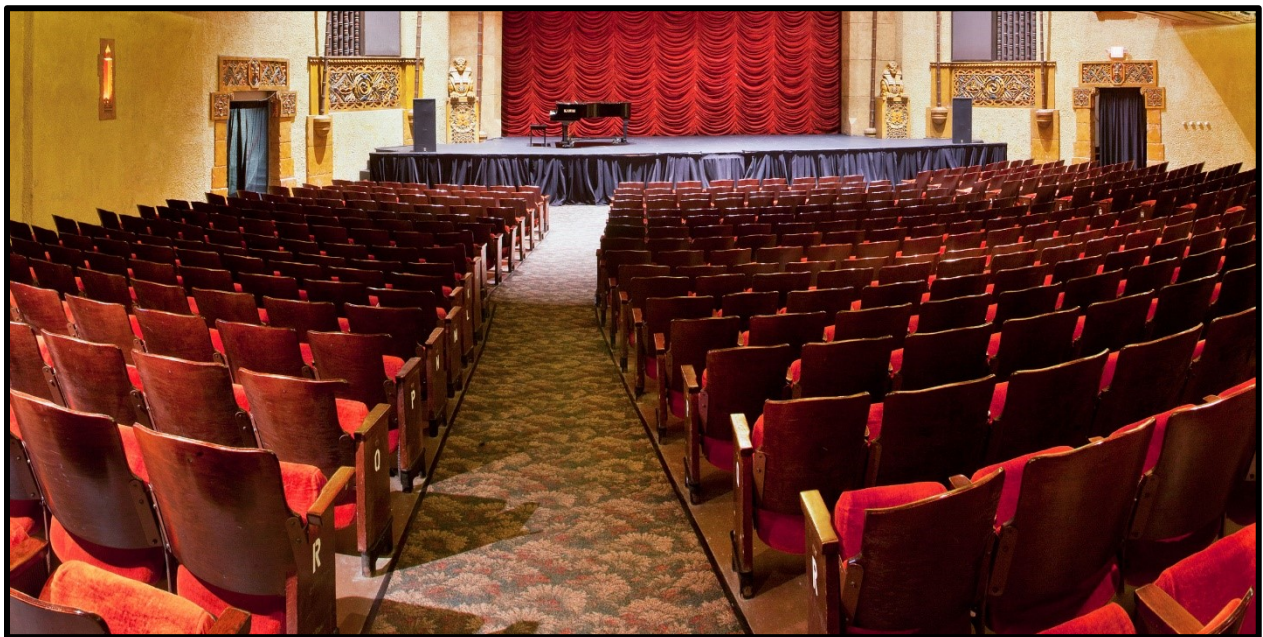


# inula *Notes*

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This issue of *InULA Notes* was compiled and edited by members of the 2018-2019 *InULA* Communications Committee: Rachel Hinrichs (IUPUI), chair; Gemmicka Piper (IUPUI), vice chair; Sara Lowe (IUPUI), board liaison; Kate Moore (IUSE); Beth South (IUE); and Frances Yates (IUE).

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## Letter from the President

ALLISON McCLANAHAN  
Collections and Cataloging Librarian  
Archives of Traditional Music  
Indiana University Bloomington

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April 2019

Dear InULA Members,

As the Spring academic calendar draws to a close, I would like to reflect on InULA activities since the last issue of *InULA Notes*.

The Board is happy to announce the reinstatement of the Staff Professional Development Award, and is thankful to the Scholarship and Grants Committee for all their work to resurrect the award and update the documentation in time to call for applications during the third cycle of Research Incentive Grants. This year we will be awarding two awards for staff professional development of \$500 each to support professional development goals and progress for staff within the IU Libraries community.

Our other committees have also been hard at work. Book Sale Committee and volunteers held the annual book sale this past weekend after months of hard work and preparation, which raised over \$4,000 to help fund our grants, awards, and scholarships. The Communication Committee has put together another wonderful issue of *InULA Notes* and has worked to amend our Creative Commons options for submission as well as making language in their documents more gender-inclusive. Constitution and By-Laws Committee has been working to compile feedback and historical documents regarding the ongoing effort to make InULA membership more inclusive at all levels to the entire IU Libraries Community. Program and Social Committee has planned and scheduled our IU Libraries Networking Colloquium (May 31, 2019 from 9:30AM-2:00PM at the Ruth Lilly Law Library at IUPUI) and the 2019 InULA Business Meeting (May 17, 2019 from 12:00PM-2:00PM in Herman B Wells Library Room E159 at IU Bloomington). We hope to see you there! In addition, I would like to thank our Chairs, committee members, and volunteers who made all of this possible!

In my last letter, I discussed the benefits and value of InULA and what membership in InULA means. This conversation within the Board has continued since then, both in discussions of our move forward with the proposed revisions to the Constitution and By-Laws, and in considering the motto that appears at the top of our website ([www.indiana.edu/~inula/wp\\_2012/](http://www.indiana.edu/~inula/wp_2012/)): "Librarians Serving Librarians". It's true, many of our members are librarians, although not all. InULA and the IU Libraries community at large are strong and diverse because of our differences in backgrounds and individual strengths contributed to the whole. Those who volunteer and serve the IU Libraries community on

behalf of InULA are more than just librarians—we are a community. As such, the Board has decided we would like to welcome suggestions for a new, more inclusive motto.

We would like members of InULA and the IU Libraries community at large to suggest a new motto for our website to better reflect our organization's structure and mission. The InULA Board believes a potential change in motto could mark a new, inclusive era for the organization, and would build on strengths of our organization for the community. The Board would also like to thank the Membership Committee and Constitution and By-Laws Committee for their work to restructure and include more diversity in InULA membership at all levels.

Suggestions will be gathered using a Google Doc, which can be found here: <http://bit.ly/2Ut5qE0>. You may contribute your suggestion anonymously or attribute your name, whichever you prefer. The Board will take into consideration all suggestions for a new or edited InULA motto, and propose a vote to change the motto to general InULA membership at a later time.

As I close out my last letter as InULA President, I would like to sincerely thank all who make InULA and fulfilling our mission of serving IU Librarians and the IU Libraries community possible. I am constantly impressed and thankful for all of you and your service to, and on behalf of, this wonderful organization. I thank you as well for allowing me to serve you all as your President Elect and President for the past two years. I look forward to seeing InULA continue to grow and evolve.

In faithful service,

Allison McClanahan  
InULA President, 2018-2019  
[adbohm@indiana.edu](mailto:adbohm@indiana.edu)

## **Developing a Pedagogical Approach to Training Student Employees in Access Services**

LIZ VINE

Assistant Circulation Supervisor  
University Library  
IUPUI

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Over the past year and a half, Access Services at IUPUI University Library has been working on re-envisioning how we train student employees.<sup>1</sup> We employ a mix of undergraduate and graduate students as Student Information Assistants, whose position description encompasses a range of duties of varying complexity. Those duties extend from shelving, circulation tasks, and providing library and campus information, through technology troubleshooting, to answering reference questions and providing research support. Our aim was to ensure that student staff provide patrons with consistently excellent service, and that we provide student staff with the necessary tools, skills, and knowledge to meet and exceed the requirements of their position. Training is a crucial point at which the needs of patrons and the needs of student employees intersect, and careful attention to developing an effective training program thus benefits those on both sides of the Service and Information Desk.

Our approach to designing a new training program was informed by two principles. The first is that training is learning, and as such entails the same cognitive processes as other structured forms of learning. Achieving mastery of the skills necessary to work at the Service and Information Desk looks much the same as achieving mastery in other domains: student employees too need to “develop a set of key component skills, practice them to the point where they can be combined frequently and used with a fair degree of automaticity, and know when and where to apply them appropriately.”<sup>2</sup> Training to work in Access Services is, like classroom learning, a matter of retention and transfer, of being able to retrieve knowledge and apply it to new situations as they arise.<sup>3</sup> Thus the second principle we worked from is that student employee training should follow proven pedagogical approaches, and be purposefully designed to most effectively support learning.

