
Letter from the President

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Dear InULA members,

2015 is drawing to a close and it has certainly been a year of change. There are many new faces around the libraries that bring new energy and excitement to our work. Welcome to all of our new colleagues! InULA is also exploring new ways to meet our mission to “promote excellence in library service and to provide opportunities for continuing education and professional growth.”



Currently, we are experiencing a time of great financial security, due in large part to the work of the book sale committee and the changes they have made in the last few years. I would like to thank Naz Pantaloni, Nick Homenda and Thomas Whittaker for their creative thinking and superstar fundraising. This windfall has allowed the InULA board to increase the amount of grant and scholarship money available and expand our professional development offerings. This spring we hope to offer a variety of professional development and networking opportunities, especially related to writing and building awareness of changes in librarianship and scholarly communications.

So far this year we have awarded three grants and have another grant cycle coming up in January. I encourage you all to apply for grants to support your costs to research and share your findings. The programs and social committee has been working hard to organize networking and professional development opportunities this fall including a hike at the Bean Blossom Bottoms Nature Preserve (See my article in this edition of InULA notes for all the details), a great webinar with our own Andrea Baer digging deeper into the new ACRL Information Literacy Framework and a wonderful Holiday Party at the Scholar's Inn, where we got to hear from InULA grant recipients about the exciting research they have conducted in part with support from InULA's research grant program. InULA is also teaming up with the Council of Head Librarians to host the 2016 Statewide Libraries day. We are very excited to work with the Libraries to develop a day of professional development that we can share with our colleagues all across the libraries. You'll be hearing more about this event in the New Year!

If you have suggestions about programming or professional development opportunities you'd like to share we'd love to hear from you! Please email us at: inula@indiana.edu

Wishing you all a wonderful holiday season and a happy New Year!

A handwritten signature in black ink that reads "Christina C. Wray". The signature is written in a cursive style and is positioned above the typed name and title.

Christina C. Wray
InULA President 2015-2016

Commonality through Diversity: Reflections on the 2015 Annual Meeting of the Ohio Regional Association of Law Libraries

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In October, I attended and presented at the Annual Meeting of the Ohio Regional Association of Law Libraries ([ORALL](#)), hosted this year in Fort Wayne. Like many library associations, ORALL members come from a variety of libraries, including law schools, law firms, public, and government law libraries, so programming at these meetings can truly expand your perspective on the profession.

At the opening reception, graciously hosted by the Indiana Tech Law School, we heard from Attorney General Greg Zoeller, who encouraged us to be pioneers in changing the traditional image of the library to meet our tech-heavy times, and Associate Dean for Admissions and Student Affairs, andre douglas pond cummings, who passionately spoke of his research into the mass incarceration problems facing the United States.

The programming kicked off on the second day of the conference with a discussion of the state of access to justice for self-represented litigants. In an age of shrinking budgets, many law libraries are having to make difficult weeding decisions, often choosing to remove from their print collections primary sources (such as statutes and cases) that can be found elsewhere online; the speaker, Kim Mattioli from Indiana University Maurer School of Law, posited, however, that many of these self-represented litigants might rely on the print resources because they lack technological literacy to access the electronic versions. When we speak of access to justice, what do we consider sufficient access? And whose responsibility is it to ensure that this access exists? This program sparked a lively conversation on the role of the law librarian in aiding the research of the self-represented litigant while avoiding crossing the line into the unauthorized practice of law.

Other programming that day explored new areas of teaching available to law librarians; while we typically teach basic and advanced legal research, these programs encouraged us to consider expanding into other areas, such as alternative dispute resolution research and competitive intelligence. There is a great push in legal education today for more skills-focused and experiential learning. In order to produce practice-ready graduates, these programs encouraged us to consider other avenues of legal research attorneys will likely encounter in their careers, beyond the traditional resources we already cover.

The afternoon of the second day, I co-presented with Sara Sampson of The Ohio State University Moritz College of Law on modern issues in legal scholarship. Sara led us off by addressing an outdated curiosity of the common legal citation standard, *The Bluebook*, and its preference that authors cite to the print version of a resource, regardless of whether they actually used the resource in print. Since the majority of scholars access these resources electronically today, Sara brought to light the inefficiency of this process, what she refers to as “citation translation” – the author translating the citation from electronic to print, and the reader having to re-translate the citation from print back to electronic. Going along with the emphasis on today’s preference for electronic research, I spoke about a new tool for creating permalinks in legal scholarship, [Perma.cc](#). With authors citing to so many online resources, such as news websites, blogs, and other web pages, we are increasingly – in every discipline – running into the issue of link rot. Perma is a tool created by Harvard Law School for law libraries to create accounts for their constituents – journals, faculty members, research assistants, and more – to create Perma-links for their citations. I spoke of the growing problem of link rot in legal scholarship, the research I did to study the effect of link rot on our four law journals, my approach to presenting this information to our faculty and journal staff, and how this information was received by each.

Programming ended on the third day of the conference with discussion of innovative uses for LibGuides, new standards for county law librarians in Ohio, and common human resources issues in libraries. More information and programming materials can be found at the conference [website](#).

