

# inula *Notes*

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## Contents

### Letter from the President

Letter from the President	4
<i>Scott Hudnall, InULA President, 2022-2023</i>	

### Letter from the Communications Committee

Introduction to Fall 2002 <i>InULA Notes</i>	6
<i>The InULA Communications Committee, 2022-2023</i>	

### Articles

Education Library Renovation Update	8
<i>Christina Jones (IUB)</i>	
Library of Congress—Council on East Asian Libraries (CEAL) Cataloging Internship Program 2022	11
<i>Kumiko Reichert (IUB)</i>	
Help Me Help You: The Floyd County Library and IU Southeast Library Partnership	13
<i>Mitchell Scott (IU Southeast)</i>	
A World of Wonders at IU East: Indiana Humanities One State/One Story Program	17
<i>Beth South (IUE)</i>	

### News

Research Incentive Fund Report	23
<i>Anna Marie Johnson (IUB)</i>	
Staff Development Award Report	25
<i>Angi Hill (IU School of Medicine, Ruth Lilly Medical Library)</i>	
Meet the New(ish) Members	27
<i>Compiled by Anna Marie Johnson (IUB)</i>	
InULA Committee Announcements	29
<i>Book Sale Committee</i>	
InULA Committee Announcements	30
<i>Program and Social Committee</i>	

This issue of *InULA Notes* was compiled and edited by members of the 2022-2023 InULA Communications Committee: Julie Feighery (IUSB); Todd Grooten (Ruth Lilly Medical Library, IU School of Medicine); Anna Marie Johnson (IUB), vice chair; Sara Stefani (IUB), chair; and Larissa Sullivant (Ruth Lilly Law Library, Robert McKinney School of Law), board liaison.

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## Letter from the President

SCOTT HUDNALL  
Coordinator of Reference Services and Emerging Technologies  
John W. Anderson Library, IU Northwest

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December 2022

Dear InULA Members,

As noted by Past President Miriam Murphy in the Spring 2018 issue of *InULA Notes*, libraries find themselves in the middle of major changes across the board. The push toward technology as an integral part of our offerings only accelerated during the COVID-19 pandemic, as our campuses and respective libraries had to adapt quickly to meet new challenges. Zoom meetings, Kaltura video recordings, remote reference and many other services formed and grew out of necessity during this period.

The same can and must be said of InULA as well. Even before COVID, we recognized the need for change when we expanded our membership offerings to accept full-time library staff for regular membership. Beyond the technology we use, we must assess our own nature, our offerings, and how those offerings align with our goals as an organization. Expansion of regular membership opened the door to a more inclusive environment, but it must be accompanied by programs and services that would benefit these newly eligible members.

That is why I am pleased to share the charge given to our various committees this year to investigate methods of improving engagement and opportunities with library staff. This work will form a solid foundation for InULA heading into the future of libraries within IU and across the profession.

Outside of this charge, InULA has been very busy since our last issue in Spring 2021. The following lists do not comprise all activity from InULA committees, but provide a sample of InULA's efforts during these past couple years. Some of these accomplishments took place under the tenure of Past President Benjamin Keele. Since an issue of *InULA Notes* was not published last year, it is my honor to share the good work of InULA during his presidency alongside activities from this year.

- **Communications Committee**
  - Drafted guidelines for the listserv
  - Encouraged library staff involvement through announcement in IU Bloomington's *Between the Lines* newsletter and staff submissions to *InULA Notes*
  - Reached out to new(ish) staff for biographical blurbs for *InULA Notes*
- **Membership Committee**
  - Retroactive delivery of mugs that could not be sent during COVID

- Centralized membership lists held by Membership Chair and Treasurer
  - The Membership Chair has access to Google/Qualtrics forms for new and renewing members, while the Treasurer has access to payment status
- **Program and Social Committee**
  - Vote through Qualtrics for annual colloquium to remain virtual
  - Winter 2021 E-Card and [Padlet online notice board](#)
  - **Underrepresented Voices: Highlights from IU Libraries Collections** on April 7, 2022
    - Beth South for IU East LGBTQ+ Archive
    - Mireille Djenno for IU Bloomington African Studies Collection
  - **Regional Librarians' Day** on May 25, 2022
    - Discussions of future InULA colloquium structure and events
  - **Creepy Collections** on October 31, 2022
    - Content warning: human bones, medical instruments and some gore
    - Sean Stone, IUPUI Dentistry Library Basement
    - Brandon Pieczko, IUPUI Ruth Lilly Medical Library's History of Medicine Collection
  - **2022 InULA Virtual Holiday Trivia Event** on December 15, 2022
- **Scholarship and Grants Committee**
  - Fall 2021 and January 2022 grant funds were carried over into April 2022

At the beginning of the 2022-2023 academic year, InULA encountered multiple technical difficulties that hampered membership renewals and our ability to form committees. Our Webmaster, Brandon Pieczko, worked diligently with UITs to restore access to our website after a Sitehost upgrade caused unexpected errors. During the site's downtime, we discovered many core documents were hosted exclusively on the website. Our Secretary, Rivkah Cooke, created a reference guide for the InULA Board and saved digital copies of our core documents to Teams when able. Following these issues, the InULA Board passed a new policy to require data redundancy by storing core documents in more than one location. Finally, IU's move away from Google Drive caused our membership form to stop accepting new submissions. We re-established this form on Qualtrics.