Aiming to create an effective program focused on specific outcomes, our development process drew on popular curricular design methods, leaning in particular on Grant Wiggins and Jay McTighe’s concept of backward design. Using a backward design framework challenged us to focus on outcomes (identifying “desired results” in Wiggins and McTighe’s

---

<sup>1</sup> The team working on the training redesign consists of Paul Moffett, Mindy Cooper, John Cooper, and myself.

<sup>2</sup> Susan A. Ambrose et al., *How Learning Works: Seven Research-Based Principles for Smart Teaching* (San Francisco: Jossey-Bass, 2010), 95.

<sup>3</sup> Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel, *Make It Stick: The Science of Successful Learning* (Cambridge, MA: The Belknap Press of Harvard University Press, 2014), 2.



terms) and assessment (determining “acceptable evidence of learning”).<sup>4</sup> In attempting to identify our desired outcomes, however, we found ourselves facing an unmanageably encyclopedic list of training goals, likely to stymie learning and induce cognitive overload. We therefore turned to our desk statistics to get an evidence-based picture of what student staff need to know, rather than what we thought they ought to know.

This reduced list of goals also allowed us to manage cognitive load by organizing material into bite-sized “chunks” appropriate to the knowledge level of new employees, each focusing on a coherent group of training goals and cumulatively building on the preceding chunk.<sup>5</sup> The overarching structure of the training program was framed by the principal responsibilities of the position and Access Services’ commitment to customer service. New employees receive a general orientation to the library and the department, then receive training in what we term “desk smarts” – the soft skills necessary to successfully navigate desk interactions and provide outstanding service. They then move on to modules dedicated to circulation, reference, and technology. Within each of those modules, we bundle together small groups of training goals focused on related tasks or skills. So, for example, the first chunk of the circulation module addresses training goals solely related to creating, finding, and manipulating user accounts.

If the organization and content of the training program is determined by specific, achievable training goals, the central component supporting achievement of those goals is a series of knowledge checks. These knowledge checks occur at the end of each training chunk, cumulatively at the completion of modules, and culminate in a final knowledge check at the end of the program that requires new employees to synthesize the knowledge and skills they have acquired. Our knowledge checks not only enable us to ensure that student employees have learned what they need to know, but also seek to harness the learning benefits of the testing effect, or the retrieval-practice effect. As Mark McDaniel notes, “testing is not just an assessment of knowledge; it also modifies memory;”<sup>6</sup> evidence from cognitive psychology shows that the retrieval practice provided by testing can greatly improve retention.<sup>7</sup> In this context, testing is not a fear-inducing exercise designed to trip up student employees, but a valuable learning tool that helps them rehearse and encode the knowledge and skills necessary for them to do their job well. Testing here is simply an occasion to compel students to recall information from memory, which can take a multitude of forms.<sup>8</sup> Our knowledge

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<sup>4</sup> Grant Wiggins and Jay McTighe, *Understanding by Design*, 2<sup>nd</sup> ed. (Alexandria, VA: ASCD, 2005), 17-18.

<sup>5</sup> Wellesley R. Foshay, “Some Principles Underlying the Cognitive Approach to Instructional Design,” in *Handbook of Improving Performance in the Workplace, Volume 1: Instructional Design and Training Delivery*, ed. Kenneth H. Silber and Wellesley R. Foshay (San Francisco: Pfeiffer, International Society for Performance Improvement, 2010), 11.

<sup>6</sup> Mark McDaniel, “Put the SPRINT in Knowledge Training: Training with SPacing, Retrieval, and INTERleaving,” in *Training Cognition: Optimizing Efficiency, Durability, and Generalizability*, ed. Alice F. Healy and Lyle E. Bourne Jr. (New York: Psychology Press, 2012), 275.

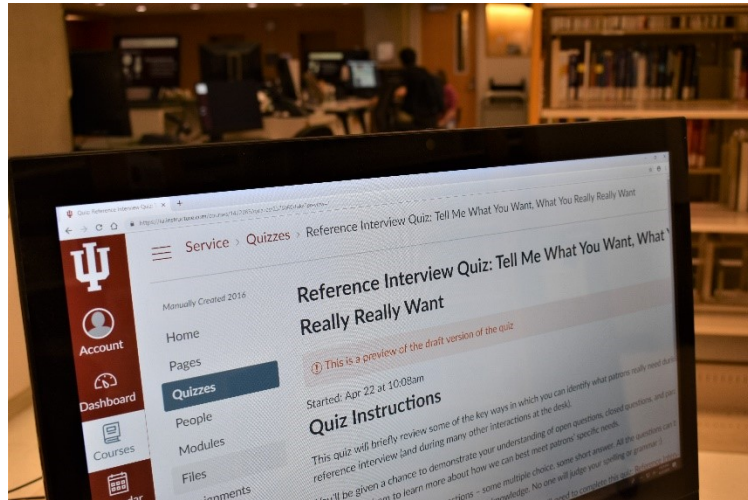
<sup>7</sup> Henry L. Roediger III, Adam L. Putnam, and Megan A. Smith, “Ten Benefits of Testing and Their Applications to Educational Practice,” in *The Psychology of Learning and Motivation: Cognition in Education*, ed. Jose P. Mestre and Brian H. Ross (Waltham, MA: Academic Press, 2011), 1.

<sup>8</sup> James M. Lang, *Small Teaching: Everyday Lessons from the Science of Learning* (San Francisco: Jossey-Bass, 2016), 22.

checks thus include activities such as scavenger hunts and mock desk transactions, as well as the more familiar quizzes and worksheets.

Knowledge checks provide safe spaces for students to try out new skills and knowledge, perhaps fail, and receive formative feedback, prior to undertaking more high-stakes interactions with actual patrons. Indeed, the kind of retrieval practice afforded by knowledge

checks is only effective if reinforced with timely and frequent feedback that enables employees to understand their performance in relation to the goals we want them to meet.<sup>9</sup> Thus, for example, for the final role-playing scenarios we devised to check our new employees' cumulative learning at the conclusion of their training, we also created short rubrics to help the trainer provide directed feedback – what



would a good response to this patron question look like? What would an outstanding response look like? What should the employee have asked? What other services might they have offered? The last assessment in the reference training module requires trainees to respond to an email reference question; the assessment identifies for the employee exactly which skills are being tested, and they email their response to a member of the training team, who then provides feedback on their performance in those areas.

The cumulative, scaffolded nature of our knowledge checks – which demand that student employees increasingly integrate skills and knowledge from across different training chunks and modules – constitutes varied practice, which not only improves retention but also, crucially, facilitates transfer. Working at the Service and Information Desk requires the ability to “assess context and discriminate between problems, selecting and applying the correct solution;” given the range of questions our Student Information Assistants field, they must be “adept at discerning ‘What kind of problem is this?’”<sup>10</sup> If we want student employees to be able to analyze a problem, perceive the nature of the problem, and identify an appropriate response, then we need to provide opportunities for them to rehearse that process.<sup>11</sup> Hence our knowledge checks challenge trainees, for example, to think about what constitutes good customer service in different situations (say, answering a reference question via email versus helping a student physically locate a book), or to consider which questions might best help clarify a patron’s need in a number of different contexts.

<sup>9</sup> Ambrose et al., *How Learning Works*, 6.

<sup>10</sup> Brown et al., *Make It Stick*, 53.

<sup>11</sup> Julie Dirksen, *Design for How People Learn*, 2<sup>nd</sup> ed. (San Francisco: New Riders, 2016), 185.



It is also imperative that student employees practice retrieving and applying what they are learning in contexts that, where possible, mimic those they will encounter in their work: learners should be given the chance to “practice in the same way they need to perform.”<sup>12</sup> Many of the practice scenarios and mock transactions in our knowledge checks are therefore derived from actual questions received at the desk, and we provide student employees with opportunities to practice navigating face-to-face interactions, using the same tools available to them at the desk. Even when we utilize quizzes and worksheets, we ensure that they require trainees to apply what they are learning in ways that replicate how they will have to use their skills in actual transactions, asking them, for instance, to paraphrase a patron’s question, or identify search terms that might help a patron find materials on their research topic. Constructing knowledge checks as authentic tasks helps student employees build familiarity and facility with new information and skills, whilst they construct the cognitive pathways and connections necessary to do their job effectively. It also has the motivational benefit of demonstrating the relevance and application of what they’re learning.