This is my second time attending the ORALL Annual Meeting, and I continue to be amazed by how much I learn from this diverse group. Of particular interest to me is the difference in available law libraries between Ohio and Indiana. In Indiana, our law libraries are for the most part limited to academic, firm, and court law libraries; but Ohio has significant legislative support for law libraries as well, with a [mandate](#) that every county have a public law library (and financial support to run it). It is very interesting at these meetings, then, to compare experiences with and services to self-represented litigants with these county law librarians, because I have no frame of reference for this in Indiana; while we work at very different types of libraries, we share this often challenging patron base, and there is much we can learn from each other. Isn’t that the beauty of conferences generally – establishing connections with colleagues far and wide to share experiences and resources to make our own services that much richer?

Death to the One-Shot: Replacing Individual Information Literacy Sessions to Maximize Learning

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All instruction librarians have been through it. You enter a classroom for the first time, enthusiastic to teach students information literacy skills. At first, you have their attention. They are keeping up and they are engaged, and then you notice that they are drifting away. We have all seen it, the glossy eyes, the blank stares. You begin to wonder, “What was it? Was I not enthusiastic enough?” I am here to tell you that you are awesome! You have very valuable information to share and you do a great job. However, you do not possess supernatural powers and you cannot teach students everything they need to know within a one-shot instruction session.

So, what’s wrong with the one-shot? Well, several things are wrong with the one-shot. The one-shot is by nature is designed to give students what they need at the present moment and possibly in the future. It does not give time for the process of learning. One-shots generally concentrate on how to access the information needed. This is a very important part of information literacy; however it is only a part. Information sources are becoming easier to navigate and access is not the issue that it once was. However, evaluation of information and determining information need is in despair. The complexities of information literate concepts cannot be addressed within one session. Time must be given so students can dissect, ponder and explore what is being taught and this cannot be done within a one-shot.

In 1928, Charles Shaw (as cited in Hopkins, 1982) “criticized the shallowness of library instruction” given to freshman and suggested offering “sequenced courses in library research” (Hopkins, 1982). Eighty-seven years later, I have the same criticism of library instruction. In my ideal information literate world, there would be an information literacy lab that students would have to take each year. This course would be attached to a class with a research component to scaffold information literacy concepts throughout the majors. Being in the Information Age and with the complexities of information ecosystems, access and evaluation should not be the highlights of what we teach at a university level. According to the ACRL Information Literacy Competency Standards, an information literate individual should “understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally” (Association of College and Research Libraries, 2015). One-shots do not allow the time for students to process and explore these concepts for maximum understanding.

One of the most important factors in the development of our species is our ability to pass down what we have learned so others can advance knowledge. Information literacy plays an extremely important role in collective learning, which is the process of preserving information, sharing it and developing new knowledge (“Big History Project,” n.d.). It is our ability to learn collectively from one another instead of individually that has sparked the major developments within our species. As we continue in this age of information overload, where individuals can easily produce information to be seen by millions of people, it is our responsibility as information experts to provide proper education. Information consumers and producers must be information literate to help expedite the outcomes collective learning.

The teaching faculty think they are teaching information literacy to their students. I disagree. Telling students that they have to use peer-reviewed articles is not teaching information literacy. In fact, I have encountered multiple students who will not use any other source: books, government information, etc. I am seeing this more because many professors require only peer-reviewed sources. I understand why they are doing this. They are doing this because it is easier to tell students to use peer-reviewed sources than it is to teach information literacy. However, what are we teaching if we limit the type of resource that can be used? We are teaching students not to think critically about the information sources they use. We are also teaching students that peer-review has more value than other resources. Peer-review, as we all know, is just a small part of the information ecosystem. In the era where there are peer-reviewed blogs, open access scholarly content, and where anyone can publish a book, this is what we need to do:

1. Talk to the administration and show them the complexities of information literacy and how it is not adequately being addressed in the curriculum.
2. Talk to the faculty and teach them what information literacy is and how understanding information literate concepts will help students improve in their courses. Find out what assignments can be used to scaffold information literacy concepts.
3. Go out and form partnerships with other departments. This will not be easy. You will be changing a culture and the perception of what librarians do and our value for life-long learning and student success.

We know the value of libraries and the value of what we do. Now it is time to make others understand.

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Something for Everyone: Thoughts on the Charleston Conference from a First Time Attendee

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For 35 years the Charleston Conference has, in the words of the organizers, served as "an informal annual gathering of librarians, publishers, electronic resource managers, consultants, and vendors of library materials...to discuss issues of importance to them all" ([Charleston Conference website](#)). This year's event boasted a record 1,788 registrants of whom 549 were presenters or speakers. Indiana University Libraries were well represented at the 2015 conference. Sherri Michaels from Indiana University Bloomington presented on the collection inventory that is currently underway at IUB ([session description](#)) and Kevin Petsche from IUPUI gave a session on the unique approach to patron-driven acquisitions that has been adopted at his library ([session description](#)). Shayna Pekala from IUB served as a panelist for two sessions ([session list](#)), one about preserving and promoting digital humanities media and another about the costs involved in publishing scholarly monographs. (Shayna also acted as a panelist of sorts for this article, responding to some questions that I asked about her impression of the event.) For a full list of speakers and sessions see <http://2015charlestonconference.sched.org/>.

