in Fort Wayne, IN. I developed wonderful relationships with the librarians and staff there and was offered a position as a Children's Assistant that summer. I was able to get experience helping patrons, assisting with programming, and getting to know the inner workings of a public library branch. After the summer position ended I was offered a position as a temporary Librarian I, which enables me to fill in for library staff across the ACPL system in any department. I have had the opportunity to work in youth and adult reference and circulation departments while getting to meet and learn from experienced librarians and paraprofessionals. I have also been fortunate to have many wonderful instructors while working towards my MLS at IUPUI and have had the opportunity through class assignments to go into the community and observe at many different types of libraries. I would like to continue to develop the relationships I have cultivated via ACPL and IUPUI. I feel very fortunate for my experiences; the knowledge and connections I have gained are invaluable.

Encouraging information literacy should be fundamental in the public library. I once helped an elderly man who initially asked for help retrieving a forgotten password; he wanted to apply for a job online and needed access to his email. I soon found out that he did not have the basic skills necessary to type in a web address, let alone fill out a detailed job application. I was grateful to have time available to sit with him; I was able to show him how to access and proceed through the application while teaching him some essential computer and internet skills in the process. There have been several times when I did not have the time to help patrons learn these kinds of skills, however. Too often librarians are preoccupied with daily tasks and forget the greater goal of information literacy. Patrons recognize this and are therefore less likely to seek assistance. Libraries should have services dedicated to educating the public on basic technology and internet skills, in an environment that encourages patrons to utilize those services. The technology available at the public library provides patrons access to employment, the opportunity to learn new skills, and the ability to connect with family, friends, and even their global community. I believe this connectivity makes for better citizens and a better society.

Basic technology skills should be just the start. Our library system already offers free tax help during tax season; I would like to coordinate with other community organizations to offer services such as free help applying for government services, help with job searching, counseling, or childcare. I want to develop innovative programs that benefit the community, particularly the underprivileged. I want patrons to feel ownership in their library, that it is working for them. I want to be present for the patrons in my community. I want to make sure I am constantly educating myself on the latest trends and innovations in libraries and work to make them available to my patrons. Most importantly, I want to help create an environment that emboldens patrons to utilize the services available to them to better themselves, their families, and ultimately their communities. I have lived in the

Fort Wayne area nearly my entire life so I am invested in its betterment, I understand its needs. I am not sure what professional title I will hold in the future, I only know that I have fallen in love with public librarianship and cannot see myself doing anything else. I want to continue to make the most of my academic and professional opportunities so I can become the best librarian I can possibly be, to help my community flourish and succeed.

ANDREW WANG

The foundation of my librarianship philosophy is deeply rooted in personal experiences. Growing up as a second-generation, homosexual Asian-American, I was faced with ignorance among my peers, my teachers, and my family. I developed a fascination with visual communication—namely painting and drawing—as a way to transgress the silencing to which I was subjected by prejudice, cultural-linguistic barriers, and general misunderstandings. As I continued practicing and studying art, I decided to focus on colonial Latin American visual culture as my area of specialization for my undergraduate degree in art history. I chose this subject largely because of my personal connection to some of the pervasive themes in the discourse; the syncretistic art of the era suggests a culture of transformation, oppression, and liminality. Through my own research and personal experiences, I came to understand the significance of libraries and their role in promoting cultural understanding and diverse perspectives, especially for overlooked and underrepresented subjects.

My philosophy in librarianship centers on inclusivity, regarding both patrons and collections. I believe that libraries should not place value judgments on one's intention in research. Library patrons should have equal access to library collections regardless of whether they are authoring a book, conducting undergraduate research, or are simply being inquisitive. As for inclusivity in collection development, I am a strong proponent of special collections of images, manuscripts, materials, and other unique objects, in addition to the more typical books, serials, archives, and digital resources. Much of my own research continues to strongly depend on accessibility to rare collections, especially digital collections of images and rare books. I also believe in collecting a variety of perspectives, especially for contentious subjects. Promoting diversity in both researchers and collections is necessary for generating dynamic dialogues and expanding our understanding of the world around us.