When designing learning activities to introduce student employees to the skills and knowledge necessary for their job – the third step in the backward design process – we similarly tried to hew to effective teaching methods, such as emphasizing active learning and making connections to what trainees already know. However, as we work on evaluating and improving the program after its first year, we continue to encounter pedagogical challenges. One of those challenges returns to our initial struggle with identifying training goals: how much, and what, do student employees need to know? How, as learning designers, can we be “ruthless about including only what’s really necessary”?<sup>13</sup> Others are additive in nature – for example, how can we incorporate the benefits of reflection and peer learning? Many of our challenges in training design are ultimately a question of empathy, wrestling with “hindsight bias” as we fail to remember, or underestimate, what it requires to learn things with which we are so very familiar.<sup>14</sup> It’s a challenge to “continually ask the empathic question, What is it like to be a person learning something?”<sup>15</sup> – but one we hope to continue to meet in future iterations of the program.

We are also cognizant that training is not something that happens just once, but is a process that extends through time: support for learning, feedback on learning, and professional development should be ongoing features of student employment in Access Services. We want pedagogically informed training to constitute part of a student employment experience that incorporates “student employees into as many aspects of the department’s work as could provide a learning opportunity.”<sup>16</sup> This ensures that not just their training, but their work experience as a whole, is designed with learning in mind.

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<sup>12</sup> Dirksen, *Design*, 106.

<sup>13</sup> Dirksen, *Design*, 172.

<sup>14</sup> Brown et al., *Make It Stick*, 115.

<sup>15</sup> Kevin Michael Klipfel and Dani Brecher Cook, *Learner-Centered Pedagogy: Principles and Practice* (Chicago: ALA Editions, 2017), 8.

<sup>16</sup> George S. McClellan, Kristina Creager, and Marianna Savoca, *A Good Job: Campus Employment as a High-Impact Practice* (Sterling, VA: Stylus, 2018), 131.

## **An Addition to the House that Crest Built**

SEAN STONE  
Dentistry Librarian  
Dentistry Library  
IUPUI

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When I started my position at the Dentistry Library four years ago it came with some start-up funds. Most people use these to pay for extra professional development, technology, etc. I spent mine on original comic art. Why did I do that? How am I still employed here? Allow me to explain with a dangerously nostalgic tale of chemistry, teeth, The Incredible Hulk, and cartoons.

Our story begins in the 1940s. At that time, the first two years of dental school at IU were taken on the Bloomington campus and Joseph Muhler, a dental student, began doing research on fluoride compounds and their effect on teeth.<sup>1,2</sup> This was not a new idea. Since the late 19<sup>th</sup> century, scientists have linked fluoride compounds to enamel strength. Upon graduating, Dr. Muhler joined the chemistry faculty at Bloomington and teamed with two other scientists to work on developing a compound that was effective at strengthening teeth but would also stay in solution in toothpaste. The secret ingredient turned out to be tin. Stannous fluoride ( $\text{SnF}_2$ ) became known as Fluoristan in what would become Crest Toothpaste. At the time, however, every toothpaste had a secret ingredient from “WD-9” in Ipana to “Gardol” in Colgate. What set stannous fluoride and Crest apart was a significant body of clinical field research<sup>3,4</sup> that led to Crest being the first product to ever receive an endorsement from the American Dental Association (provisionally in 1960 and fully in 1964).<sup>5</sup> This was a very big deal. Dentists and dentistry were known for being anti-advertising and were unlikely to support any product. In fact, around the time when Crest was released in 1956, the ADA was actively lobbying congress to investigate and censure toothpaste manufacturers for making a variety of claims about their products (ironically including the product that preceded Crest, Gleem which contained “GL-70”).<sup>6</sup> In light of this, an ADA endorsement which seems like such a mundane thing by today’s standards, was something special. It helped lead to a significant share of the toothpaste and oral healthcare product market and the development of a brand that persists today. The profitable product from Proctor & Gamble paid royalties to IU that were used to build the Preventative Dentistry Research Institute in 1968 (now known as the Oral Health Research Institute) for \$476,000. Hence the moniker “The House That Crest Built” for the IU School of Dentistry.<sup>7</sup>

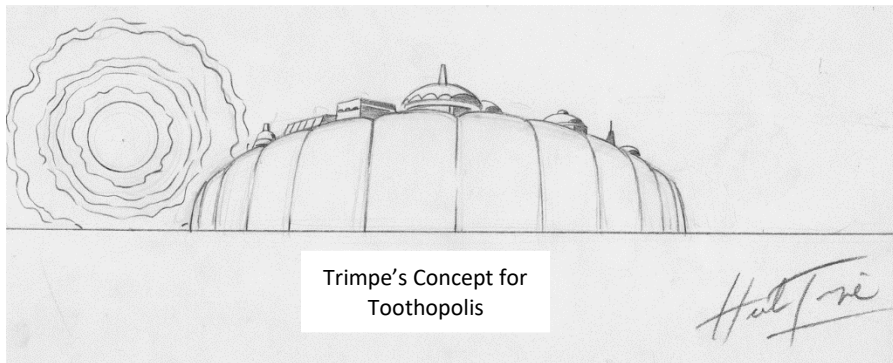


Joseph Muhler, 1947



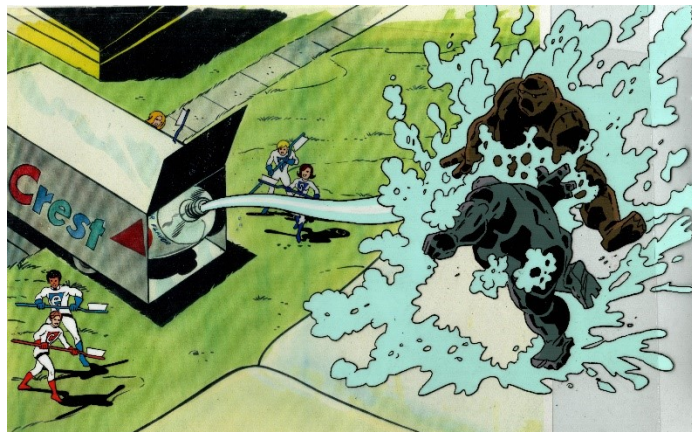
However, it wasn't all good science and clinical trials that solidified Crest's position as a fixture in bathrooms around the country. P&G knew how to market and their first major Crest campaign "Look, Mom! No cavities" was a huge success (which dentists also hated but that's a story for another time) and lasted for decades. By the 1970s, however, P&G began to look for new ways to market Crest. Enter Herb Trimpe. Herb Trimpe was a comic book artist who first came to prominence with the rise of Marvel Comics in the 1960s. He is best known for his work as an artist on *The Incredible Hulk* in the 1970s. It was in this capacity that he ended up doing art and storyboards for an animated commercial for Honeycomb Cereal in the mid-1970s featuring the Hulk. Later, P&G wanted to produce a

series of animated commercials for Crest, partially through the studio that produced the Honeycomb commercial, to be run primarily during Saturday morning cartoons. The commercials were to feature a super-hero like team and Trimpe did concept and background art as well as storyboards for the project. There were ten of these commercials produced throughout the late 1970s and into the 80s.<sup>8</sup>



Trimpe created "Toothopolis," a futuristic city surrounded by giant, gleaming tooth-walls. The antagonists were the brutish, Hulk-like "Cavity Creeps." Simple-minded monsters who

shambled about chanting "We make holes in teeth" which pretty much sums up their sole motivation. The dumb yet surprisingly well armed (with everything from catapults to fighter planes) Cavity Creeps did whatever they could to get at the teeth-walls of Toothopolis to try to damage them. They never seemed to have much of a plan beyond that. Even when their schemes got them inside the walls, they immediately began attacking them from the inside rather than doing anything else in the city. But I digress. The Cavity Creeps were opposed by the Crest Team, a dynamic group of young spandex clad quasi-super-heroes, and eventually a young lad "Crest Boy" who was owner of "Cresty" the dog. They responded to the Cavity Creeps' attacks with vehicles armed with weaponized Crest.