The plenary sessions, which were held in the 1,800 seat performance hall of the [Gaillard Center](#), were diverse in scope, thought-provoking, and in the case of the Thursday morning sessions, [illustrated](#). A graphic recorder was present on Thursday to create infographics based on the plenary presentations. I was especially struck by Katherine Skinner, the executive direction of the Educopia Institute, who spoke on Friday morning about the changes in publishing and scholarly communication that she says have been underway since the widespread adoption of the Xerox machine in the 1960s. Skinner's postulations on the how the use of data to build and analyze collections impacts the way we perceive value ([session description](#)) led me to reflect on the ways in which our current collections are a legacy of the values of our predecessors. For the first time I thought about the connection between collection development and the discipline of the history and philosophy of science. Shayna Pekala appreciated the plenary session in which a panel explored practical and legal matters of privacy. She recalled that "[Gary Price] showed us how he could see exactly what anyone in the audience was looking at on his or her screen. Creepy!" Price called for libraries to educate ourselves about privacy issues, pass that information on to our patrons, and to take steps to protect the patron data that we maintain as well the data that is stored by vendors and resource providers ([session description](#)).

Outside of the plenary events, the Charleston conference was densely packed with as many as 20 sessions scheduled during a single time period. Of the different types of sessions, I was a fan of the "Lively Lunches". These were bring-your-own-lunch affairs that featured panelists discussing any number of topics. I was impressed by the panel compositions—it was an exception rather than a rule for two panelists to have the same perspective on any particular matter. Shayna echoed my thoughts on

panels, reporting of her experience that "it was interesting to learn from my fellow panelists about the different approaches taken at different institutions".

Charleston's schedule of events was spread across four different locations, which meant that one was guaranteed to see someone sporting a Charleston Conference tote bag in the blocks between the main sites. The weather in Charleston made these mini-walks throughout the day all the more enjoyable. The city was a lovely host, with beautiful architecture and striking flora. As the weekend approached, downtown Charleston cranked into high gear and I was able to enjoy people-watching as I made my way to sessions. On Saturday morning the Charleston Farmers Market took over the square across the street from the main conference hotel. I was able to pop over during a break to observe the craft sodas and photographs of local sites. I even stopped at the booth of an area grower to purchase some of the largest grapes I'd ever eaten. Downtown Charleston was also home to a wide variety of restaurants in easy walking distance from the main conference hotels. When I asked Shayna about her favorite part of being in Charleston her response was short and to the point: "the food, hands down."

Whether eating out with other attendees or stopping in the hallways between sessions, the conference afforded many opportunities to chat with librarians and vendors alike. As someone who constantly takes notes, I devoted a section of my notebook to jotting down thoughts and insights from those interactions. I had a particularly long conversation with Kristin Jensen, the project manager for Book Traces at the University of Virginia (project site). The project consists of cataloging marginalia in the pre-1923 imprints in the University of Virginia collection and it was inspired by researchers who are interested in understanding how people interact with books. I enjoyed hearing about this innovative way that libraries are leveraging our strengths to provide value to researchers. Jensen also presented on the surveying method used in the project (session description).

One interesting element of the Charleston Conference is that it offers vendors a voice beyond the typical vendor expo. When I asked Shayna her thoughts on the vendor presence at the conference she remarked that she was encouraged to discover "how much research collaboration has been going on between vendors and libraries ". In the course of my workday, my interactions with vendors are typically limited to their accounts receivable departments or customer service representatives. This conference was refreshing because it gave me some insight (as much as they were willing to share) into the motivations of vendors and their approaches to solving some of the issues in the library markets. A specific instance of this took place during a "lively lunch" about the academic library book market (session description). Alan Jarvis from Taylor and Francis explained that from their perspective, Taylor and Francis was looking forward to short term loans (STL) of e-books as a way to increase exposure of and gain more revenue from their long tail of old imprints. For them, STLS promised to supplement their existing revenue streams. For me this explanation supplemented the perspective that I get from libraries, which tend to view patron-driven acquisitions as a partial replacement for existing purchasing models.

I felt that these types of insights were the true value of the Charleston Conference. While I was somewhat let down by the small number of sessions that were directly related to my work in acquisitions, attending this conference was a great way to gain exposure to topics that affect my role as the Head of Acquisitions Accounting and also to understand how libraries, vendors, and publishers define and approach issues in our field. The breadth of topics was clearly demonstrated during the closing session in which Erin Gallagher, a librarian at Rollins College, used Poll Everywhere to get

audience opinions on the hottest buzzword of the conference. A variety of responses filled the screen but Gallagher counted Open Access as the most frequent response. Shayna Pekala expressed that "altmetrics seemed to be a hot topic this year," while I felt that everywhere I went people were talking about "acquisitions", but in reference to mergers in the library vendor marketplace ([blog entry on the closing session](#)).

Whatever one's interests in library collections or acquisitions might be, there is good chance that a session, poster, or "lively lunch" at the Charleston Conference would satisfy those interests. Attending was an invaluable way for me, as someone new to the field of library acquisitions, to gain perspective on the world of activities surrounding my role here at Indiana University Libraries.