To act on my philosophy would require me to maintain active roles not only in information storage, but also in information production, embedded librarianship, and diverse collaborations. In my former position as Library Coordinator of the GLBT Library at IU, for instance, I managed to establish a new zine collection, but recognized that it would be useless if I did not make outreach efforts. In order to develop and promote the collection, I created an accessible finding aid online, collaborated with a course to present a zine-making workshop, and organized a leisurely program to introduce zines in a residence hall. This project represents many of the core values I hold in librarianship. In developing this collection, I provided a platform for marginalized communities, made connections with academic departments and student organizations, and provided unique titles not found anywhere else on campus.

In my extensive work experiences as a student, I have come to recognize that my goal is to be a subject librarian in the arts (and humanities) at a small academic institution. I truly excel when I am stimulated with multiple projects and responsibilities. In my position as president of the Society of Art Librarianship Students, for instance, I am tasked with organizing trips and tours, professional development workshops, and a wide variety of projects we have undertaken (one of my favorites includes developing our own zine). We have managed to curate displays at the Fine Arts Library,

provide research consultations for undergraduates, implement fundraising events, collaborate with librarians throughout the Midwest for professional development workshops, and much more. At a smaller academic institution, each librarian is generally expected to take on a greater variety of responsibilities that are generally divided among multiple librarians at larger institutions. Having experienced projects ranging from public services to technical services, from collection development to user studies, I aspire to work professionally in such a dynamic, multi-faceted position.

In order to continue expanding my skill set, I recognize that I must seize as many opportunities to participate in extracurricular activities as possible. In my dual degree program (MLS/MA Art History), I do not have the opportunity to enroll in many elective courses. To supplement my courses and jobs on campus, I will be attending the ARLIS/NA and VRA joint conference this March to present the GLBT Library's Zine Collection as well as a user study project I conducted on comics in art libraries. Additionally, in summer 2016 I hope to attend the Summer Educational Institute (hosted by ARLIS/NA and VRA), Rare Book School, and the Zine Librarian (un)Conference. Though I have been awarded scholarships for some program fees, travel costs may inhibit my ability to be present for some of these events. I would greatly benefit from receiving the prestigious Julieann V. Nilson Award as I continue building momentum before I enter the job market. I believe that attending these conferences and workshops, coupled with my experience, passion, and determination, will provide me greater opportunities for achieving my goals. Thank you for your time and consideration.

EMILY R BEDWELL

The library has always been a part of my life. For as long as I can remember, the library has been a place where I can dream, work, explore, question and challenge my own views of the world. As a child, the library was the place where I went to escape the real world and find new friends between the pages of great stories. As a college student, the library was where I went to find information and new ideas. And now, as an adult and graduate student, the library is the place where I go to expand my view of the world and embrace the complicated history we create every day as citizens.

I have long admired librarians and the library as an unbiased place where learning was celebrated, where it was okay to ask questions, and where the constant drive to be more well-rounded citizen of your town and city was encouraged. Libraries are places where everyone is allowed equal access to information and where everyone has the right to learn and dream and explore the entire world, not just a specific corner.

I grew up in a rural community in northern Indiana. Our small local library and the school libraries did the best they could to create balanced collections that contained what we wanted to know – and what we didn't know we needed to know. When I moved to Bloomington, Indiana, in 1997, I was amazed at the size and scale of the university libraries, but more so by the size and scale of the local public library. I think it was when walking through the Monroe County Public Library as an adult member of the community that I first realized that I wanted to be a public librarian.

My long and winding path to graduate school included receiving an LTA from Ivy Tech Community College in 2011 and then finally entering graduate school in 2016. The challenges of doing an online program like this are vast. I still work a full-time job, participate in the local volunteer theater company, and am an active member of the Friends of the Library Board. The balance of work, school and life is a hard one, but it is a challenge that I embrace readily daily. Each class I take and each fellow student I meet helps me to see that the career path I have chosen is exactly where I am supposed to be.

I truly believe that libraries are more important now than they have ever been before. Libraries are places where equal access to information is guaranteed, and where people of all walks of life can apply for jobs, learn about their government and leaders, find great books, and be engaged in their world. While libraries will always house physical collections, the libraries of the modern era also provide internet access, computing power and skills, and teach users the importance of accurate research.