We can take this rocky start to the 2022-2023 academic year as a teaching moment for current and upcoming issues in our profession. Our world is becoming more digitally connected every day, with new tools and services that will change how we operate. This growth brings with it a stronger connection among all IU libraries as we rely on the same infrastructure and find new ways to collaborate. In the process, we must remain vigilant and adaptable to the benefits and risks of change – whether they come in the form of a temporary glitch or new policies in other areas of Indiana University.

We are still navigating the social, cultural, and technological discoveries brought about by COVID. Let InULA be a guiding light toward progress within IU libraries in this new world.

Scott Hudnall  
InULA President, 2022-2023

## **Letter from the InULA Communications Committee**

### **Introduction to Fall 2022 InULA Notes**

THE INULA COMMUNICATIONS COMMITTEE, 2022-2023

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Dear Readers of *InULA Notes*,

The past several years have been a time of pivot and change, due in large part to the COVID-19 pandemic but also because of many other cultural, political, and social upheavals. As InULA President Scott Hudnall writes in his “Letter from the President,” the COVID-19 pandemic not only changed the way that IU librarians, staff, and faculty used technology to create new learning environments, it also caused many of us to deeply consider our relationships to our work, our colleagues, and our communities and the need for change.

This work of thinking about our relationship to our community applies equally to the Communications Committee and the production of *InULA Notes*. To better serve their community, the 2020-2021 Communications Committee made two thoughtful decisions, as outlined in the Spring 2021 issue of *InULA Notes*: they changed the publishing schedule from two issues a year to one issue yearly, published in the spring; and they created a peer-review process so that IU librarians would have an accessible publishing outlet during the uncertainty of the pandemic. When the newly formed 2022-2023 Communications Committee met, we asked ourselves: What do we want *InULA Notes* to be now? This is the first issue to be published now that we are back to working mainly in-person. Some of the obstacles created by the pandemic no longer exist, but others still do, and still more were created. So how do we envision *InULA Notes* now? What role do we see the publication playing within InULA and the IU Libraries?

In her article about the renovation of the Education Library at IUB, Christina Jones states that libraries often function as the “connective tissue” that brings departments, units, and people together to form a shared community. Going forward, our goal for *InULA Notes* is for it to function as something along the lines of this “connective tissue” – a means of strengthening the sense of community among colleagues who are located on very different and widespread campuses within the IU system. We realized this year that with the cessation of publication of *IUL News*, the weekly email newsletter that was distributed to all the IU Libraries campuses and that reported on their activities, we are missing an efficient and reliable means of regularly learning about our colleagues, their activities, their creativity, and their ingenuity. Our goal for *InULA Notes* is to fill at least some of that gap.

The committee members also recognize that we need to devise ways to encourage submission of articles and news items from more Libraries staff. All of the committee



members believe in the value of inclusion, and we support InULA's commitment to inclusion and its statement on inclusivity. But we also enthusiastically embrace something that Angi Hill discusses in her staff development award report, the idea of "belonging." It is that feeling of belonging that *InULA Notes* can perhaps reinforce by providing a forum for staff and faculty to share their accomplishments, achievements, and experiences; to learn from and be inspired by each other; and to feel knowledgeable about the work done within our own libraries and across campuses. We therefore decided that, with this issue, we would return to the original publishing schedule for *InULA Notes* of two issues a year, one published in May and the second in December. We also encourage submissions from everyone of all kinds of writing – research articles, news items, reports on programs and outreach activities, articles about your campus library and connections to broader communities – anything that might be of interest to your IU Libraries colleagues. Everyone has a unique story and a unique perspective – we look forward to hearing yours.

Happy reading and happy December to everyone,

The InULA Communications Committee, 2022-2023:

Julie Feighery, IUSB

Todd Grooten, Ruth Lilly Medical Library, IU School of Medicine

Anna Marie Johnson, IUB (Vice Chair)

Sara Stefani, IUB (Chair)

Larissa Sullivant, Ruth Lilly Law Library, Robert McKinney School of Law (Board Liaison)

## Education Library Renovation Update

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After more than thirty years, the Education Library, which sits at the heart of the Wendel Wright Education Building, is undergoing an extensive renovation thanks to a generous multimillion dollar contribution from the School of Education combined with a substantial financial contribution from the IU Libraries. The new design leverages new furnishings to take advantage of architectural features, introduces new spaces for collaboration and creativity, and hosts the Instructional Consultant for the School of Education. Altogether, the newly renovated library will serve as a connective space where users may discover, learn, connect, and create.

The unique wedge shape of the library affords a huge expanse of windows overlooking green space just outside the building. Prior to the renovation, tall shelves arranged in straight rows obfuscated the view of the windows. The new design employs shorter shelving that allows most users to easily see over the top and all the way to the windows. Moreover, the shelves are arranged along the radius of the curved window, providing a much more natural flow of movement throughout the space. Along with greater visibility throughout the library, additional furnishings provide permanent areas for rotating thematic children's literature displays and new books. Furnishings along the glass perimeter of the space promote solitary quiet study – an often-cited reason users enjoyed studying at the Education Library in the past. Through careful design and planning, the arrangement of thoughtfully selected furniture will offer stunning views, promote discovery of library materials, as well as provide an oasis for reflection and study.