Combined animation cells and background from a Cavity Creeps commercial

There was a Crestmobile, submarine, hover craft . . . the list goes on. Needless to say, in each cartoon Cavity Creeps were hosed down with Crest, giant toothbrushes were used to clean the walls, and the city was safe until the next time.

Fast forward thirty-five years to me browsing the internet and coming across a small cache of Trimpe's original Crest commercial art, storyboards, and animation cells for sale. Ostensibly, it would form the nucleus of a great exhibition about the history and marketing of Crest, however, the real reason for its purchase is that it simply belongs here. The history of the School of Dentistry is inextricably linked to this product and everything it has become over the years. It may seem odd, but Dr. Muhler is certainly the grandfather or at least godfather of the Cavity Creeps because without him, they wouldn't exist. So, I spent my money on cartoons and this stuff lives here now and hopefully always will. You can see all of it in person at the Dentistry Library on the IUPUI campus. The exhibition "Crest Cavity Creeps: How IU Built Toothopolis" will be up throughout the summer and features all of Trimpe's art plus research and other Crest artifacts. If you can't make it, everything has been digitized and is available at our virtual exhibit (<https://iupui.libguides.com/CrestCC>). Not only can you see everything in the exhibition, you can watch the existing commercials thanks to the Duke Advertising Archive.

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3. Muhler JC, Radike AW, Nebergall WH, Day HG. The effect of a stannous fluoride-containing dentifrice on caries reduction in children. *J Dent Res.* 1954;33(5):606-612.
4. Muhler JC, Radike AW, Nebergall WH, Day HG. Effect of a stannous fluoride-containing dentifrice on caries reduction in children. II. Caries experience after one year. *J Am Dent Assoc.* 1955;50(2):163-166.
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8. Cassell D. *The Incredible Herb Trimpe.* North Carolina: TwoMorrows Publishing; 2015.



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## New Online LGBTQ+ Collection at the IU East Campus Archives

BETH SOUTH  
Coordinator for User Services & Archives  
Campus Library  
Indiana University, East

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The IU East Campus Archives has a new, online LGBTQ+ archival collection created this Spring 2019 semester by IU East students from Dr. Travis Rountree's Eng-W270 Argumentative Writing Class. The class focused on finding an artifact or interviewing someone from the local LGBTQ community which would then be placed in the IU East Archives. Students wrote and recorded their own reflections on the historical, cultural, or social importance of their artifacts or interviews and pulled themes that they uncovered and wanted to further explore into a rhetorical analysis paper. The collection includes local news articles, photographs, event fliers, interviews, and students' analysis of their research and contribution to the collection.



### IU East LGBTQ+ Archive

Beth South, Eng-W270 Spring 2019, and Travis Rountree



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Throughout the semester, Archivist Beth South visited the class to discuss various topics, including best practices in conducting interview and oral histories, the importance of documenting and preserving materials from underrepresented groups, the need for Deeds of Gifts and Copyright Releases, and some of the moral and ethical questions that archivists come across when dealing with controversial or sensitive material. While the students collected the items for the LGBTQ+ collection and wrote about them, Beth pulled the materials together and organized it all into IU Pressbooks and created an online exhibit book.



The idea for this collaborative project, featuring a mix of student research and primary source gathering, grew from the Indiana University Libraries Primary Source Immersion Program that Beth South and Dr. Rountree attended last summer. Beth was interested in adding more student research and diverse collections to the IU East Archives and Dr. Rountree wanted his W270 course to address rhetorical constructions of LGBTQ identities in the Richmond, IN area and to have his students work with LGBTQ archive collections. As Richmond or Wayne County didn't have any type of LGBTQ collections available anywhere, and the LGBTQ community has been mostly underground, the course was adapted to have the students build and contribute to the first LGBTQ archive collection for Richmond and the surrounding areas.



In addition to the archive, there were several LGBTQ focused events that accompanied the class: a film series, featuring *Southern Comfort* and *Love, Simon*; a poetry reading and classroom talk by Stephen S. Mills, a Richmond native and queer poet who now lives in New York; and a LGBTQ Community Panel that featured participants that either grew up in Richmond or currently live and work in Richmond and identify as LGBTQ+. The talk given by Stephen S. Mills, including some of his poetry reading, and the community panel are also included in the collection. The collection was unveiled at the LGBTQ Community Panel, with some students presenting on what they contributed and what they learned.



Figure 1  
Students Ethan Scott, Samantha Shockley, & Dr. Travis Rountree at the LGBTQ Community Panel

While there have been various attempts to establish an LGBTQ community in Richmond, IN, including pride marches, LGBTQ organizations, and Facebook groups, there has never been a sustainable, visible presence of queer life in Richmond. This archive collection makes an effort to have this community more visible on and off campus. Dr. Rountree and Beth hope that this collection will grow organically to include more voices, perspectives, and experiences of members of the LGBTQ community here in Richmond, IN and the surrounding areas. You can view the IU East LGBTQ+ Archive Collection at <https://iu.pressbooks.pub/eastlgbtqarchive/>. For additional questions, you can reach out to Beth South at eabrockm@iue.edu.

## The Madam Walker Legacy Center: Creating the Future, Preserving the Past

JENNY JOHNSON  
Digital Scholarship Outreach Librarian  
University Library  
IUPUI

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*"I had to make my own living and my own opportunity. But I made it! Don't sit down and wait for opportunities to come. Get up and make them." ~Madam C. J. Walker*

On the corner of Indiana Avenue and Martin Luther King Jr. Street sits the Madam Walker Legacy Center formerly known as the Madam Walker Theater Center. The ninety-two-year-old building served as world headquarters for the Madam C.J. Walker manufacturing company. Walker was the first woman self-made millionaire by developing and marketing cosmetics and hair care products for African American woman. Over the years, this historic building has served the Indianapolis Community as a venue for events and programs.

In January 2018, the Madam Walker Legacy Center (MWLC) and Indiana University embarked upon a partnership to continue the legacy and tradition of Madam C. J. Walker. With generous support of the Lilly Endowment Inc. The building will see a full renovation that includes state-of-the art equipment, operations system updates and exterior improvements.<sup>17</sup>

Hearing that the renovation of the building would take place in 2019, The IUPUI University Library Center for Digital Scholarship (CDS) was interested in preserving existing historic internal features within the ballroom and theater. The CDS collaborated with Anita Harden, Interim Executive Director to envision a project that would incorporate preservation and access of the spaces as well as objects of historical significance to the building and Madam Walker.

A project of this scope required various skillsets and technology. The CDS sought the expertise of [Online Resources Inc.](#) to utilize 3D laser scanning technology to scan the rooms. The scans generated digital files that represented the outlines of the physical space. These files were then given to faculty member, Zeb Wood from the IUPUI School of Informatics and Computing. Zeb coordinated a student-based project to post-process the raw data and model the ballroom and theater to match the existing features. Students visited the spaces and took thousands of photographs to capture the details of the floors, chairs, light fixtures, stage, and general features. This semester-long project resulted in the creation of a Virtual Reality (VR)

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<sup>17</sup> [Madam Walker Legacy Center](#)

experience. Using the Wikipedia definition, VR is an interactive computer-generated experience-taking place within a simulated environment. This environment can be similar to real world or it can be fantastical, to then be used for a variety of applications.<sup>18</sup>

In addition to scanning the spaces, the CDS utilized 3D scanners to capture objects from the building. Objects included: significant artwork, beauty product containers, a piano, theater seating, light fixtures, and molding. These digital files can be accessed through a 3D viewer called [Sketchfab](#). Eventually, these objects will be incorporated into the VR experience.

Since August 2019, the MWLC has been closed and under renovation. The CDS continues to engage in conversations with staff from the MWLC to imagine technology possibilities to be incorporated into the renovated space. The current Madam Walker VR experience can be seen in the [IUPUI University Library Virtual Reality Lab](#).



