Message from the Director

I’m pleased to announce that the School has some new faces – both in the faculty and in the curriculum. Lindsay Mattock and Iulian Vamanu joined the SLIS faculty in Fall 2014. Lindsay recently completed her doctorate at the University of Pittsburgh School of Information Sciences. She also holds a MLIS with a concentration in Archives, Preservation, and Records Management and a BA in Film Studies. Her professional experience as a video-technician and training in filmmaking and photography have shaped her academic interest in the preservation of visual media and visual culture. Mattock has taught in the areas of digital preservation, preservation management, archival representation, and moving image archives. Iulian recently completed his PhD in Communication, Information, and Library Studies at Rutgers, the State University of New Jersey. His research interests include theoretical, methodological, and institutional aspects of the production and circulation of cultural heritage and knowledge. In his dissertation he explored discursive constructions of indigenous knowledge by indigenous curators working in North American museums. Further details about both can be found in the Faculty Research Update section.

Drs. Mattock and Vamanu, in addition to other SLIS faculty (led by James Elmborg as certificate director), will be involved in a new Digital Humanities (DH) Certificate, which received final approval this last spring semester. The certificate, administratively housed in SLIS, will enroll students who wish to add credentials for working on digital humanities projects. Likely candidates for the certificate include SLIS students who want to develop a DH specialty, Informatics students who want to work in humanities, humanities graduate students who wish to learn digital scholarship techniques, and working professionals who want to return to school for professional development. The certificate is 15 semester hours, with the first group of students starting in Spring 2015. Courses include: Theory and Practice in Digital Humanities, Archives and Media, Design, Mapping, and 3D Environments; an elective, and a Capstone project. The Digital Humanities Certificate joins the Teacher Librarian Program and the certificate and joint degree with the Center for the Book – forming a rich blend of course options, spanning the material through the digital. A recent change in Graduate College policy

--- continued on page 3 ---
Students Support Iowa Communities Through Service Learning

By Jennifer Rotkiewicz

Early in the Fall 2013 term, students in the class taught by SLIS faculty member Jennifer Burek Pierce met with librarians at the Washington Public Library in rural Iowa to learn about their goals for serving its community of 7,300 people. Library Director Debbie Stanton gave the class a tour to help us become acquainted with the community’s cultural heritage and resources, including new digital possibilities. With the support of Nick Benson at the Iowa Initiative for Sustainable Communities (IISC), our class chose two service-learning projects: to rearrange the layout of the children’s section and to help reclassify the children’s nonfiction collection.

Two of my classmates, Anne Price and Amanda Bellis, studied design strategies for children’s sections, including ways to incorporate more child-friendly furnishings on a limited budget. Four of us -- myself, Stacey Haskins, Jen Brace, and Wesley Teal -- researched the theoretical foundations for what Burek Pierce calls “un-Deweying” the children’s nonfiction collection.

In an effort to increase circulation, the librarians had decided to discontinue the Dewey Decimal System in their children’s nonfiction collection. The librarians were incredibly helpful, especially library director Debbie Stanton, who provided us with collection reports and answered any questions that we had. The four of us researched alternative classification systems, presented our findings (including pros and cons of each system), and showed the staff how a few books from their collection might be classified in the various systems. These sample categorizations really gave insight into how challenging cataloging can be; for instance, how to catalog a book on alien encounters hinges on whether or not you believe alien encounters actually occur -- is it science, scientology, or paranormal?

One of the hardest books to catalog was “One World, One Day,” by award-winning author Barbara Kerley, which uses beautiful photographs to illustrate how children around the world go about everyday tasks, from eating breakfast to going to bed at night. Was it history? Was it social science? Was it general information? Isn’t everything general information? These seem like strange questions until you’re trying to get into the mind of the 5-year-old, 8-year-old, or 11-year-old who will search for or stumble across this book.

After we presented our findings, the librarians chose to go with a system similar to BISAC (subject headings developed for use by the Book Industry Study Group that are used primarily in bookstores) that is currently in use by the North Liberty Community Library and other regional libraries. Andrew Frisbie, SLIS 2006 graduate and Youth Services librarian at North Liberty, was a lot of help in sharing the system they use and in telling us about how un-Deweying has worked out for that library. We offered to help the librarians at Washington Public Library with shifting and reclassifying books.

This was one of the most rewarding and useful class projects in my time at SLIS. I highly recommend getting involved in projects like those sponsored by the IISC because it gives not only hands-on experience, but also a sense of doing something “real” and useful.