More than just furnishings, the renovation includes several new spaces for collaborative learning and creativity. The WORKshop is a space designed to simulate K-12 classroom environments and provide a place to explore and practice the myriad ways of bringing books and stories to life. Along with demonstration space, there will be materials commonly found in K-12 schools that support the creation of displays and other learning aids in the classroom. The idea for the WORKshop grew from a similar space piloted in the Education Library in an underutilized large work room, furnished with an area rug, large felt board and a library of storytelling supplies such as puppets and felt board sets to be utilized by Education majors in their field experiences. The room immediately proved popular, hosting more than a hundred class sessions in one year despite pandemic concerns about in-person learning. Education Library team members hosted crafting events, such as "Flannel Friday," in which participants made a felt story using patterns and supplies provided by the Libraries (*Pete the Cat and his Four Groovy Buttons* was a big hit). The new WORKshop is sure to help students



and faculty discover new ways to bring stories to life in the K-12 classroom. A new Book Discussion Area adjoins the WORKshop and provides furnishings and technology that facilitates community conversations within the School of Education. In the past, the Education Library hosted events such as the Social Justice Read Aloud, in which campus partners would help lead a discussion on a social justice topic, using children's literature as a starting off point. A striking feature of the Book Discussion Area is a hanging acrylic display in which scanned pages of picture books may be featured and read by users walking along the panels. This idea sprung from the "Story Walks" that have proliferated in the public library sphere. Along with new spaces, the renovation design expands existing services. The number of study rooms jumped from two to seven! It is hoped that students, faculty, and staff will view these spaces in the Education Library as a place to connect, collaborate, and innovate.



*Figure 1. Demonstration room pre-renovation, a.*



*Figure 2. Demonstration room pre-renovation, b.*

Along with new furnishings and spaces, the Education Library is the new home of the School of Education Instruction Consulting Office. A natural partnership, the Instructional Consultant will work in proximity to the myriad information resources offered by the Libraries. Faculty will enjoy a one-stop shop of teaching support and the ability to leverage the ever growing and changing collection in the Education Library.

New services, spaces, and furnishings are only outward signs of the Education Library rejuvenation. With greater visibility and expanded offerings, the Education Library will serve as the connective tissue across and among individual departments and units within the School of Education. With new flexible furnishings and spaces, an ever-growing collection of diverse children's literature and education scholarship, and increased outreach among School of Education faculty and students and beyond, the renovated Education Library is poised to serve users far into the future.



*Figure 3. Demonstration room pre-renovation with class.*



*Figure 4. Flannel Friday, Pete the Cat program*

## **Library of Congress—Council on East Asian Libraries (CEAL) Cataloging Internship Program 2022**

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The Library of Congress-Council on East Asian Libraries (CEAL) Cataloging Internship Program was developed to provide training opportunities to those who do not have access to adequate cataloging training support in their own institutions, or to those who have been assigned to catalog materials in a language with which they are not entirely conversant, as well as to experienced catalogers who wish to develop expertise in cataloging material in a certain subject or subjects or in a specialized format. The program consists of one week of virtual pre-training, four weeks of in-person training and four weeks of remote training.

My application for the program was accepted in December 2019. Although I was selected as an intern for the 2020 program, it was postponed until 2022 and eventually was held in April through June of 2022. Two of my primary purposes for the internship program were to strengthen my Japanese cataloging skills by learning the Library's best practices and to observe the Library's cataloging workflow of Korean-language resources. My current position in the IU Libraries gave me the first opportunity to specialize in East Asian cataloging, primarily in Japanese cataloging. Also, the pandemic made the Korean backlogs overflow. I took this opportunity to enhance my skills in CJK cataloging to be able to better serve the IU Libraries as the East Asian Cataloging Librarian.

I completed my virtual pre-training by early April 2022 to prepare myself for the four-week in-person training in April and May. During the period of in-person training, I was situated in the Library's Northeast Asia Section (NEA) within the Asian and Middle Eastern Division to be trained by Japanese- and Korean-language specialists.

The first three weeks were assigned for Japanese, and the final week was for Korean. The first three weeks were focused on hands-on practice of Japanese cataloging while the fourth week was on basic Korean-related practices. In addition, I was given opportunities to be introduced to the Asian Division, Geography and Map Division, and Music Division as well as their reading rooms. For the first three weeks, the trainers and I mostly worked on original cataloging and name authority record (NAR) creation and revision while going through resources and references, such as Classification Web, RDA Toolkit, Classification and Shelflisting Manual, Subject Headings Manual, Japanese Romanization table and Descriptive Cataloging of East Asian Material: CJK Examples of AACR2 and Library of Congress Rule Interpretations. An agenda was provided for each day or each week. The first week was for descriptive cataloging of monographic texts, the second week was for NAR, and the third week was for subject cataloging. The third week also was for some special subjects and

formats. I cataloged maps, scores and law materials as well as made a subject-heading proposal. Along with the agendas and schedules, I continued to work on original cataloging and NAR to build substantial experience. The fourth week was assigned for Korean, which enabled me to learn the Library's general workflow of cataloging Korean resources. The trainers provided me with sessions on the Korean Romanization and Word Division Guidelines, searching methods, descriptive cataloging, authority control, subject cataloging and classification and e-book cataloging. I also had opportunities to learn serials cataloging for both languages and the latest Bibframe editor MARVA.