INDIGO Announces the Jacqueline Fessard Johnson Distinguished Service Award

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Early this year, Jacqueline Fessard Johnson, Associate Librarian, Coordinator of Collection Development and Special Collections (and Government Publications) at the IU Southeast Library passed away. Jackie was an active and vibrant member of INDIGO, Indiana Networking for Documents and Information of Government Organizations. She was passionate about access to government information and information literacy, so her contributions to INDIGO as an advocacy group were enormous. She was particularly interested in government information literacy for students, writing an article about using government information in teaching, *.Gov in the Classroom: Using Government Websites in Library Instruction*, 29 *Indiana Libraries* 35 (2010).

Jackie was an INDIGO officer several times throughout INDIGO's history, including chairing the group twice; once as co-chair in 1993-1994, and as full chair for the 2003-2004 term. She planned meetings and programs for INDIGO itself and also took part in INDIGO sponsored presentations at other events. In addition to her work with government documents, Jackie had a remarkable variety of interests and expertise. She worked with horses for many years, and was always happy to talk about the Kentucky Derby. She was an oenophile, a movie buff, and was always ready with good book recommendations. She brought her enthusiasm to her home in Louisville, Kentucky; helping to organize the first Louisville Bloomsday celebration, and bringing the Greater Louisville Region of the Jane Austen Society of North America to new heights by expanding their annual Jane Austen Festival.

Nearly every member of INDIGO has fond memories of Jackie, and when news of her passing came there was a flood of remembrances and affection on the INDIGO listserv, and everyone was eager to do something to honor her memory. People remembered her strength, her candor, her humor, her knowledge, and her passion. These are all things that we aspire to as librarians and information advocates. So it is in Jackie's honor that INDIGO announces the *Jacqueline Fessard Johnson INDIGO Distinguished Service Award*. The Jackie Award recognizes distinguished and exceptional service to INDIGO or to the government information community in the state of Indiana.

Jackie herself was the first recipient of the award. After a unanimous vote at the summer meeting, INDIGO sent a package to her family, which included an award plaque and a collection of memories and stories from INDIGO members. INDIGO was extremely lucky to have Jackie. With this award we honor Jackie, and hope to encourage others like her.

Web Content Strategy: What Is It, and Why Should I Care?

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What Is Content Strategy?

As the world becomes increasingly digital, the library website has become very much one of the front doors – if not *the* front door – of the library. We have distance learners who seldom visit campus, students and researchers who access library resources and information at all hours of the day or night, and users who simply expect to be able to find information and research help from wherever they happen to be. They expect access to this information and help to “just work.” Their experience with sites and services they use daily (such as Amazon, Google, Facebook, mobile apps, and so on) has changed their expectations for how information should be structured and accessed.

Those who are charged with stewardship of the library website have a responsibility to make our resources and services useful and usable. Just as we do at the reference desk, we may not provide exactly what our users ask for and perhaps not exactly what they expect, but we intend to provide them with what they need. First and foremost, our goal is to be user-centered.

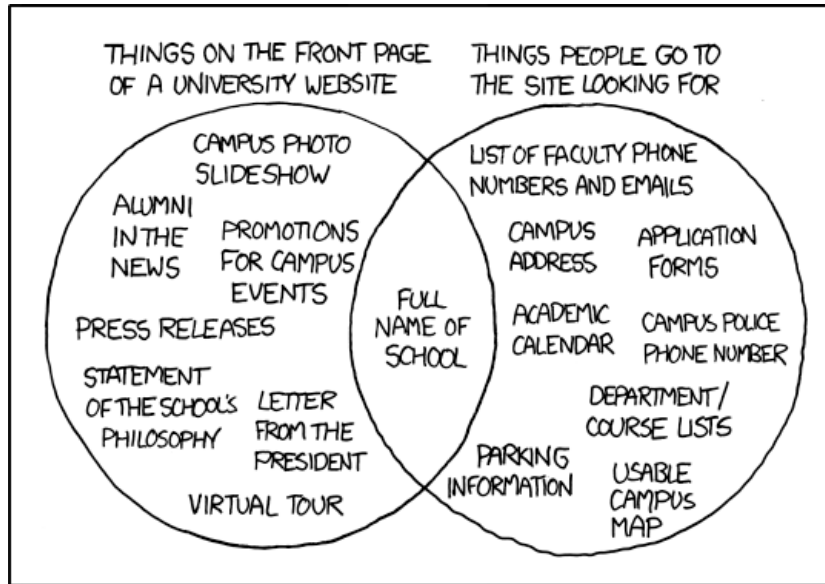
Content strategy is one tool we can use to help achieve those goals. As defined by Kristina Halvorson, author of *Content Strategy for the Web*, content strategy is “Planning for the creation, delivery, and governance of useful, usable content.”¹ Margot Bloomstein, author of *Content Strategy at Work*, takes it a step further: “Planning for the creation, aggregation, delivery, and useful governance of useful, usable, and appropriate content in an experience.”² And Meghan Casey, author of *The Content Strategy Toolkit*, emphasizes “...the right content, to the right people, at the right times, for the right reasons.”³ Content strategy has also been described by many people as “the user experience of words” – although it encompasses visual and multimedia content as well, not only words. It stems from, and continues to be strongly influenced by, the principles and practices of user experience (UX) design.