“Students Support Iowa Communities Through Service Learning” by Jennifer Rotkiewicz

“This was one of the most rewarding and useful class projects in my time at SLIS. I highly recommend getting involved in projects like those sponsored by the IISC because it gives not only hands-on experience, but also a sense of doing something real and useful.”
Continued from cover — Message from the Director

also now allows students to complete a certificate without the need for additional hours beyond the 36 semester credit hours for the M.A.

The Digital Humanities have become a distinctive focal point for the School in the last few years. In our last newsletter, I noted James Emborg’s participation in the faculty cluster in the Public Humanities in a Digital World. In addition to his work resulting in our new certificate, Jim is also an investigator on a new project just funded by the Mellon Foundation, “Digital Bridges for Humanistic Inquiry,” a partnership led by Grinnell College to jointly explore humanities-centered collaborations in the digital liberal arts. My own collaboration with Prof. Blaine Greteman (Dept. of English) also fits into this mix, as we explore new means of identifying the relationships in the early print culture in England. Check out Blaine’s recent post on the origins of “Boo!” at Shakeosphere. lib.uiowa.edu.

A Summer at the Supreme Court Library

By Amy Koopmann

As a former lawyer, my goal is to become a law librarian in either an academic or court library. This summer I had the opportunity to gain practical experience through an internship with the Research Department at the United States Supreme Court Library. The Research Department is comprised of a fantastic group of skilled librarians. Research librarians at the Supreme Court handle research and reference questions from Supreme Court justices, their clerks, and other Supreme Court staff, often under time constraints. The subject of these questions are diverse, as are the resources the librarians consult to answer them. A librarian may conduct case research, statutory research, search academic literature, or perform historical research, as just a few examples. I enjoyed this fast-paced, intellectually stimulating environment.

Working in our nation’s highest court was fascinating. Everyone at the Supreme Court is aware of the importance of the institution’s work, and dedicates their best efforts to what they do. The building itself is filled with history, which can be seen in the Library and its collection. The Library’s impressive Reading Room looks very similar today to how it looked when the Supreme Court building first opened in 1935.

In addition to my research duties and projects, the librarians at the Supreme Court arranged for tours of several area libraries, including the Executive Office of the President Library, the Senate Library, the Library of Congress Preservation Department, the National Defense University Library, and the Law Library of Congress. These tours exposed me to a snapshot of the broad range of library jobs available within the federal government.

I would recommend an internship with the United States Supreme Court Library to any law or library student interested in law librarianship. The internship not only offered an opportunity to perform interesting research for an important branch of our government, but also provided a chance to work with experienced, intelligent, and creative librarians.
The School of Library and Information Science (SLIS) Teacher Librarian Program has garnered an impressive cohort of practicing teachers from across the state that comprises just over one-third of the new students enrolled in SLIS this fall. Attracted by the targeted curriculum, dedicated faculty, and the distance education option, working Iowa teachers can earn their MA in Library and Information Science in addition to the endorsement for K-12 School Librarianship in Iowa, all while maintaining their current teaching positions.

It is generally acknowledged that the essential role of a teacher librarian in K-12 schools is to help students learn and teachers teach, however, in the 21st century this mission has become even more vital and focused. The work of a teacher librarian can impact the entire school curriculum and reach every student. Teacher librarians support classroom instruction with materials and activities to support students’ literacy skill acquisition, and more importantly, ignite their interest in reading. Today’s teacher librarian also has unique expertise in the skills and knowledge today’s students need in order to effectively access, interpret, use, evaluate, and communicate information, using a myriad of technological tools and resources that are constantly changing.

Christine Kolarik, the program’s coordinator, along with Associate Professor Jim Elmborg, have been outstanding champions of teacher librarians at the national, state and local levels. Through the Better Futures for Iowans initiative, begun in 2012 with a grant awarded to Elmborg from the University of Iowa Provost’s Office and the Division of Continuing Education, there has been an ongoing commitment to train teacher librarians statewide, and to inform leaders and educators of the importance of every school having an articulated K-12 library program led by a teacher librarian trained to carry out the mission of the program.

Kolarik is a firm believer that it is well within the teacher librarian’s reach to spark support and advocacy within school systems. In a response statement posted on the Iowa Association of School Librarians website, where she was asked to respond as a leader regarding meaningful actions teacher librarians can take, Kolarik writes: “The vision (Iowa Department of Education’s Vision for School Libraries) purposefully speaks directly to the role the teacher librarian plays as the catalyst for effective library programs. Ultimately, it is our work with students and teachers that will be our greatest voice. Each teacher librarian must build and exhibit the skills and aptitudes articulated in the vision in order for teachers and administrators to realize the benefits of their unique skills. Setting program goals and establishing action plans that focus on a tenet of the vision will make the work visible, doable and rewarding. The smallest success can be a catalyst for many more, but we have to do the work.”