There are few things that get me more excited than watching users interact with library staff. When the conversations are a good balance of giving and receiving information, everyone walks away feeling like some good was done that day. In a world where there is instant access to thousands of pages of bad data, the role of the librarian is to help people find the good and right information – to connect information to users at the time they need it most. This exchange and interaction is what excites me most about my future as a librarian. I not only want to help people find the great books they love, but I also want to help people learn how to use the internet wisely, to connect to the world at large, and to sift through all the information available to them to find what they really need.

I am excited to be a librarian in the 21st century. I look forward to the challenges that come with ever-changing communication and technology and am excited to harness those tools to help ensure that the library continues to be a relevant and important part of local communities for a long time to come.

EMILY STUCKEY WEBER

I have dedicated my career to working with children as an environmental educator, library technician, middle school science teacher, and reading instructor. I have found my greatest passion in my work with adolescents, especially middle school students. At this age, students possess a natural curiosity about the world, as well as great enthusiasm for learning. They ask meaningful questions about why the world operates in a certain way. Adolescents are willing to try new things and create innovative solutions to issues in their community and their world.

My work with adolescents helped me discover my current career path of becoming a library and information science professional. Being a librarian brings together my passions for literacy, education, information literacy, discovery, and inquiry. I am energized by the opportunity to grow and change throughout my future career as advances in technology and new educational trends continue to change the work of librarians. In fact, change and adaptation are two of the things that draw me to this profession, because I want to remain curious and learn new skills and techniques throughout my career. I am a lifelong learner who is always excited to explore new concepts, so I know this career will suit me well.

Though I am only in my second semester of the MLS program, my coursework at IUPUI has shaped my philosophy of patron service and underscored the importance of intellectual freedom. Reading and discussing the ALA Code of Ethics and RUSA guidelines in my reference course has helped me advance my understanding of the importance of librarians in our society. The Code of Ethics helps me ground my practice in providing equitable access to resources and serving everyone who walks through our doors. I feel a greater sense of purpose in my work knowing that these ethical tenets are the foundation of our practice. I am empowered knowing that I promote social justice and equality every day in my work as a librarian. The RUSA guidelines also have helped me deepen my sense of call, especially the guidelines on working with a variety of user populations including teens, LGBTQ individuals, and Spanish-speaking patrons. These guidelines provide concrete ways to ensure

libraries provide equitable services to all users. These documents have helped me internalize our mission as librarians and motivates me to continue to learn more to move my practice forward. My coursework has solidified my commitment to work with adolescents, to help them access high-quality information on any topic of interest, and to support their right to read whatever they choose.

In my current work as teen programs coordinator at the Goshen Public Library, I regularly assist teen patrons with their information needs and readers' advisory requests. I also collaborate with teens to plan engaging programming that allows teens to try new things and explore their interests. I am able to provide teens with experiences they likely would not have access to otherwise. Since I am working in the library field while studying in the MLS program, I am able to apply the skills and concepts I am learning in class to my daily work. I am honored to work with the teenagers in my community, and take my role as a role model and educator seriously. Teens are full of energy and curiosity, and I greatly enjoy the opportunity to support their interests and provide books and other informational resources that expose them to other cultures and ideas to expand their worldview. I also find it incredibly important to include resources in our collection that allow teens to see themselves in literature and nonfiction. Adolescents are figuring out their identity and who they want to be. This is a critical time to ensure they know they are not alone, and that other young people have faced issues similar to their own.

My goal upon graduation is to work with adolescents in a school library. I envision my future school library as a place where both students and teachers are accessing information, collaborating, and creating. Schools need libraries to be centers of innovation and creativity. As a school librarian, I can help shape the academic culture of a school by teaching information literacy skills. I will also have the ability to collaborate with classroom teachers to support student learning. In a middle school or high school setting, the library should be a space for students to learn new skills, socialize, and collaborate together. Libraries should also be places for students to use technical equipment to become digitally literate individuals. My future library would include a Maker space where students apply their classroom learning and explore their own interests by creating products of their own design. I want to bring my background in biology and environmental science into my work as a librarian. I have a strong interest in the STEAM fields and would like to provide authentic experiences in STEAM careers for students. The school library is a natural place to foster interest in the arts, math, and sciences. I see my role as a school librarian as a way to help shape the future. I want to improve society by helping students become passionate learners who change the world.