The remote training period was focused on original cataloging of IU Libraries' Japanese backlogs for review. The backlogs included publications from between the 1930s and 1950s, 19th-century reprints, and so forth. As mentioned, I was able to catalog over half of the backlogs, which required original cataloging, and I created or revised many NACO records associated with these original bibliographic records.

It was one of the best learning and training experiences as a professional I have ever had. I hope to utilize my skill set gained through the program for the improvement of IU Libraries' cataloging workflow and CJK metadata.



## **Help Me Help You: The Floyd County Library and IU Southeast Library Partnership**

MITCHELL SCOTT  
Coordinator of Collections and Online Resources  
IU Southeast

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### **Introduction:**

Academic libraries, of all sizes, have often struggled with the role that they should play in providing a leisure reading collection to the students, faculty, and staff that use their collections. Some academic libraries, especially those affected by recent reductions to their library collection budgets, question whether they should invest limited collection dollars in leisure reading materials that cannot be aligned with curriculum or research support. Other academic libraries wrestle with how to provide leisure reading or how much to provide. Do they rely on approval plans, or library staff and patron selections or both? Do they provide print (often the preferred leisure reading format) or digital (now that OverDrive has a bigger presence in the academic market), or both? The Indiana University Southeast (IU Southeast) Library has also struggled with these questions. To resolve them, IU Southeast looked to current academic and public library partnership models and turned toward its local public library, the Floyd County Library, to alleviate the widening gaps in its leisure reading collection and to extend access to library collections and services to the IU Southeast campus and the greater Floyd County community.

### **FCL @ IUS:**

In June 2022, the IU Southeast Library won a grant from the Caesars Foundation of Floyd County to support a partnership between the IU Southeast Library and the Floyd County Library. In effect, this new partnership created a mini-branch or a satellite branch of the Floyd County Library at the IU Southeast Library. This mini-branch idea or concept is nothing new to academic and public libraries with several examples throughout the library literature (Lacey, 2020; Dixon, 2018). The IU Southeast and Floyd County partnership is a combination of collections and services which serve to meet the unique and individualized needs of the partners involved. IU Southeast Library gained a leisure reading collection for the IU Southeast community and the Floyd County Library secured an extension of Floyd County Library services, via the IU Southeast Library, to a portion of Floyd County with no public library branch. The Caesars grant provided \$8,000 to the IU Southeast Library to contribute toward a seed collection of Floyd County Library materials to be housed and circulated at IU Southeast, to finance signage to identify and market the new partnership, and to pay for external marketing to promote the new partnership to the greater Floyd County community.

### **The FCL @ IUS Collection:**

While not critical to the partnership, the money provided by the Caesars grant to support the purchase of the seed collection for this collaboration was invaluable. Having financial support via grant funding removed the burden of starting this partnership from both the IU Southeast Library and the Floyd County Library's collections budgets. \$6,000 (75% of the grant funding) was directed toward the purchase of a seed collection that IU Southeast and Floyd County Library agreed would consist of popular fiction and non-fiction, YA fiction and non-fiction, and other materials Floyd County's collection team deemed relevant to a leisure reading collection. It was also agreed that after the depletion of the grant money, Floyd County would be responsible for the acquisition of new materials and would acquire at a rate that maintained the collections currency and relevancy.

Prominent first floor space was secured to house the Floyd County Collection at the IU Southeast Library. The Floyd County Collection is housed on glass display shelving directly across from the Library Research Desk. This location had previously highlighted recent library purchases and thematic book displays. Some academic and public library partnerships that have a collection component, like the IU Southeast and Floyd County's partnership collection, renovate space to house their new partnered collection. Due to the cost and complexity of renovations, IU Southeast looked for a more straightforward solution and was able to convert select existing space to the location of the Floyd County collection. This meant that instead of dedicating limited grant funding to renovations, the funding that was secured could focus on establishing the collection and advertising the new partnership.







The Floyd County collection at the IU Southeast Library is updated with new shipments of books weekly and/or monthly, depending on recent purchasing. Books for the Floyd County Collection arrive at IU Southeast having been barcoded, classified, and cataloged within the Floyd County Library system (TLC). IU Southeast Library staff use the Floyd County's TLC system to update the status of the Floyd County books and prepare them for circulation at IU Southeast. While this collection represents the biggest financial investment in this partnership, IU Southeast staff labor has been the most critical and has been essential in making the collaborative collection and services work. While this

partnership represents additional work and new responsibilities for front line library staff, IU Southeast Library staff have eagerly embraced the new duties, workflows, policies, and technologies that support the success of the partnership.

### **FCL @ IUS services:**

As a mini branch of the Floyd County Library, the IU Southeast Library also provides most of the essential services that exist at the other Floyd County Library branches. Using an IPAD linked to the Floyd County Library TLC system, patrons (both IU Southeast and community) can register for and receive a Floyd County Library card. Floyd County community patrons receive Floyd County Library cards, and IU Southeast employees and students can use their IU Southeast ID card as their Floyd County Library card. Floyd County Library patrons can also request Floyd County Library materials to be transited and held at the IU Southeast Library for pick up and can return Floyd County materials to the IU Southeast Library to be transited back to the Floyd County Library.