What does that mean, in practical terms? Primarily, it means that instead of just writing web content as we go along, we approach the process strategically:

- **Planning** – We define specific goals for our website, based on identified user needs and behavior, and create content designed to meet those goals. Taking that one step further, we make an effort to identify who our audience is for each type of content – grad students, undergrads, faculty, library staff (in which case perhaps the content belongs on an intranet), visitors? Additionally, we plan for governance, clearly identifying which staff members are responsible for creating and maintaining specific areas or types of content.
- **Usability** – Whether content consists of words, images, video, or audio, it needs to be created in such a way as to make it easy for users to access and understand. Numerous studies have found

that people skim web content, rather than reading it in-depth. So, when writing for the web, we need to be as brief as possible, presenting only what's necessary and making web pages scannable. Lengthy paragraphs, long complex sentences, and excess verbiage make web content more difficult to read. Bullet points, ample use of white space, and clear headings and subheadings make content more readable. It is also important to use words that your users understand, avoiding jargon ("libraryese") and acronyms as much as possible. Accessibility, making content usable by all users whether accessing the site via mobile device, desktop, or screen reader, is an important part of usability.

- Organization – Once we've created web content that meets user needs and fulfills our goals for the website, it needs to be organized in such a way that users can actually find it. If a student is looking for information about food and drink policies in a library, they're unlikely to consider looking under "Library Administration" even though that department may be responsible for creating and maintaining that policy. The website should be structured and organized based on our users' needs and mental models, not based on the org charts. User testing is very helpful here; if you ask a student to locate the link to JSTOR and they look under "Library Services" (a real life example), this tells us something about their understanding of what JSTOR is and of what library services are. We aim to structure the website so that information is located where users are most likely to look for it, as well as to label links and sections using terminology that our users understand.
- Assessment – How do we know whether our content is appropriate and useful for our audience? We can do user testing, review search logs and website analytics, and use other methods. Content strategists spend a lot of time creating content inventories (identifying what existing content you have) and content audits (evaluating what kind of content you have and what user needs it serves). Those inventories and audits are helpful in identifying gaps, content that needs to be created, as well as redundant or outdated content that needs to be deleted or updated. What tasks do your users need and want to be able to perform using your website? Is the web content needed for these "top tasks" easy for them to find, and is it quick and easy for them to complete their tasks? Understanding our users' priorities helps us understand how to structure our website.



"University website" from xkcd.com

The Content Lifecycle

Content isn't just created and then abandoned. Content strategy addresses the creation, governance, assessment, and management of content at all stages of its lifecycle.



The Content Lifecycle

As this graphic shows, there are many phases of the content lifecycle, from planning through deletion. Not all of these phases will apply to all types of content – some may not be shared, reused, or archived. Ideally, planning and assessment will happen at multiple places throughout the lifecycle. It's especially important to remember that sunsetting – archiving or deleting – content is essential. A site cluttered

with outdated content is frustrating for users; if a site search for “bibliographic software” leads to lots of links for training sessions and workshops that happened in the past, your user may never manage to find the support page you spent hours creating.

The Author Experience

In addition to user experience, content strategists also try to make things easier for content creators and contributors. If the content management system (CMS) is frustrating to use, it will be harder for librarians and staff to create good content.

For example, it is generally better to reuse content in different places throughout the website. If you have a page outlining your circulation policies, you should be able to use this content wherever it’s needed – on a general policies page, on branch library pages, and so on. If each author has to recreate the information because it is difficult or impossible to reuse content, you will inevitably end up with multiple pages containing the same information – or, more likely, a few pages that contain the same information and at least one containing an outdated version of the same information. This obviously results in a frustrating experience for your users. Even if all of the information is up to date and accurate, redundancy can be confusing to users.



Redundant content. If your website looks like this, you’re in trouble!

Content Strategy and Social Media

Libraries have been eager to dive into social media, but often have not done so with a plan or strategy in mind. Content strategy can help here, too. Identifying and understanding your audience, selecting the channels that will be most useful for your audience (you won’t want to use YikYak to reach faculty members!), assessing the success of your content based on the goals you are trying to achieve, and creating an editorial calendar to plan ahead are all important for social media staff.

Additional Readings

A short list of “content strategy starters,” including freely available articles and a few key books, can be found at <https://iu.box.com/contentstrategystarters>.

Notes

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Hiking Beanblossom Bottoms

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“The clearest way into the universe is through a forest wilderness” - John Muir



There are few things better to start a fall day with than a walk in the woods with friends! On October 24th, a group of InULA members and friends had the opportunity to take a wonderful hike with David Rupp from Indigo Birding Tours at Beanblossom Bottoms Nature Preserve.

Beanblossom Bottoms is a 598 acre Sycamore Land Trust preserve north west of town that gives explorers a great opportunity to experience an Indiana wetland environment. It's best known for its eagles nest, woodpeckers, and providing habitat for the endangered Indiana Bat and Kirkland Snake (<https://sycamorelandtrust.org/beanblossom-bottoms/>).