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



Sarah Crissinger will join Indiana University as the Scholarly Communication Librarian in early May. Sarah received her MLS from the University of Illinois at Urbana-Champaign in 2015. In her previous role as Information Literacy and Scholarly Communication Librarian at Davidson College, she created open access programming and led two open educational resource (OER) initiatives. Sarah's research is focused on open pedagogy, critical open education practices, and undergraduate student scholarly communication outreach. She currently teaches a Library Juice Academy course on OER for librarians and information professionals across the country.

Sarah is moving to the area with her fiancé, Seth, and their dog Wrigley. In addition to visiting family and friends in the area, Sarah is looking forward to exploring the dog parks and walking paths with Wrigs!



Allison McClanahan began her position as Collections and Cataloging Librarian for the Archives of Traditional Music at IUB in January of 2017. She holds an MLS degree with two specializations in Music Librarianship and Archives and Records Management from Indiana University and a Bachelor's of Arts in Music Industry from Indiana University Southeast. During her time as a graduate student at Indiana University, she held positions with the Media Digitization and Preservation Initiative, the Latin American Music Center, the Archives of African American Music and Culture, and an internship at Butler University in Indianapolis, Indiana. She has presented and published in the topics of categorization and representation of ethnic and cultural minorities in archives and music, selection and preparation of audiovisual materials for mass digitization, and archival processing of music collections.

Outside of the library, she enjoys spending time with her husband and pets (and showing off pictures of said pets), drinking tea, binge-watching Doctor Who, crocheting, and listening to her vinyl record collection.



Maureen Maryanski is the new Education and Outreach Librarian at the Lilly Library. Prior to this position, she was a Reference Librarian for Printed Collections at the New-York Historical Society since 2012. She earned her MLS specializing in rare books and manuscripts and an MA in History from IU in 2012. Before working at the New-York Historical Society, she was a Dance Preservation and Archives Fellow with the

Dance Heritage Coalition where she got to work with smaller institutions and dance companies on best practices for preserving and organizing their materials.

She is originally from Indiana and is delighted to have returned to her home state after a few years in New York. She used to be a modern dancer, but these days she's more likely to be found in a yoga studio. Maureen is a pie-loving bibliophile, Anglophile, and feminist. She also enjoys old films and hopes to start learning bookbinding now that she's back in Bloomington.



Meg Galasso joined the Indiana University Kokomo Library in March 2017 as the Information Services Librarian and Archivist. In this role, Meg coordinates reference services, manages the campus archives, and assists with information literacy initiatives. Her research interests include issues of diversity and social justice in the creation, accessibility, and utilization of information. She received her Master of Library Science from Indiana University Bloomington, her Master of Arts in History (specializing in the African Diaspora) also from IUB, and her Bachelor of Arts in History from DePauw University. Meg dedicates her time outside of the library to teaching history and composition at the Indiana Women's Prison and obsessing over her beloved kittens, Fury and Rosie.



Isabel Planton has worked for the IU Libraries for the past eleven years in every capacity available: first as a student, then as support staff, as professional staff, and now as a librarian. She happily accepted her first full-time job in the Public Services Department at the Lilly Library in 2011. She has always had an interest in public service and reference, so she views her current position as Public Services Librarian at Lilly as a wonderful match. She is excited to become more involved with teaching and social media in her new position. She enjoys the bustling research and teaching library because every day brings new challenges and she gets to see so many wonderful parts of the collection.

Outside of work, Isabel enjoys dancing, biking, and yoga. Her current dance style of choice is Kizomba (as any of her immediate co-workers can tell you) but she also enjoys swing dancing and even square dancing. She is currently reading in preparation for a Rare Book School course in July and for a few casual book clubs.

Colophon on the Move!