### **Ideas for the future:**

While the partnership is still in its infancy (it launched August 22, 2022), it has seen an incredible amount of community interest and support and offers many possibilities for growing the partnership beyond its initial phase. Two local television stations picked up the story and ran a segment about the new partnership and the local newspaper, *The New Albany Tribune*, ran a front-page story describing the collaboration. Now that the partnership has been secured, the IU Southeast Library and the Floyd County Library are excited about potential ways to further integrate and expand the collaboration. There have been discussions of designing programming partnerships that highlight IU Southeast faculty and staff expertise, incorporating summer reading events and programming into the IU Southeast Library's summer schedule, and partnering with children's public librarians to assist in instruction sessions for IU Southeast education students. As academic libraries think

about the future of their leisure reading collections, we encourage them to consider their local public library and the potential partnership possibilities that could expand access and services for both institutions and meet the needs of our overlapping patron groups.

**References:**

Dixon, J. (2018) Community/College Connections: Public and academic library partnerships benefit both. *Library Journal*, 143(1), 22-23.

Lacey, S., & Lomness, A. (2020). Better together: assessing a leisure reading collection for an academic and public library partnership. *The Journal of Academic Librarianship*, 46(1), 102023.

## A World of Wonders at IU East: Indiana Humanities One State/One Story Program

BETH SOUTH

Assistant Librarian of Access and Technical Services  
IU East

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In 2022, the IU East Campus Library was awarded a Community Read grant from Indiana Humanities to participate in a statewide read of Aimee Nezhukumatathil's *World of Wonders: In Praise of Fireflies, Whale Sharks, and Other Astonishments* as part of the [One State/One Story program](#). This is an initiative designed by Indiana Humanities, in partnership with the Indiana State Library and Indiana Center for the Book, to encourage Hoosiers to read and engage with a book as part of a statewide conversation, and to examine our relationship with the natural world.



Nezhukumatathil's [\*World of Wonders\*](#) is a beautiful collection of essays, some somber, some humorous, that reflects on our relationship with the natural world and how we can find inspiration and appreciation in our environment. In each chapter, Nezhukumatathil focuses on a particular animal or plant, whose properties and habits remind her of various aspects of her life. She reflects on her experiences growing up, as a mother, a writer, and as a woman of color and discusses how these amazing lifeforms influence how she views the world.

As an active member of the IU East Sustainability Council, Assistant Librarian of Access and Technical Services Beth South decided to apply for the small grant as a way for the campus library to actively provide sustainability focused library programming that also intersects with diversity and inclusion. Recipients of the One State/One Story grant are required to host a book discussion as well as two or more supporting programs to explore the themes woven throughout *World of Wonder*. The IU East Campus Library received 30 free copies of the book and \$750 for programming and marketing support.

### **Program 1: Nature-Inspired Scavenger Hunt**

As *World of Wonders* is available campus wide as an [ebook in IUCat](#), and IU East has a large online student population, the campus library began promoting the book with a month-long, virtual scavenger hunt to kick off the beginning of Earth Month (April). Inspired by all the amazing creatures and plant life featured in this book, and the beautiful illustrations by Fumi Mini Nakamura, the campus library used Google Quizzes to create an [online scavenger hunt](#) that encouraged participants to get out and enjoy nature throughout April. The scavenger hunt had a mix of online searching, book sleuthing, and a variety of outdoor and sustainability-related activities. All the questions or activities related in some way to the chapters in the book, which are titled after the life form being discussed (i.e., Dragon Fruit, Narwhal, Fireflies, Corpse Flower, etc.). All online participants won a physical copy of *World of Wonders* and a small IU East swag bag, consisting of a bookmark, pencil, stickers, and pins with images from the book. All student participants were entered into a drawing for a \$50 book scholarship from the Campus Library. The winner of the scholarship was Micah Turney, a sophomore majoring in General Studies.

### **Program 2: "Gas and Oil, Dirt and Ghosts: Landscape and Histories of Extraction in Indiana."**

On April 20, 2022, guest lecturer Ava Tomasula y Garcia gave her presentation titled "Gas and Oil, Dirt and Ghosts: Landscape and Histories of Extraction in Indiana." This hour-long presentation connected to *World of Wonders* themes of immigration and natural landscapes and was listed as a key event during the Office of Sustainability's Earth Week celebration at IU East. It was a fascinating talk on the history of the gas and oil boom in Indiana and how this relatively short period of time, mid-1800s to early 20th century, drastically changed the social, political, and physical landscape of Indiana. The talk was held via [Facebook Live](#) to reach the widest possible audience as many of our students and faculty continue to work and attend IU East online. We had a lot of great questions from our attendees, one being, "How



do you think those of us who live in Indiana today could be changed by being aware of this history? What actions would you like to see citizens of Indiana take?"