As an avid birder, I relished the opportunity to take a tour with a knowledgeable guide, and David Rupp did not disappoint! He not only helped us find and identify a variety of birds, he was also very

knowledgeable about the natural history of the area and well versed on the non-bird flora and fauna we encountered. As we began our hike we learned more about the importance of wetland preserves and the Sycamore Land Trust's goal to preserve the Beanblossom Creek from the White River to Lake Lemon as a project of the Bicentennial Nature Trust (<https://sycamorelandtrust.org/beanblossom-creek-bicentennial-conservation/>).

As we came to the first clearing we encountered our first wildlife, spring peepers! It was a mild and damp day, and the local frogs where out in force serenading us with their song. From there, we took the 2.5 miles boardwalk loop, and entered the world of woodpeckers. We saw many red headed, red bellied and pileated woodpeckers zipping through the forest in search of the best trees to knock on. It was tempting to linger and watch the aeronautical acrobats, but we were running out of time before a fall rain came through so we pressed on. On our way back to the beginning we got a rare treat in the form of a winter wren, which was a new "life bird" for me. Before we knew it, we were back at the first clearing and waiting to see us off was a lumbering snapping turtle.



A great time was had by all! If you have a chance to explore this wonderful property I highly recommend it, and if you are looking for a guide you can't go wrong with Indigo Birding (<http://indigobirding.com/>)! Thanks to the programs and social committee for organizing a great outing.

Meet the New(ish) Librarians

Compiled by MICHELLE TRUMBO
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Jessica Huffman attended the University of Minnesota - Twin Cities before receiving her MLIS from the University of British Columbia in Vancouver. She comes to Indiana University from Penn State, where she held the position of Information Sciences & Business Liaison Librarian. At the Business/SPEA Information Commons, Jessica serves as a business librarian supporting the Kelley School of Business and the School of Public and Environmental Affairs as well as managing the Economics collection. Her research interests include holistic assessment, the scaling of reference services, and the branding of librarianship.



Carrie Schwier is the Public Services and Outreach Archivist at the IU Archives. In addition to her Master of Library Science degree from Indiana University Bloomington, Carrie also holds Bachelor and Master of Arts degrees in Art History from Hanover College and IUB respectively. Her first IUB library job was in the old Fine Arts slide library in 2004 and she began working at the IU Archives as a student processor in 2007. She joined the staff full-time in 2008 as the Assistant Archivist providing reference service, participating in outreach efforts, archival processing, and the management of students and interns. In her new position, Carrie takes on an expanded role supervising all of the IU Archives public services and outreach initiatives including exhibitions, social media and instruction.

Emily Alford began her position here as Social Sciences Librarian this October. She is originally from the Cincinnati area, and she earned a B.A. in English Literature at Miami University. She then completed her M.L.I.S. through Kent State University while working at Miami University Libraries. Primarily working in Government Documents throughout that time, Emily is now very excited to be the Gov Doc liaison here at IU! In her spare time, she enjoys crafts, following a good TV series, and attempting to cook.



Michelle Hahn is the Assistant Librarian and Sound Recordings Cataloger at the William & Gayle Cook Music Library in Bloomington. She hails from the East-side suburb of Cleveland, Ohio called Willoughby (The Courtesy City). She earned a B.Mus. from Ohio University in 2005 and an M.L.S. with a music librarianship specialization from Indiana University in 2007. As an MLS student, she worked in the music library as the bindery processor, a student cataloging assistant, and an acquisitions assistant; in the Archives of Traditional Music as a cataloging assistant; and in Wells as a reference and instruction assistant. Michelle was also an online reference assistant for Walden University, which used to have its library reference office on the IU campus. Between her times at IU, she was the music catalog librarian at Southern Methodist University in Dallas, Texas. As an active member of the Music Library Association (MLA), she serves as both its newsletter editor and copyright website editor. Michelle is an editor-in-chief for *Music Reference Services Quarterly (MRSQ)* and the continuing education coordinator for the Music OCLC Users Group (MOUG). She also recently served as chair of the Texas chapter of MLA.

Michelle's publications and presentations include "Dreams from my Library" in *Directions in Music Cataloging* (Lisius & Griscom, eds.); "As Advertised: A Preliminary Look at Compiling and Comparing Title Lists from Music Article Indexes" in *MRSQ*; "Are You Close Enough? Libraries and Embedded Digital Humanities" at ARLIS (poster) & Digital Frontiers (presentation); "Recital Round-Up: Wrangling Institutional Recordings in Texas," at MOUG 2015; and "The Paraprofessional MLS: (making the best of) Hiring, Engaging, and Retaining Professionals in Paraprofessional Positions" at MLA 2015. Michelle once sat next to Eric Clapton at lunch and didn't realize it!

Jasmine Burns is the Image Technologies and Visual Literacy Librarian in the Fine Arts Library on the Bloomington campus. Jasmine received a BA in Art History and Spanish Literature from SUNY Albany in 2011, an MA in Art History with a certificate in Medieval Studies from Binghamton University in 2013, and an MLIS from UW-Milwaukee in 2015. She has worked previously as an assistant curator of visual resources, a digitization assistant, and an archival intern. In her current position at IU, Jasmine manages and curates the multidisciplinary image collections for teaching and research across campus, provides workshops and instruction in visual and information literacy, and serves as a point of contact for students and researchers with questions about finding and using appropriate images. In her spare time Jasmine enjoys baking, knitting, printmaking, and walking her dogs.