Mary Uthuppuru
Bloomington, Indiana

Colophon Book Arts Supply is moving to the Midwest! Mary Uthuppuru will be picking up where Nancy Morains leaves off and will work hard to continue to help preserve and expand the tight knit community she has fostered through Colophon.

Nancy stands out among vendors as each year as she has smilingly represented Colophon at the Guild of Book Workers Standards of Excellence seminars and the Paper and Book Intensive among others. There are large shoes to fill after Nancy's long years running Colophon, but Mary will enthusiastically continue to connect people with the quality tools and supplies they depend upon including a wide selection of supplies that serve the needs of the book arts, bookbinding, marbling, and conservation fields.

This June, Mary will be driving the inventory from its former home in Lacey, Washington to its new home in Bloomington, Indiana with the help of friend and cohort, Brien Beidler. Opportunities to see Colophon in transit will be announced online and through social media, so keep an eye out for more info about the trip!

www.colophonbookarts.com

Mary Uthuppuru began her career as a conservation technician at the Lilly Library, and in 2010, became a full time book artist and book binder working under the name Spring Leaf Press at her home studio in Bloomington, Indiana. She creates artist books, bindings, boxes, and prints inspired by science, literature and nature. Mary is ecstatic to bring her experience to this new role as the owner of Colophon.

Research Incentive Fund Report

ANGIE THORPE
Digital User Experience Librarian
Indiana University, Kokomo

In May 2016 I was awarded a generous grant from InULA that allowed me to travel to the NASIG 31st Annual Conference in Albuquerque, NM. Formerly known as the North American Serials Interest Group, NASIG's purpose is to promote and support the information resource lifecycle, with an emphasis on scholarship, serials, and electronic resources.⁹ With broad categories such as these, NASIG, then, is a community of information specialists with expertise spanning serials, acquisitions, discovery services, emerging technologies, digital services, access services, and electronic resources.

At the conference, I and my colleague, Ria Lukes, presented a research project we conducted during spring 2016. The title of our presentation was, "Using Course Syllabi to Develop Collections and Assess Library Service Integrations." This presentation shared the methodology and results Ria and I realized for our research. We described how we collaborated with campus faculty and staff to obtain syllabi spanning the 2015 calendar year and then performed a content analysis for the 477 syllabi we collected. In our session, we reported the extent to which different resource types (e.g. books, databases, legal cases, etc.) were represented in syllabi and the percentages of those items held by our library. Our results included:

- The top four resources we found listed in syllabi were: books (52%); websites (24%); media, including DVDs and TV series (10%); and periodicals (9%).
- Of the books represented on syllabi, our library did not lease or own 87.3% of the titles. Upon further investigation, we found that the majority of the books we do not have are textbooks, and our current collection development policy specifies we do not normally purchase textbooks.
- To evaluate the integration of the library within courses, we checked whether the word "library" was specifically mentioned in syllabi. Only 29% referred to the library, and glaring omissions were our robust LibGuides and the concept of librarians as experts.

Although we originally began this project to evaluate and develop our collections, we also discovered the negligible and disheartening lack of library presence within syllabi. However, we were encouraged by the inclusion of research assignment subjects and types within syllabi, as well as concepts we could match to information literacy themes.

Other sessions at the NASIG 2016 conference, as well as other similar national conferences, have reported on library acquisitions of course-adopted texts, which are based upon lists acquired from university bookstores. Sharing this presentation allowed Ria and me to demonstrate an alternative and more comprehensive option for targeted library material acquisitions. Feedback from the presentation indicated other librarians planned to explore similar projects at their institutions. Additionally, since the presentation, Ria and I have proceeded with our project by discussing resource and library integrations with specific faculty; this work is ongoing. Future phases of this project include: continuing to identify courses and assignments we should further scrutinize in order

⁹ NASIG, Vision & mission, 2016.

http://www.nasig.org/site_page.cfm?pk_association_webpage_menu=308&pk_association_webpage=186

to inform our collecting levels; using known assignments to develop LibGuides faculty may post directly to their course sites within our campus Learning Management System; and reviewing alternate acquisition models, such as SUPO (single user perpetual license) or MUPO (multiple user perpetual license) options. I am grateful to InULA for its support of this project.