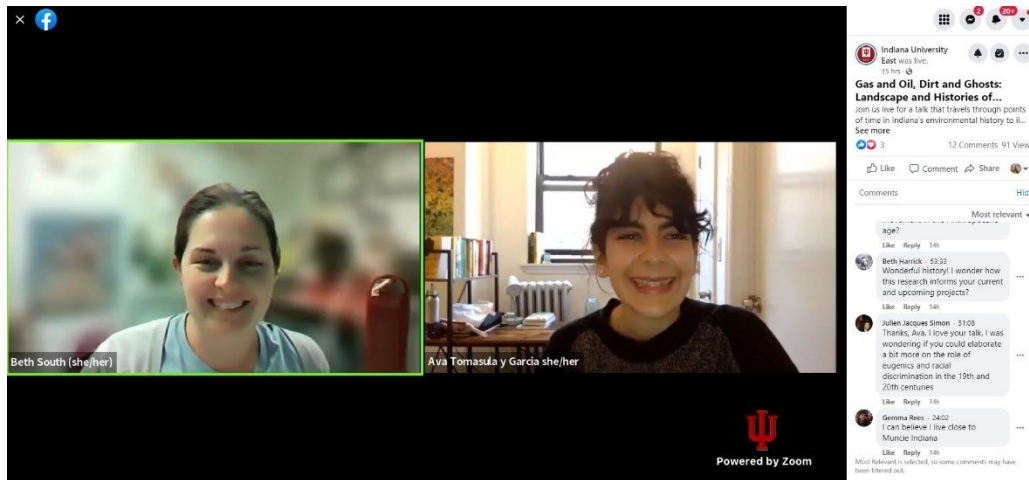


Figure 1 Beth and Ava during the Q&A

## Programs 3 & 4: Birds of Wonder

Throughout the month of June, the IU East Campus Library hosted afternoon programming for Richmond's [Reading Academy](#), a full day of classes focused on reading and writing over a four-week period. An initiative of [Every Child Can Read, Inc.](#), the Reading Academy is a program that works to ensure that every child can read at reading level by the third grade. To provide creative academic enrichment, the campus library team, with IU East student, staff, and faculty volunteers, planned and implemented a variety of programming activities, such as weaving, riddle creation, nature journaling, science experiments, and yoga. Assistant Librarian of Access and Technical Services Beth South volunteered to lead two programs, both inspired by the *World of Wonders* community read.

### Birds of the World Art Activity

A unique attribute to Nezhukumatathil's *World of Wonders* is the inclusion of beautiful illustrations by Fumi Mini Nakamura. The goal of the "Birds of the World" session was for students to learn about different birds from around the world and then draw and color a version of one that interested them.

The June 22 program for The Reading Academy had 19 third graders actively discussing the characteristics that birds share, where they are found, and how they are important to us and our environment. Using a multimedia presentation she created, Beth talked about the birds featured in *World of Wonders*, like the potoo and the southern cassowary, and a few other birds of interest, such as the laughing kookaburra and ivory-billed woodpecker. Students looked at the artwork of Fumi Mini Nakamura and other artistic renditions of birds from

books, then they were able to choose a bird that interested them and create their own version of it with crayons and markers on cardstock.



Figure 2 Beth talking about the Superb Bird-of-Paradise

## Bird Count Hike

The second bird-focused session was a bird hike on June 27. Based on Nezhukumatathil's chapter titled "Questions while searching for birds with my half-white sons, aged six and nine, National Audubon Bird Count Day, Oxford, MS," Beth read the book *Counting Birds: The Idea That Helped Save Our Feather Friends* by Heidi E.Y. Stempe, and discussed the importance of counting birds, how a bird census can help us understand what's happening in our environment, and ways the students can be citizen scientists. Beth then led seven second graders and three adults out on a hike along the cross-country trails behind Hayes Hall. Students were given binoculars and a notebook to document the number of birds they see, what they hear, and other information that interests them. Throughout the hike, Beth stopped to share tips on bird watching and talked about the different birds that students may see or hear



Figure 3 Beth with second graders on bird count hike



during their walk. Both the birds of the world art activity and the bird hike were well received by the students and their teachers

### **Program 5: Book Discussion with First Year Seminar Students**

In fall of 2022, there were two classes that incorporated *World of Wonders* into their curriculum, ENG-W 206 Creative Writing with Associate Professor of English Tanya Perkins and Assistant Librarian of Instruction KT Lowe's First Year Seminar (FYS), totaling 33 students. Ultimately, KT Lowe's FYS was the only class that ended up having time to participate in a full class discussion. The students were paired up into teams and each team had to create discussion questions for one of the assigned chapters. On November 3, KT led the class discussion, assisted by Beth South, where 17 students discussed questions pertaining to the format and audience of the book and covering chapters "Peacock," "Narwhal," "Potoo," and "Axolotl." The students were deeply engaged with the text, especially the chapter titled "Peacock," talking in-depth about what it means to be an "American" and personal identity. There was also a long conversation about using animal attributes to either empower oneself or to belittle or degrade another.



*Figure 4 FYS students' discussion of World of Wonders*

While the initial purpose of applying for the One State/One Story Community Read grant was to create sustainability-related programming for IU East students, this grant allowed us the flexibility and the resources to strengthen our quality programming to local elementary students too. We were able to partner with the Office of Sustainability and the Office of

Diversity for the guest lecturer event and the scavenger hunt. We also connected with our local public library, Morrisson-Reeves Library, who also received the One State/One Story Grant, and we were able to cross-promote some of our events. This was a small grant, but an impactful one as the campus library was able to deepen its connection and support to our campus and community partners and educate on the topics of diversity, the humanities, and the environment to our students and community.