Leanne Mobley is the Scholarly Technologies Librarian. She received her MLS from Indiana

University in 2014 and also has a Bachelor of Fine Arts in Film Production. As a graduate student, she worked at the Wells Library reference desk, Monroe County Public Library, and also helped design promotional materials for the IU Libraries. Her current responsibilities include providing technology training for the Reference Services department and helping the Scholars' Commons continue to grow and thrive. Leanne loves libraries of all kinds, enjoys watching and making movies, and has an affinity for Welsh Corgis.



Erika L. Jenns completed her MLS with the Rare Books and Manuscripts Librarianship specialization and her MA in English with an emphasis on 19th-century American Literature and digital humanities at IU Bloomington in May 2015. As a graduate student, Erika worked at the Lilly Library, in public services and in conservation, and at Wells Library, on the Victorian Women

Writers Project and the Don Belton Collection. Erika is now the Scholars' Commons Programming and Outreach Librarian. In her new role, she enjoys planning workshops for graduate students, faculty, and staff on campus, managing exhibits in the Scholars' Commons, and working with researchers across campus and beyond. In her spare time, Erika dabbles in bookbinding and leatherworking.

Kate Otto is originally from Wisconsin where she earned her MA in History and MLIS from UW-Milwaukee. In 2014, she graduated and accepted a faculty position at Kansas State University's College of Aviation and Technology in Salina, Kansas leading undergraduate reference and instruction, library programming, and collaboratively creating an innovative Comprehensive Experience targeted at first year students. Here at Indiana University, she is the



Learning Commons Librarian and works with graduate student employees and learning commons partners to provide excellent service that fosters student success. In her free time, she teaches a group exercise class at the YMCA. She also loves cheering for the 13-time World Champion Green Bay Packers and eating ice cream.



Heidi Elaine Dowding began as Digital Preservation Librarian at Indiana University in July 2015. Her work involves collaborating with various departments and collection managers to ensure the long-term sustainability of digital content. She is currently spending her time developing born-digital workflows. Prior to arriving in Bloomington, Heidi worked at Huygens ING in the

Netherlands, Nazarbayev University in Kazakhstan, and took part in the National Digital Stewardship Residency program at the Library of Congress. She holds an MLIS from Wayne State University and a BA in Art History from Michigan State University.

InULA Incentive Grant Report: Kristina Keogh

This summer, I received a generous grant from the Indiana University Librarians Association to support travel to attend The World of St. Francis of Assisi Conference in Siena, Italy. This interdisciplinary conference brought together scholars from around the world who spoke on topics that consider the legacy of Francis of Assisi and the Franciscans from the perspective of such fields as history, art history, literature, English, theology, philosophy, Church history, and environmental studies.

At the conference, I presented my paper, “The Female Franciscan Body as Image,” which expands upon themes explored in my recently completed doctoral dissertation, “The Presentation of Incorruptibility: The *Praesentia* of the Female Saint.” The conference paper specifically analyzes the presentation and reception of the relics of Clarissan nuns through the lens of Franciscan iconography.

Hagiographic sources on the stigmatization of St. Francis assert that when the wounds were impressed onto his body, Francis was transformed into an image of the crucified Christ. Or, as St. Bonaventure would state, “the angelic man Francis came down from the mountain, bearing on him the effigy of the crucified, not fashioned by craftsmen’s hand in stone or wood, but scored on the parts of his body by the finger of the living God.”

The transformation of the body of a holy person into an image is also echoed in the stories surrounding early modern Clarissan nuns and female Franciscan tertiaries. Previous scholarship on sacred images in the lives of women has emphasized the belief that response itself could be gendered, i.e. that the female body could be altered by exposure to images. For instance, practices of dissection and embalming by evisceration in late medieval and early modern Italy, particularly within convents, reveal cases in which iconic objects are apparently found within the bodies of female religious. In this context, the female (considered to be passive) was positioned as the material on which an image was imprinted. My paper specifically examines the transformation of the female holy body into an image in the Franciscan tradition. I argue that female Franciscans followed Francis’ precedent to take Christ into their bodies. Like their spiritual forbearers, these holy women were impressed as images of Christ.

My conference paper and the themes explored throughout also form the basis of an in-progress book project, tentatively titled, *Wax Mystics: Impressing the Female Relic Body*. The project investigates the iconographic and material vocabulary shared between the female relic (“incorruptible”) body and the tradition of rendering the entire body or its parts in wax in both sacred and secular contexts. The manuscript will undertake an examination of the relic body and its connections to the iconography and materiality of wax in early modern visual culture.