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<sup>18</sup> [Wikipedia definition for Virtual Reality](#)



## Preserving genesis Literature & Art Magazine

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In spring 2018, the IUPUI University Library began a partnership with *genesis Literature & Art Magazine* to digitize its back issues and make them [openly available via the Library's digital publishing service](#). Since 1972, this biannual magazine has showcased IUPUI students' creative work, including art, poetry, fiction, and creative non-fiction. Nearly as old as IUPUI itself, *genesis* is the longest-running student publication and second oldest student group on campus.

Generations of IUPUI students have shared their creative work in *genesis* and it provides a unique lens through which to view the growth of our campus. "A literary journal can capture the spirit of a time and place," says Sarah Layden, writer and faculty advisor to *genesis*. "We share our life experiences through the art we create, so the poems, stories, and images in *genesis* tell a story about IUPUI over the years."

Beyond providing an important venue for student self-expression, *genesis* affords its student editors hands-on experience producing a professional-quality publication. "Working on *genesis* can be a fantastic experience for a variety of job skills: collaboration and communication, critical thinking and constructive feedback, layout, editing, and more," says Layden. "Artists and writers gain experience with the publication process, which can be daunting without prior knowledge of its protocols." As a learning opportunity for students and as a cultural artifact, *genesis* matters to IUPUI.

However, the back issues, which previously existed only in print, were vulnerable to deterioration over time. "We have 1-2 print copies of each issue on file, but if something were to happen to them pre-digitization, that history would've been lost," says Layden. So, with the 50<sup>th</sup> anniversary of IUPUI looming, the University Library Center for Digital Scholarship began digitizing the 90 issues in June 2018. By the end of August, the files were ready to upload to the library's [Open Access Journals at IUPUI platform](#), which runs on Open Journals Systems (OJS).

Making *genesis* open access resonated with the student editorial board and faculty advisor. "Students who take English W280, Literary Editing and Publishing, apprentice to work on the magazine by discussing many facets of publishing, and access is a huge issue: who has access to what resources, and who benefits from those resources," says Layden. "The mission of the Open Access Journals [at IUPUI] is extremely appealing to a student-run publication. The digital format allows a much wider distribution of each issue, plus the



ability for students to create digital portfolios for writing, editing, and art.” This open ethos extends to how the student editors run *genesis*, accepting submissions from students across the campus regardless of their program or degree.

The digital archive of *genesis* back issues went live November 2018 and was debuted at the fall 2018 issue launch party. Since then, this archive has received more than 1200 visits by users around the world. University Library is currently working with the student editors to develop a workflow to digitally publish new issues alongside the print, expanding the reach of IUPUI students and their creative work.

## **I See Lies in Your Future: What Librarians Can Learn from Fortunetellers about Fake News**

KT LOWE

Coordinator of Library Instruction and Service Learning  
Campus Library  
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A woman, dressed in a gauzy cloak covered with embroidered stars, sits in an incense-choked room among crystals and tapestries. She invites you to take a seat, then gently asks for your palm. “Are you left or right handed?” she asks, and explains that each hand reveals different paths. She tells you of things she could have never known without some second sense – your painful adolescence, your lifelong conflicts with your parents, your desire for a freer, less conventional life, the person you loved in your twenties that didn’t work out. And then she tells you that, if you are careful, you have the chance to live a good, long life. At the end of your meeting with her, you tip her generously, confident that her gift for second sight has stood you well.

Or has it?

Fortune tellers are entertainers, plain and simple. While many of them claim that they take their cues from the 19<sup>th</sup> century mystic [Cheiro](#) (especially palm readers and numerologists) or from ancient Greek, Egyptian or Roman schools of thought, the truth is that fortune telling leans on a few basic psychological principles. Surprisingly, fake news stories also use these principles to spread their false claims. Learning about these principles can help librarians become better at identifying fake stories and teaching others how to identify them as well.

The first of these principles is a sense of intimacy, a shared knowledge that excludes others. Fake news tends to spread because it reaffirms people’s previously existing beliefs, a psychological factor known as [confirmation bias](#). Confirmation bias can also lead people to join groups that are based on these beliefs, and explicitly exclude people who don’t hold them – see any anti-vaccination Facebook group for a clear example. Fortune tellers take a slightly different angle with confirmation bias. They tend to reinforce positive characteristics that most people admire, such as dependability, friendship, intelligence or positivity. By confirming the best perceived traits of a person, the fortune teller gains trust and seems more believable.

Another tool that both fake news and fortune tellers use is a logical fallacy known as “[appeal to authority](#).” Appeal to authority involves claiming that something is true because either lots of people believe it or because someone famous (but unqualified) said so. A fortune teller may claim that astrology is real because people have studied and used astrology for thousands of years, including kings, scientists and famous authors. Singer Ariana Grande, who has sold millions of records, may claim that peanut butter makes terrific shampoo. However, that doesn’t make astrology factually accurate or peanut butter good hair care.

Neither millions of people or Ariana Grande offer enough expertise to provide anything more than a simple endorsement for their beliefs. Appeals to authority are frequently used by politicians, advertisements and social influencers in order to gain support for their ideas or products while obscuring a lack of proof or scientific support for their statements. They are also used in fake news stories (either with real or fake quotes) to provide a veneer of truth to the story's contents: If so-and-so said it, it must be true.

Both fake news stories and fortune tellers rely on one more trick to get people to trust them. The Forer Effect, also known as the Barnum Effect, uses personality characteristics that are true of many people and highlights them as a means of gaining trust. For example, a fake news story might claim that only "sheeple" won't believe the claims in the story, or yell loudly "wake up, people!" Combined with confirmation bias, the Forer Effect might encourage a fake news consumer to trust the article by convincing the fake news consumer that only a few have "true knowledge", and that everyone else is lying. A fortune teller may take a more traditional approach, using classic "Barnum statements" such as "You have a great need for people to like and accept you" or "You pride yourself as an independent thinker." Barnum statements, named after circus legend P.T. Barnum, are so general as to apply to everyone, and can be used by a number of different fortune telling formats, from oneiromancy (dream divination) to tasseography (reading tea leaves) to cartomancy (tarot cards.) Both fortune telling and fake news bank on a sense of exclusivity to keep their audiences and to maintain faith in their work.

What can a fake news fighter do in the face of these kinds of deceptions? First, never underestimate the power of the individual reference appointment. Most people enjoy feeling special or appreciated, and fake news rewards consumers with a sense of elevated intelligence ("only idiots trust mainstream news"). Fortune tellers establish trust quickly through personal connection – the touch of a hand, the implied sense of deep knowledge. One trick that librarians might try is emphasizing the specialness of a reference appointment – an exclusive opportunity to work, one-on-one, with a librarian. By creating a trusted bond over a shared subject, a patron may feel more able to identify fake news in the future – and more willing to thank the librarian who taught them. One-on-one contact, while time consuming, may pay dividends as patrons share their knowledge in a similar, intimate fashion with friends and colleagues.

Second, librarians should be willing to serve as the authority that others seek. Hosting workshops on fake news topics can reinforce the library's position as a place of knowledge and truth. With librarians demonstrating and discussing everything from news cycles to social media to, yes, confirmation bias, appeals to authority and the Forer Effect, they can prove their expertise and build the information literacy of their communities. They become, as CR McClain, executive director of LUMCON explains, "nerds of trust" who can be relied upon for accurate information.

Third, and possibly hardest, is to leverage all the tools available to promote information literacy. Does your community have a local radio station? Volunteer to do a weekly pre-recorded PSA highlighting aspects of fake news and information literacy. Do you have a

strong partnership with a local nonprofit? Expand your footprint to include workshops in their areas as well. Are you friendly with the local Chamber of Commerce? They would benefit from your skills as well. Every partnership, every social media account, every class, every interaction with the community is an opportunity to boost your fake news fighting ability.

While fake news is definitely in everyone's future, that doesn't mean you shouldn't take every opportunity to make it part of the past. If you lay down the right cards, a clear path to information literacy can be found. You don't need to read the tea leaves to see that fake news is built on a bag of tricks designed to fool even intelligent people into trusting its claims. With logic, connectivity and communication, fake news can fall the way of a faded fate line into the dustbin of history.