Indiana Humanities provides a lot of grant and program opportunities related to connecting the humanities to everyday life, a good resource for any librarian or library worker looking for ideas or project funding. For questions on applying to the One State/One Story program, working with Indiana Humanities, or about the programs featured here, please contact Assistant Librarian of Access and Technical Services Beth South at [eabrockm@iue.edu](mailto:eabrockm@iue.edu).

## **Research Incentive Fund Report**

### **“So Why Are You Here?”: Attending the LIBER 2022 Conference in Odense, Denmark, via an InULA Research Support Grant**

ANNA MARIE JOHNSON

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As I encountered librarians from all over Europe at [the 2022 LIBER Conference](#), I often was asked “So, why are you here?” The question was not hostile at all—simply curious. Alyssa Denneler, Amy Minix, and I were three out of the eight or so Americans present at this European Research Library conference hosted at the [University of Southern Denmark \(home to the largest and very controversial collection of human brains which I unfortunately was not aware of at the time!\)](#). [LIBER](#) (Ligue des Bibliothèques Européennes de Recherche or the Association of European Research Libraries) is the European equivalent to the Association of College and Research Libraries, but their conference was much smaller and more intimate.

The presentations that I attended were from librarians from many different countries including the UK, France, Netherlands, Croatia, and Qatar. The topics were heavily geared toward open access, open science, and other forms of open scholarship, but institutional research culture, academic libraries as research partners, collaboration with a career center, librarians actually evaluating scholarly research, and alternatives to the traditional impact factor for evaluating research and research productivity were also discussed. Many librarians I spoke with seemed surprised that Americans would make the trip overseas to join them at this conference, but they were curious about developments in American research libraries.

The presentation Alyssa, Amy, and I gave was entitled “Faking It Until We Make It: Libraries Supporting Researchers in Systematic and Scoping Reviews.” We discussed the initial steps IU Bloomington has taken to begin support for systematic and scoping reviews and how, even though we lacked training and experience, we had been working diligently to acquire both. This was a topic of broad interest, and we presented to a full room of librarians, many with questions for us. Through the questions, we discovered that European librarians do not often have faculty status, which sometimes impedes their ability to be seen as research experts.

It was incredibly refreshing to hear from European research librarians, but it was also reassuring. One presentation noted that in interviews with PhD students, the librarians learned that “students didn’t understand how libraries could help them,” for example. It was clear we face similar challenges, and while North America seems to be a bit further ahead in some ways (our open access movement was often mentioned), we can certainly learn a lot from our European colleagues as well.

I would be remiss if I did not note that the very delightful city of Odense, which is the birthplace of [Hans Christian Anderson](#) was a wonderful place to visit. It was a very walkable city with pretty parks and delightful restaurants with outdoor seating. Although we went in July, the evenings were cool, and blankets were often offered to us at dinner by the servers! In addition, the University of Southern Denmark, although much of it was [Brutalist in style](#), had these delightful plant walls:



*Green walls in academic buildings at the University of Southern Denmark.*



## **Staff Development Award Report**

ANGI HILL, PHR, SHRM-CP  
Business Manager  
Ruth Lilly Medical Library  
IU School of Medicine

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I want to thank you for approving my application for the award. I have been in human resources for over 25 years and hold two certifications. Attending conferences such as this allows me to receive the continuing education that I need to maintain my certifications.

During the conference, I learned a lot about Diversity, Equity, Inclusion and Belonging (DEIB). People have been talking about Diversity for a while now. Then people started to re-evaluate that and said that we need Equity, as opposed to Equality. That then turned into Inclusion. Today, we are finally talking more about Belonging. That is the true goal. Do our staff, faculty, students, etc. feel like they belong?

Belonging is the feeling of being part of something and mattering to others; it is created through inclusion which consists of intentional acts. Belonging is a fundamental need and is vital to performance and well-being. In Maslow's Hierarchy, Belonging is only preceded by Physiological Needs and Safety Needs. The Benefits of Belonging for employers are a 75% decrease in employee sick days, 56% increase in job performance and 50% reduction in turnover risk.

Thinking back over DEIB, we tend to focus on differences such as race, age, gender. We do our best to make sure that people with those differences feel heard and that they belong. But another area that we truly need to consider is mental health. In a lot of instances, we don't know what a person may be going through mentally and emotionally. Yet, how many times have we said, "Are you Nuts?" or "Are you mental?" when we thought an idea was off the wall? Even if that person wasn't going through something, how do you think someone that is depressed or has anxiety attacks or has a mental illness would feel if they overheard you saying that? Would they feel comfortable coming to you for help? Did we create a sense of belonging for them? Over the last few years, the mental health of all employees has gone up and down. Each of us is adapting and reacting to the changes being thrown at us differently and may or may not be dealing with the world in which we find ourselves.