While in Italy, I was also able to visit several important sites for this research, including the town of Orta San Giulio. Orta features one of the *Sacri Monti* (Sacred Mountains) of Piedmont and Lombardy, a series of chapels and architectural features created in northern Italy in the early modern period (primarily 16th-17th centuries). These sites recreate Biblical narratives as polychrome three-dimensional *tableaux vivants*, or living pictures, with a painted backdrop in a series of chapels that rest upon a simulated topography. The *sacri monti* enable devotees (then

and today) to walk amongst and interact with clothed life-size polychrome figures made of wood, wax, or terracotta, and embellished with real hair and glass eyes. The *sacri monti* provide an important lens through which to examine how sacred sites utilized narrative to encourage a physical and temporal pilgrimage through a holy person's life.

InULA Research Incentive Grant
Chuck Peters, 2014

The grant I received from InULA allowed me to travel to Antwerp, Belgium to present my research project to my peers at the annual meeting of the International Association of Music Libraries, Archives and Documentation Centers (IAML) in July, 2014.

Over time, the multi-phase project will include an assessment of all elements of the Music Library Technical Services department, including budgets, staffing, professional policies and workflows, and job responsibilities and training. Elements of the study include:

- Measuring the needed resources in terms of budget, staffing, time, training, etc. necessary to develop a plan to reduce and eliminate our backlog of uncataloged music scores in the IU Music Library
- Supervising an internship focused on developing an analysis of the various workflows within the Music Library Technical Services department (2013-14 academic year)
- Conducting the analysis of the workflows (2013-14 academic year)
- Presenting the findings in a conference paper (IAML presentation, July 2014)
- Using the data collected during the analysis, along with input from professional colleagues, to formulate decisions about how to make improvements in our process(es) (summer 2014-)
- Applying the improvements to arrive at sustainable comprehensive departmental policies including: changes in workflows; revisions and/or additions of job descriptions (primarily student hourly positions but also including paraprofessional positions); changes in application of cataloging policies and practices and bindery policies, etc.; and retraining as necessary (ongoing)
- Measuring the results of the improved workflow; continuing to present and publish on the topic

Collaboration with colleagues and new acquaintances at the conference in Antwerp was a great benefit to me at this stage of my professional development. I was able to consider my work from a broader perspective and that led to new ideas for further research. For example, over the past several years paraprofessionals have taken on expanded roles within music libraries. We have asked more of them, generally because widespread cuts in budgets and funding have changed staffing expectations. But another result of the tightening job market has been that many employees who would have qualified for professional jobs have taken paraprofessional positions. Increasingly, jobs that do not require advanced degrees in music or in library science are now held by workers who have both. There is a need for music libraries to examine the job descriptions and expectations we have of those who hold paraprofessional positions:

- Is there a “new reality” where the employees, and the job duties are not the same as they used to be?
- Do we expect a new level of output and quality of the work of these employees, based on dwindling professional staff within our departments?
- Are these employees capable of more than what is traditionally expected from them (i.e., producing professional-level work) due to the advanced training that they bring to the job?
- Do our expectations and treatment of these employees agree with the professional policies of our department? Of the IU libraries? Of our profession?
- Can (or should) job descriptions and duties be rewritten to reflect the new reality?

These questions about who-does-what within the department are interrelated with the ongoing investigation into our policies, practices and workflows and will be addressed in future phases of my project.

InULA Research Incentive Fund Report

Christina Sheley
Head, Business/SPEA Information Commons
Indiana University-Bloomington

In January 2015, I received a generous grant from the Indiana University Librarians' Association (InULA) to support a research project titled, "All in a Day's Work: Workplace Information Literacy from a Student Perspective." The study examined undergraduate students' perspectives of information literacy competencies and expectations in the workplace and considered the following questions: a) what workplace activities are informed by research and information? b) what information sources are being accessed and used? c) what research skills are needed in a position and/or workplace? d) how important are research skills in a corporate environment?.

A content analysis of ninety-eight business students' written reflections on workplace information use and behavior was done to systematically look at the texts and investigate trends or patterns. The reflections were completed in summer 2014, while the students were in corporate internships, and submitted to a blog as part of an internship for credit course offered through the Kelley School of Business. The data gathered was examined qualitatively and coded according to emerging themes.

The InULA grant monies were used to hire a graduate student research assistant. This individual independently coded texts in order to increase the reliability of the results. In addition, the grant afforded me a one-year subscription to QSR International's *NVivo* software—a platform that facilitates the coding of text, sharing of work, and querying against data.

Initial results from the project include:

- Company research was the most highly cited research activity (51 references) with students describing the need to conduct competitor analysis or obtain background information on clients. Industry research (39 references) was second. Students also referenced the need to conduct research in order to function within their internships.
- Work-specific resources (intranets, internal databases, documents, and files) were the most highly referenced (110) information sources, with websites as second (74). A finding of interest was the use of individuals (supervisors, co-workers, and teammates) as a source of information.
- Sixty-two (62) references in 50 reflections broadly commented on the importance of research and/or information in a particular position or workplace.

The results of this research project were shared in a poster presentation at the American Library Association (ALA) Annual Conference in San Francisco in June 2015. Conversations during this presentation have spawned two possible research collaborations with colleagues at other institutions. In addition, I'm working on an article, also titled "All in a Day's Work," that I plan to submit for publication by the end of the year. Finally, I will propose an item for *Academic BRASS*—"Preparing Business Student Interns for Workplace Information Challenges" (working title)—when the call comes in fall 2015.