KT Lowe, MSI 2011 is a graduate of the University of Michigan and has experience in correctional librarianship. She developed the [Fake News LibGuide](#) in November 2016, the first LibGuide available that addressed fake news and provided both tools and resources to librarians, teachers and students. She also delivers a weekly mini-podcast for WECI Radio on fake news (Sunday, 7-8 PM as part of the Leave it to Cleaver show). Her interest in fortune telling began in childhood, preferring palmistry over most other fortune telling methods.

## **IUPUI Celebrates Open Education with 1<sup>st</sup> annual award**

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### **Creation of an Annual Open Education Award and Reception**

This year, in an effort to celebrate Open Education week and to boost the visibility of Open Educational Resources (OERs) on campus, IUPUI librarians established an annual award and corresponding event dedicated to celebrating IUPUI professors who have committed to integrating OERs into their coursework. In a four-month period, we developed the award, sought nominations, selected a winner, and hosted an Open Education Award Ceremony.

While other universities, including Texas A&M (2019) and the University of Tennessee (2018), have implemented OER awards as part of established programs, IUPUI's award is unique in its development and use as a tool to facilitate outreach for our newly implemented program. Initially, we were not aware how many faculty members on campus were already using OERs in their classrooms. So we sought self-nominations from faculty that have successfully integrated OERs into the classroom, whether by using an available OER or creating one of their own. In an effort to encourage as many nominations as possible, we left the criteria fairly loose, but gave special consideration to faculty who mentioned open licensing, shared resources of their own creation, and demonstrated an on-going commitment to OERs. Our goal was three nominations with a reach goal of five, but to our delight, we ended up receiving eight nominations. By advertising the award broadly and soliciting self-nominations, we gained a better understanding of the number of faculty currently using OERs and those faculty members who could serve as 'champions' in efforts to save students money.

On March 7<sup>th</sup>, 2019 we hosted an award reception for the nominees with over 20 in attendance. All nominees received a certificate and a poster with their name, photo, and description of their use of OERs in the classroom. The award winner was announced during the reception, and was given a plaque and a \$500 cash prize. The award reception served as a venue to not only reward and further incentivize OER use, but also to connect like-minded individuals and spark conversations. We identified several potential collaborators as a result of interactions at the reception.



Dr. Robin Janson was named this year's awardee. Dr. Janson is a Clinical Assistant Professor from the School of Health and Human Sciences' Department of Occupational Therapy. Dr. Janson used a free, downloadable open source repository of digital designs (Thingiverse) to create a proportional upper limb bone anatomical model that can be 3D printed and assembled. Thingiverse is an open website that allows people to make, share, and discover 3D models. In addition to using the upper limb models during classroom and lab instruction, students are able to check out the models for home study. We felt this was a unique use of OERs, and appreciated that Dr. Janson shared her model on Thingiverse under a Creative Commons license for other people to use.

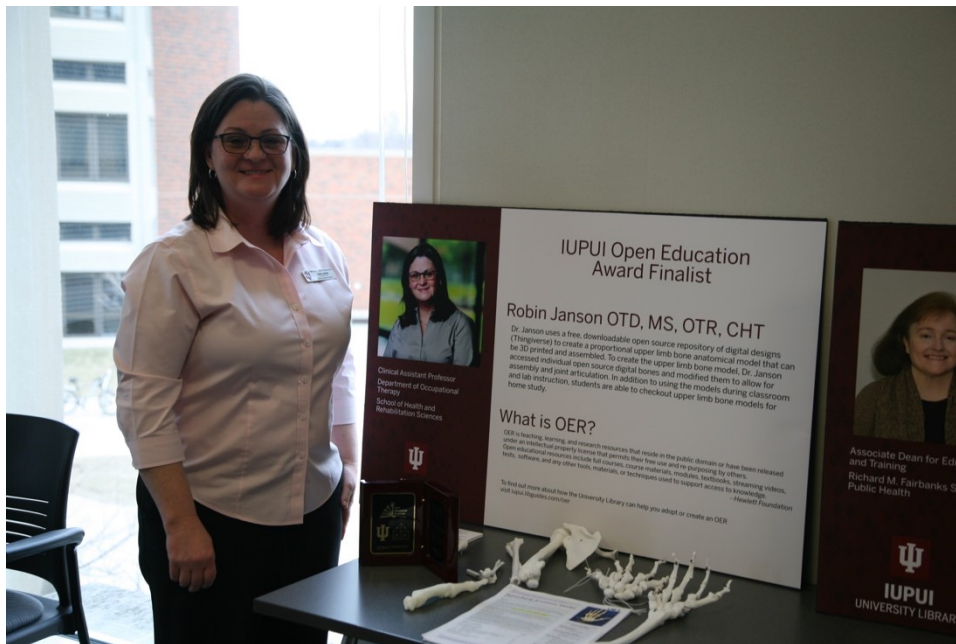


Photo of Dr. Robin Janson, winner of the 2019 annual award (Attribution 4.0 International Gary Maixner)

We wanted this award to not only incentivize and award faculty, but also to increase awareness on campus about open education. After the reception, we hung the nominees' posters in display cases in the library to increase awareness among students, faculty, and staff about open education and what our faculty have been doing. We also posted IUPUI and student-facing press releases.

Overall, this project was a success. We created and delivered the award in four months, received twice the anticipated nominations, and had a turnout of over 20 attendees at the reception.

### **Lessons Learned**

- Use a project management tool. The planning, promotion, and budgeting of the award started in late October of 2018. Using the project management tool [Trello](#) greatly assisted in keeping the project on track on a tight deadline, keeping the entire team

aware of what tasks needed to be completed, and allowing for easy communication about tasks.

- Meet often. For this project, the working group met every week. Scheduling weekly meeting was an important component in ensuring that the project was successful. It allowed the group to be flexible and change due dates as challenges arose.
- Invite key stakeholders. Consider inviting the nominee's department chair or dean to the awards. Also think about inviting allies such as Center for Teaching and Learning, University Information Technology Services, or Student Affairs.

### **Plans for next year**

The OER committee plans to build on the award's momentum by working with faculty who have identified interest in incorporating OERs for the summer and fall semesters. Furthermore, the committee plans to work on a similar event highlighting faculty OA work during Open Access Week in Fall 2019. If you have any questions about IUPUI's process, feel free to reach out to Rachel Hinrichs or Justin Kani.

The authors would like to acknowledge the work of our OER Awards Planning Committee colleagues: Gary Maixner, Caitlin Pollock, Jere Odell and Ted Polley.

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## **Julieann V. Nilson InULA Scholarship Winners' Essays (2018-2019)**

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### **Jennifer Borgman**

I have been working in public libraries for almost ten years, and I love my job. I started library work as a shelver, and I have worked my way up to Assistant Librarian in Youth Educational Services at Lake County Public Library, Merrillville Branch. My experience in the library has been so positive that my career goal is to become a Youth Services Librarian with a Masters Degree in library science. Over the past ten years, I have experienced many different aspects of the job: I have assisted patrons with finding research materials, helped with collection development and cataloging, circulated materials, created book displays, handled patron comments, and everything in between. My biggest passion, however, is creating programs for children. I plan weekly storytimes, monthly LEGO club, monthly programs for tweens and much more. During the summer, I am in charge of approximately five events per week. I also help supervise our teen volunteers during the summer.

A great deal of time and effort go into planning events for the community, but families enjoy and benefit from the programs that we provide. When I plan storytimes, I incorporate early literacy tips, crafts, songs and books that both children and adults will enjoy. Storytime can be such a wonderful resource for parents, and I don't mind putting in extra effort to deliver a wonderful program.

I believe it is important to give teens the opportunity to volunteer at our library. During the summer, teen volunteers help me run programs, sign up kids for our Summer Library Challenge and play games with the kids as their reward for participating in the Challenge. The teens enjoy helping out, and I believe it is rewarding for them to participate in their community through the public library.