An important part of belonging is listening. Many of us hear the words and do not truly listen. Usually, we are listening to respond rather than listening to understand. We need to be more active listeners. We can do this by reflecting on the feelings expressed and summarizing what we are hearing. We should also pay attention to nonverbal cues and

maintain good eye contact. This shows that we truly care about what they are saying and appreciate that they are sharing with us. Even if we don't have the answers, just by listening, we are helping that person feel they belong.

All in all, the conference truly enforced to me that employees need to feel that they belong. Asking them questions, encouraging, but not insisting on their participation, and listening to their perspective and world view will help to work toward this and hopefully improve department relations as well as mental health.



## **Meet the New(ish) Members**

Compiled by ANNA MARIE JOHNSON  
Librarian, Head, Scholars' Commons  
Interim Head, Teaching & Learning Department  
Herman B Wells Library  
Indiana University, Bloomington

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**Andrew Aldea** works as a Serials Procurement and Access Specialist at IU Bloomington. Andrew has worked in libraries for just three months and lately has been getting into jazz, particularly The Dave Brubeck Quartet's "Time Out."

**Thea Atwood** joined the IU Bloomington Libraries in March of 2022 as the Public and Environmental Health Sciences Librarian. Thea was previously the Data Services Librarian at the University of Massachusetts Amherst, where she worked for over eight years. She loves working with students and empowering them to engage with the literature and find their voice, crafting complex searches for evidence syntheses, and breaking down barriers to accessing resources. She has two cats, Bif and Ghost, and one kiddo, Calliope.

**Rachel Beckham** is the Collection Assistant for Wells Library at IU Bloomington. Rachel has been at IU for a year now but has been working in libraries since high school. In her free time, she enjoys crochet, quilting, and learning languages.

**Eli Brauner** works as a Music Cataloger at Indiana University-Bloomington. Eli previously worked as a monographs cataloger at Ball State University. Eli notes the best part of the job is getting to work with music.

**Kelli Herm** works as an Instruction Librarian at IUPUI University Library, teaching undergraduate students in the Schools of Science, Health and Human Sciences, and Engineering and Technology. This is Kelli's first full-time position at a research university, having previously worked for seven years at Tallahassee Community College (TCC) in Tallahassee, Florida as a Faculty Librarian, and for three and a half years as an adjunct Reference and Instruction Librarian at Lansing Community College in Lansing, Michigan. The best part of the job is working with students, in particular first year students, and Kelli is most excited about virtual reference services and library marketing and outreach.

**Angi Hill** works as a Business Manager handling all Human Resources (HR) and Finance at IU School of Medicine's Ruth Lilly Medical Library. This is her first time working at a university or a library as her background is Corporate HR. She says the best part of her job is helping people. During her free time, she loves to read and has finished every book by John Grisham, Michael Connelly, Lee Child and David Baldacci. She is currently reading books by Jeffrey Deaver. She and her husband have three cats: Liff, Susie and Speedway.

**Anna Liss Jacobsen** works as a Health Sciences Librarian at IUI. Anna has been in libraries for 12 years. The best part of the job is helping people grow.

**Stephen Lane II** works as the Reference and Outreach Archivist as well as the Library Liaison to the Lilly Family School of Philanthropy. Stephen came from the Indianapolis Public Library as the special collections librarian. Stephen's current read is *Socialist Reconstruction: A Better Future for the United States* by the Party for Socialism and Liberation. Stephen has two cats named Lula Lollipop and Alice.

## **InULA Committee Announcements**

### **BOOK SALE COMMITTEE**

RACHEL BECKHAM (Book Sale Committee Chair)  
Collections Assistant  
Indiana University, Bloomington

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Hello everyone! The InULA book sale this year will be on April 15th, 2023, in the Herman B Wells library at the Bloomington campus. Although it is still early, we want members to think of donating time or books to our event. We will be accepting material donations until the first Friday of April to give our team time to go through everything.

We will also need volunteers on the 14th to set up and the 15th to help run the sale. Snacks and lunch will be provided. If you are interested in volunteering or donating, please contact me at [racbeck@iu.edu](mailto:racbeck@iu.edu).

## **InULA Committee Announcements**

### **PROGRAM AND SOCIAL COMMITTEE**

ILANA STONEBRAKER (Program and Social Committee Chair)  
Associate Librarian, Head, Business/SPEA Library  
Indiana University, Bloomington

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Thank you to everyone who joined us in celebrating the end of the semester for the 2022 InULA Virtual Holiday Trivia Event via Zoom!

**When:** Thursday, December 15, 2022, 12:00pm to 2:00pm ET / 11:00pm to 1:00pm CT

**Where:** Zoom

**What:** This is to celebrate the spirit of giving, especially to future librarians by raising money for our scholarship funds. There was a trivia contest with a trivia host, as well as opportunities to win prizes and celebrate the holidays with your InULA colleagues.

**Cost:** In the spirit of giving and how difficult this year has been for all, there was no admission fee to join. You did not need to be an InULA Member to gain entry to the event. Instead, we asked for an optional \$10 donation, with most of the proceeds going towards InULA Scholarships (2.9% towards running the PayPal account). If you couldn't afford to give or could afford to give a little more, both were fine. Or if you would still like to donate but could not attend, [donate here](#).

Please check the [InULA Website](#) or email me, Ilana Stonebraker ([is1@iu.edu](mailto:is1@iu.edu)), chair of the Program and Social Committee, for any questions.