The School of Library and Information Science MLIS program, with the teacher librarian endorsement, provides exceptional academic and professional training that ensures the teacher librarian is prepared to lead a highly effective school library program in Iowa’s schools.
Kathrina Litchfield, ’14, a joint founder and organizer of the University of Iowa Prison Projects Coalition, is very invested in her work. As a spring 2014 Obermann Graduate Fellow, she co-facilitated a reading group at the Iowa Medical & Classification Center at Oakdale. Convinced of the demonstrated value of the program to prisoners who elected to attend, Litchfield invested further research into the development of her master’s thesis, entitled “A Critical Impasse: literacy practice in American prisons and the future of transformative reading.” Now a doctoral student in Language, Literacy, & Culture in the College of Education, she still feels strong ties to her SLIS home base and to providing relevant access to library services to incarcerated populations.

Shortly before her graduation from the SLIS program, Litchfield met another Obermann scholar, Gemma Goodale-Sussena from the Department of English, who had been coordinating a writing group at the same facility. Interestingly, the two had never encountered each other. Once they did meet, they recognized the need for on-campus connections for others with similarly aligned ideals and teamed up to launch the UI Prison Projects Coalition. On September 6th, 2014, both founders hosted the free, public, overflow-seating event that they had organized in only three months: the Incarcerated in Iowa Symposium.

“We are fortunate to have attracted the attention of a unique group of attendees who have a common interest in prison library service and provided an awesome opportunity to extend the conversation regarding prison librarianship here in Iowa,” Litchfield noted. Featured speakers included John Baldwin, Director of the Iowa Department of Corrections; and Carolyn Colvin, Associate Professor in the College of Education. University of Iowa faculty, students and community volunteers showcased prison programs, break-out discussion groups were held, and the Oakdale Prison Community Choir performed. Attendees buzzed about the film, Prison Terminal: The Last Days of Private Jake Hall, which was featured the evening before and followed by a Q&A with the director, Edgar Barens.

Outcomes of the event? The UI Prison Projects Coalition has garnered substantial support and followers. The Incarcerated in Iowa symposium is already on the calendar for next year, and avenues of dialogue have been opened. The event was a huge success in terms of bringing meaningful focus and attention to the discussion surrounding the future direction of prison-community partnerships in Iowa.

For more information about the symposium see www.incarceratediniowa.com, as well as the following: IowaNow, “Uniting people doing prison-related projects.” http://now.uiowa.edu/2014/08/uniting-people-doing-prison-related-projects


LISSO
Library & Information Science Student Organization

President: Madeline Jarvis; Social Chair: Kassie McLaughlin;
Secretary: Susan Gerth; Treasurer: Patrick Curtis

The University of Iowa's student chapter of the American Library Association, Library & Information Science Student Organization (LISSO) is off to another great start.

LISSO is led by second-year students Madeline Jarvis, President; Patrick Curtis, Treasurer; Susan Gerth, Secretary; and Kassie McLaughlin, Social Chair. The quartet first collaborated on programming for the incoming cohort's orientation and brings monthly meetings, speakers, and social events to the SLIS student body. This year's officers are joined by new liaison positions to facilitate information flow with our students. Jessica Rogers volunteered to represent SLIS students affiliated with the UI Center for the Book through the BLIS program, and Kathleen Locher represents the Teacher Librarian students.

This year's speaker series has featured recent SLIS alumni University of Iowa's Learning Commons Coordinator Brittney Thomas '11, and Iowa City Public Library's Library Assistant III Jen Eilers '13. Upcoming speakers represent academic, hospital, and special librarianship.

Karen Fischer, the University's Collections Analysis librarian and liaison to the School of Library and Information Science, is collaborating with LISSO's executive council to bring panels of Iowa librarians to answer questions about the job market and application process. Workshops on crafting cover letters and resumes, interviewing skills, and cultivating professional social media presence are all in the works.