One successful program that I recently helped plan with my coworkers was the Northwest Indiana Counterparts Conference for Youth Services. At Counterparts, we offer staff training for fellow Youth Services Librarians and give them a chance to earn library education units (LEUs). One of the sessions that we provided at Counterparts was Guerrilla Storytime. I read about the Guerrilla Storytime training method on the Storytime Underground website and I thought it was a great idea. The goal of this conference was to share new ideas, and the librarians gathering together had so many great ideas to share. Guerrilla Storytime provided myself, my coworkers and all of our attendees with wonderful ideas and resources to make us even better storytellers. The conference was a huge success. Everybody enjoyed themselves and walked away with new knowledge that they were excited to put to use.

Bringing events like these to the community is my favorite part of my job. Everyday, we encourage people to explore, collaborate, meet new people and share their stories. As the library transforms from a building that stores books into a worldwide community of

information, librarians are the people who are there to connect our patrons with the entertainment, research, resources, and technology available to them. A library is a place to learn, grow and create and I am proud to be a member of a team dedicated to helping our community.

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**RYAN JOHNSON**

The basis of my philosophical views of librarianship were fostered early on in my life. Since adolescence, I have understood the value in preserving information inherently given to me throughout multiple facets of everyday interactions. Whether it was exploring my father's endless CD collection or researching how to play a rhythm on snare drum, I have always felt compelled to record, research, and identify information in various ways. It was not until my undergraduate career that I fully comprehended the boundless level of valuable information that could be accessed within a library. Librarianship is a selfless profession that provides people with information that they desire through means of human interaction. Based off the experiences that have helped shape my philosophy, I find that the role of a librarian at any institution should be embedded within a humanist approach towards those they serve.

Along with libraries, I am also deeply passionate about music. From the intricacies of musical creation to the complex levels of human interactions found in a performance, music has always fascinated me. One reason that I like music is that it presents unique challenges to those that encounter it— especially music librarians. While obtaining my undergraduate degree from the University of Louisville School of Music, I committed myself to relentless musical study fueled by the curiosity to learn. I am most certain that would not have been possible without the materials available at the music library. As my interests in music and libraries intensified, I was fortunate enough to be offered an opportunity to work in the Dwight Anderson Memorial Music Library at the University of Louisville. There, I learned that a library can not only be a harbor for scholarship, but also an avenue to discover, create, and challenge the ways we think as a community. My inevitable desire to learn more about the field of librarianship led me to pursue a Master of Library Science degree with a Music Librarianship Specialization at Indiana University in the fall of 2017.

At Indiana University, my experiences, in collaboration with my library coursework and working as a student assistant in both the Archives of Traditional Music and the William and Gayle Cook Music Library, have helped me discern a number of library operations and are preparing me with a course of action to address situations within a library. At both of these institutions, I work with sound recording collection maintenance and cataloging. In my position as President of the Student Music Library Group, a student organization devoted to music library professional development at Indiana University, I am tasked with formulating and organizing events and projects within our group that will benefit our development within our profession. I am grateful to serve this group because it allows the opportunity for my fellow colleagues and I to collaborate and learn more about the music library profession, shaping the future of music librarianship. These experiences have led me to set a clear goal of becoming a music librarian who is dedicated to creating and sustaining a community that

is founded upon all-embracing principles while adhering to the same academic rigor of esteemed institutions similar to that of Indiana University.

I find that the general scope of many libraries is constantly changing and adapting to the communities that they serve. Libraries must strive to be an inclusive environment for individuals to utilize and work. My work experience has shown me the truly rewarding aspects that come with the library profession. It does not matter if a librarian is providing access to inestimable information through a series of technical prowess or simply helping a patron with a directional request, librarianship offers endless gratifying opportunities to be made.

I believe librarians need to be well-versed in all areas of librarianship to fully synthesize their role within an institution. Currently, my focus is on understanding technical service systems and how they interact with their users. Technical skills such as understanding cataloging protocol, acquisitions procedures, metadata services, and comprehension of collection development are all integral aspects of librarianship. I find these skillsets to be invaluable assets and I look forward to continuing my study of these systems. Likewise, a library can not realistically function without the endless operations happening on the public service side of a library. Some of the most beneficial moments I have had as a student worker have been the moments when I am answering reference questions of patrons in the library. These valuable interactions have given me insight about patron needs as well as opportunity to evolve my level of service so that I may better assist those in need. One of the most exciting aspects of public service is that you can directly influence and impact the lives of those around you.

In order to continue to learn more about the diverse field of librarianship, my career goals hinge on my graduate education from Indiana University. Libraries have the ability to change the way we think, understand, and motivate us to learn more about the world we live in. Receiving the 2018 Julieann V. Nilson Scholarship would assist me financially in making my mission to become a librarian possible. My hope is that by becoming a librarian, I can contribute meaningful service and help patrons as well as the institution in which I work. By fostering a career in librarianship, I can ensure a worthwhile and lifelong experience of value. Thank you for your time and consideration for this award.

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**JENNIFER CHRISTIE**

My initial interest in library and information science was driven by its interdisciplinary and collaborative nature: the idea that no task in this field can be accomplished by one person alone. With an educational background in the humanities (English Literature and Creative Writing), I learned the necessity of clear communication, and how the exchange of accurate information brings people together in terms of mission, goals, and understanding. In writing, there is an overt implication of reaching out through language and making a connection to your reader. However, I had little prior experience with collaborative academic projects -- nearly every major assignment was graded on individuality and originality of thought. And while I appreciate the skills these kinds of critical thinking exercises gave me (and will



continue to use them in all professional endeavors), I sensed there were people (like librarians) who relied on individual communication skills in communal endeavors to analyze, evaluate, and act upon the ever-evolving problems of the real world -- methods that utilized the powers of many minds over one.

Library Science is a field that acknowledges the necessity of teamwork and collaboration for the sake of information access to community patrons. It is also a field that is committed to the idea of developing alongside technological advancements affecting most aspects of modern civilization. To the average person, the term "library" once signified coveted tomes, dictionaries, and other physical text-based objects that provided information approved by a publisher or other information gatekeeper. The term "library" is now expanding by connoting efforts of advanced digitization to more accurately portray today's information world. Digital information and their systems reflect the ubiquity of digital technologies not only in professional tech realms, but also in our personal lives: most content is now created using some kind of digital format, or needs to be accessible as such. Patrons now expect information institutions (such as libraries) to provide user-friendly, reliable access to the world of information, whether it be journal articles, scientific data, or personal "ephemera." Content both new and obsolete must be preserved for users now and in the future. This new digital-information reality is maintained by librarians to preserve deteriorating analog, paper-bound, and born-digital objects produced by all kinds of organizations, cultural heritage sites, and persons of interest. Digitization and data management are massive tasks, tasks which require teams made up of individual experts with various skill-sets and backgrounds. I am excited to be a contributing member of such a team working toward the common goal of information preservation. Such an endeavor is bound to an ethical intention of fostering and informing future generations for the sake of their survival and the health of the planet.

Within my first semester in the IUB MLS program, I have become fascinated with the idea of digital preservation. Librarians are charged with the responsibility of developing, managing, and disseminating digital information in ways that guarantee users will have easy access to it. While the idea sounds simple, I have learned that the amount of preparatory work necessary for guaranteed user access is as technically granular as it is ideologically expansive. I seek to be a future librarian who is adept at developing and managing technological infrastructure for digital materials, and who is capable of working alongside fellow librarians and archivists to design adequate policies and management plans. Without this kind of library work, current and future users will not have access to this valuable information.

In my first semester, I have been hired to work in Indiana University's Born-Digital Preservation Lab as the Digital Preservation Librarian Assistant. In this position, I am under the guidance of the Digital Preservation Librarian Michael Shallcross, where I assist in extracting content and metadata from files in obsolete formats from collections across the university. In doing so, we are preserving the unique historical records of Indiana University and from across the state of Indiana. This metadata is intended to complete submission information packages for digital archive preservation. These endeavors are part of a

collaborative effort between the University Archives, Modern Political Papers, the Glenn A. Beck Laboratory of Archaeology, and department heads seeking to preserve digital data. Not only does this job expose me to inter-departmental teams working toward a common goal, but it is also teaching me how to use an array of technological tools and programs needed in our digital age. This kind of detail-oriented work helps ensure authentic and trustworthy digital archives for future students and scholars.