LISSO isn't all work and no play -- recent socials have included a Peace Day potluck and a visit to Wilson's Orchard near Solon. Socials are a great opportunity for the cohorts and their families to mingle outside of libraryland. Our meetings, programming, and membership are open to everyone enrolled or interested in SLIS coursework. SLIS students are automatically members of LISSO. Officers are open to suggestions for future speakers, workshops, and socials. Being an active member of LISSO is a great way to explore librarianship outside of the classroom and build lifelong connections. Email LISSO at iowalisso@gmail.com and chat with us on Twitter @iowalisso.

SLIS students and alumni at the 124th Iowa Library Association Conference, held in Cedar Rapids, IA.
B Sides, the official journal of the University of Iowa School of Library and Information Science, is an online open access journal that showcases a range of student and alumni work. As an organization, B Sides believes in unrestricted, online access to scholarly work to promote academic research. To accomplish the established goal of open access, B Sides utilizes the University of Iowa’s Institutional Repository, Iowa Research Online. Institutional Repositories act as digital archives where digital copies of intellectual work may be preserved as well as disseminated.

The journal seeks to provide new scholars with a medium with which to experiment, explore, and contribute to a dynamic field. The opportunity to publish within this academic journal gives new professionals a platform upon which to boost their developing career. B Sides also hosts an annual Spring practice poster session for graduating students where they may receive feedback to improve their presentations. The professional skills that students establish during this opportunity may be useful to them when presenting at professional conferences throughout their career.

Although only in its sixth year of publication, B Sides is one of the most viewed works on Iowa Research Online. B Sides boasts a high download rate with 97% of the journal’s articles being downloaded at least 100 times. These downloads can be achieved by researchers on a global scale.

While providing opportunities for SLIS students and alumni, B Sides also contributes to the scholarship of the University of Iowa as well as the field of Digital Humanities, where the growing influence of computing and digitization are intersected with the firmly established, though admittedly metamorphosing, discipline of the Humanities. Senior editors Shawna Fredrickson and Madeline Jarvis speak about their involvement with the journal: “Working with B Sides has been a great opportunity to explore open access and digital publishing beyond my courses,” said Jarvis. “My experience with our content management system helped me to get an assistantship this year with another journal on campus. SLIS students have varied passions and career aspirations; I love reading what my peers are researching.”

Fredrickson agreed, “Most of our submissions began as papers for class. It is very rewarding to see the impact that B Sides can have upon the writing processes of SLIS students. It is great to see peers getting into the habit of using professor feedback to edit and revise papers and then submitting them for publication.”

Fredrickson and Jarvis are joined this year by associate editors Andrew Petersen and Laurel Rhame. They look forward to working collaboratively to continue building on the foundation established by past editors while maintaining B Sides’ adaptability in modern scholarship.

Associate Editor: Andy Petersen; Senior Editors: Madeline Jarvis and Shawna Fredrickson; Associate Editor: Laurel Rhame

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www.givetoiowa.org/slis

We greatly appreciate the support that you provide to our students. Every gift makes a difference as we strive to continue our record of success. We encourage you to help us offer bright students the opportunity to move into this rewarding profession.

The B Sides editorial team can be contacted at bsides@uiowa.edu. View the journal’s collection within the University of Iowa’s Institutional Repository at ir.uiowa.edu/bsides/. To stay up to date on topics related to B Sides, visit them on Facebook (B Sides) and Twitter (@uofiowabsides).
Faculty Research Update

Timothy Barrett’s research continues to focus on the surprising stability and aesthetic properties of 15th century European papers. Knowing more about both is key to the care and conservation of rare books, and to the manufacture of modern paper used in the publication of archival documents. Barrett’s earlier research completed in 2012 showed that 500-year-old papers that are still light in color, supple, and strong tend to have higher levels of calcium and gelatin in them. Papers found to be browned and weak are lower in these components and higher in iron content. Calcium compounds, such as calcium carbonate, may have occurred naturally in the water supply used to make the paper, or it may have been added to lighten the color of the finished paper. Regardless of source, we now know it served as an alkaline reserve, helping to protect the paper from airborne acidic pollutant gases by keeping the paper pH near neutral. Gelatin was added to the paper to stop ink from bleeding when it was written on, but it also made the paper much stronger and abrasion resistant. It also appears to have a positive affect on paper pH. A full report on Barrett’s research is available at paper.lib.uiowa.edu.

More recently Barrett and his students have been working to reproduce preindustrial hand papermaking work routines in an effort to learn how a team of three people could routinely make 2,000 sheets in a single day. Barrett’s underlying interest is in the impact of such high production rates on the aesthetic properties of the paper. His experiments have shown that making paper with more calcium and more gelatin doesn’t yield paper with 15th century aesthetic properties. He is now convinced that the high production of paper as a utilitarian commodity resulted in sheets that were well made, but also possessed of small inconsistencies and other marks of the maker that gave the each sheet a special appeal. Duplicating these characteristics is key to making an ideal paper for rare book conservation work. See Barrett’s latest research in two short films on YouTube. Search “Chancery Papermaking” to find them.