My hope for my future career is that I will continue on into a field of academic digital curation or librarianship. In my time as an MLS student, I will acquire as many hands-on skills as I can in regards to both analog and digital formats, and how to safely transfer one to the other for optimal longevity and access. As I am new to the world of library science, I value every campus course and work experience the IU MLS program can provide for me. Organizations like InULA encourage students like me to focus on the development of these rigorous skill-sets, and fosters a professional environment that prioritizes a high level librarian expertise, intellectual energy, and ethical standards. This is the kind of professional world I wish to be a member of, and soon I will be a librarian who moves with her fellow ILS professionals into the future of sustainable information preservation. My time at IU will prepare me well for this future.

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**JOSEPH MCMANIS**

One of the things that drew me to librarianship was the idea of discovery. Not discovery in the way the media portrays libraries and archives, where something that has been well described by librarians past is looked at by someone new, and therefore has been 'discovered.' Discovery in the sense that a person sees something new, and finds a new passion, or is even just excited by this material. Unfortunately, excitement and discovery of rare books is often viewed as something that only certain groups are allowed to partake in, and each person has their own perception of what that group is. I would like to take time in my career to engage groups of people that aren't currently being engaged with, whatever that group may be for an organization. My philosophy for librarianship, and my goals for engaging with diverse groups are based around five core principles: education, accessibility, transparency, democracy, and curiosity.

Education is at the core of the mission of all libraries. It can mean more than just teaching students about topics from books, though. I would love to promote the idea of literacy about books, about the effect of books on the world, and the effect of the world on books. Engaging patrons on the history of books, and convincing them that they too can handle rare books is key for bringing new patrons to special collections libraries and perhaps arouse their interest in their local public libraries as well. The end goal of this level of educational commitment is to promote awareness within and without institutions and their context in the community.

Education and patron literacy is also closely tied to Transparency. Creating and maintaining transparency and accountability is paramount in the libraries, where there has been much

obfuscation in the past about how collections are created, who may look at them, and who may publish using them. As a librarian I would like to create transparency through education and accessibility. By educating patrons about the history of a library, I would like give patrons a chance to evaluate the library's history and how they fit in it, and let them think about how they can fit in the future as a patron. It is also very important to be transparent about who is visiting collections, what collections are being used, and highlighting what also is not being used and asking why that is.

Accessibility deals with both the physical access of the collections an institution holds, as well as the intellectual access to the collections. Providing fair access to as many users as possible, while balancing, in the words of John Overholt, the "stewardship" of the physical objects entrusted to us is the core duty of librarians. The keyword here is 'balance.' Some librarians and institutions will would prefer to focus on the care of their collections, an action which will inevitably exclude users. As an individual, it is unlikely that I could single-handedly change a policy like that, but I can be an advocate for creating accessibility where there is none; and rigorously maintaining it where it already exists.

Equality in access cannot be created through education, accessibility, and transparency alone. Where possible, democratic principles must be used in decision-making. Some possible democratic decision-making scenarios could be involving interns or graduate students in exhibit design and label-writing. It could be reaching out to the community for opinions on the acquisition of new materials. It can also be to advocate for more input from students in academic settings. Additionally, by educating patron about the history of hard and dirty work of printing itself, I can promote more engagement from patrons. Democracy is the final piece of a puzzle that begins with education, with the being to maintain or increase an institution's relevance and usability in the community where it resides.

My guiding light as a librarian, historian, and educator is curiosity. Approaching all objects and experiences in the library with an exploring mind is so important. Excitement about the things that you don't already know about helps to foster curiosity and learning in patrons. As they say, enthusiasm is infectious, and if you are not excited about what you are teaching or displaying, the patrons will be less than excited as well. So far in my career I have maintained a curiosity that has led me to new fields of interest, such as the history of printing, the history of the occult, and 20<sup>th</sup>Century Poetry. I look forward to the unknown interests of my future!

In this closing year of my MLS program, I am looking forward to engaging in professional development opportunities that will help me put my philosophy into action. I am planning on attending the Midwest Archives Conference, as well as the Rare Books & Manuscripts Society conference. If I obtained further funding, through the Nilson InULA scholarship, I would also be able to attend the Book History Workshop at Texas A&M this summer. I believe that by engaging in the physical labors of printing, that I would be able to connect patrons to the labor roots of the books in that they consume. I am hoping that this passion for books and how they were produced will sustain a lively and successful career working with rare and special books.

## Research Incentive Fund Report

KIMBERLY MATTIOLI  
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I was awarded an InULA research incentive grant in the spring of 2018. This generous grant allowed me to travel to the British and Irish Association of Law Librarians (BIALL) Annual Conference in Birmingham, England in June 2018. The theme of the 2018 conference was “Designing the Future: Debate, Develop, Deliver.” Together with two colleagues from other law schools, Brian Detweiler and Mike Martinez Jr., I presented a program called *Reaching and Teaching Millennials: Designing the Future of Student Services*.

The research behind the program was the result of discussions from the Student Services Roundtable at the 2016 and 2017 American Association of Law Libraries (AALL) Annual Conferences. A popular topic of conversation at the Roundtables is how to keep student services relevant for the new generation of library user—a group of students who is used to instant gratification thanks to technology. Through these discussions, student services librarians from law schools across the country shared tips and tricks for keeping their students satisfied and engaged. Eventually, my co-presenters and I took the materials from these Roundtable discussions and turned it into one cohesive presentation.

In October 2017, my co-presenters and I submitted a program proposal to BIALL. To our delight, our presentation was chosen as a plenary session for the 2018 conference. Through InULA’s grant funding, I was able to confirm my attendance and participation in the program. I traveled to Birmingham in June 2018, attended the conference, and presented the plenary session.

As a result of our participation in the conference, my co-presenters and I were invited to turn our presentation into an article to be published in *Legal Information Management*, published by Cambridge University Press. This required a great deal more research into the learning habits of Millennial students and how this generation views library services. We finished writing the article in the fall of 2018 and anticipate having a final publication sometime this winter.

I am very grateful to InULA for the grant. This experience was invaluable to me professionally, and it would not have been possible without the organization’s support.

## Research Incentive Fund Report

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In June 2018 I travelled first to Tallinn, Estonia and from there to St Petersburg, Russia for two conferences. First was the 30th annual conference of the International Society for Humor Studies (ISHS) at the University of Tallinn. The conference attracted 265 scholars from 38 countries. While there, I attended a meeting of the editorial board of the ISHS journal, *Humor: International Journal of Humor Research*. As outgoing coordinating book review editor for the journal, I presented a proposal to move book reviews to an online-only platform, thus freeing scarce space in the journal to publish more articles and eliminate the backlog of reviews awaiting publication. This proposal has since been approved and implemented, resulting in more timely publication of book reviews in humor studies.

I also presented a paper at the conference, entitled "The Missing Abyssinians and the Cowardly Italians: Hoax, Race, and Woolf." This paper was based on my article "Bunga-Bunga on the Dreadnought: Hoax, Race, and Woolf," which has just been published in the journal *Comedy Studies*. In the course of writing the article, I discovered a previously unnoticed connection between the historic defeat of the Italian army at Adwa and the popular stereotype of Italian cowardice and military incompetence found to this day in ethnic jokes.

From Tallinn, we travelled by bus to St Petersburg for a special round table conference on Social Studies of Humour and Laughter, sponsored by the Sociological Institute of the Russian Academy of Sciences. My paper was "studying Humor Like a Folklorist," which delineated the distinctive approach that folklorists take to humor as vernacular artistic performance. A Russian psychologist in the audience commented that the folkloristic approach was just like psychology, but without all the numbers. Other presenters offered papers on "parody and order," hospital clowning, and "inhuman laughter."

This mini conference was an opportunity for American and other international humor scholars to convene with Russian colleagues in humor studies. Though small, the meeting was extremely fruitful, and it has generated an invitation to present at a second conference, also in St Petersburg, in May 2019.





This trip was made possible by an Overseas Conference fund grant from OVPIA; a Librarian's Research Support Grant, and an InULA Research Incentive Fund grant. I am grateful to all these organizations for their crucial support.

*Figure 2 Farewell from Tallinn Airport*