Jennifer Burek Pierce shared her research on sexual health texts for teens as reflected in “What Adolescents Ought to Know” (UMass, 2011) as the keynote speaker at the 2014 Joint Journalism & Communication History Conference in New York last March. Adolescents’ access to sexual and reproductive health information is also a theme in a forthcoming essay on the history of the American Social Hygiene Association’s efforts to ensure physicians could use radio broadcasts to educate the public in the 1930’s. Her research on other aspects of print and digital culture were presented at the Children’s Literature Association Conference. She’ll be returning as a contributor to the Youth Matters column in American Libraries magazine. Leonard Kniffel, former editor and publisher of American Libraries, and Burek Pierce created the Youth Matters column in 2007 to respond to the growing constituency of youth services professionals among ALA members. Her first column since 2011 will appear in early in 2015.

The next edition of The Annual Review of Cultural Heritage Informatics will contain
her essay, “Knit and the World Knits with You: Newspapers, Participatory Culture, and the Years Leading to World War I.” Supporting research for this project was also highlighted on the Winterthur Unreserved Museum and Library blog in a post titled “The Art of Knitting” at http://museumblog.winterthur.org/2013/06/19/the-art-of-knitting/.

She and SLIS student Micah Bateman have written about their experiences as participants in the University of Iowa’s first Massive Open Online Course (MOOC); Every Atom: Walt Whitman’s Song of Myself, for The Chronicle of Higher Education. The article explores the dynamics of their respective instructional roles.

Dave Eichmann continues his work in research networking and team science. CTSAsearch currently contains the research profiles for 304,220 researchers at 57 institutions including their 10.5 million publications. These data formed the basis in the past year for a paper in the Journal for Translational Medicine and Epidemiology, two presentations at the Science of Team Science Conference and a panel session at the VIVO Conference. He also served as a session chair at the AMIA 2014 Spring Symposium on Clinical Research Informatics and is a member of the Scientific Program Committee for the 2015 Symposium. The CTSAsearch project is actively collaborating with a number of other research projects nationally.

His collaboration with Prof. Blaine Greteman in the Department of English on Shakeosphere also continues to develop. Shakeosphere models and visualizes the relationships between the authors, printers, publishers and booksellers found in the English Short Title Catalog (ESTC). The ESTC contains details on ~487 thousand publications in England, 1470-1800. Shakeosphere is currently building location links for these data to the Map of Early Modern London, a project housed at the University of Victoria.

Jim Elmborg continues his work on three main fronts. He has been active writing and presenting work related to critical information literacy. On campus, he has been working with Teacher Librarian Program Coordinator Chris Kolarik to develop the program to allow teachers in Iowa schools to earn their MA degrees in Library and Information Science while continuing to work as teachers. Finally, he has been active on campus as part of a core group of faculty developing the Public Humanities in a Digital World initiative.

In terms of scholarship, Elmborg has been active with a growing group of young scholars who aim to bring theories from critical theory, critical pedagogy, and critical information studies to their work as librarians. In 2014, he was interviewed for a recent book titled “Critical Journeys: How Fourteen Librarians Came to Embrace Critical Practice,” edited by Robert Schroeder and published by Library Juice Press. In spring of 2014, he presented with Heidi Jacobs (librarian) and Rob Nelson (History) from University of Windsor and Kelly McElroy (University of Iowa Libraries) at the Canadian Association.
for Information Science. That presentation focused on developing third space practices in academic libraries. He also recently served on a panel at the 2014 conference of the American Society for Information Science & Technology with Olof Sundin (Lund University, Sweden) Annmarie Lloyd (Charles Sturt University, Australia) and John Budd (University of Missouri). The topic of the presentation was “Information Literacy: A Plan for Action.”

As the Better Futures for Iowans grant moves into its second year, we are encouraged by the growth of the program. We have developed a state-of-the-art video conferencing room, and the fourteen Iowa teachers join their classes from their desktop video conferencing software as real-time participants in their classes. We have some growing pains for sure, as we work to make the technology a seamless way for these students to interact, but as specialists in information technology and its implementations, we can give our students real-world experience in making such programs work. Most of the credit for the success of this program so far goes to Chris Kolarik who recruits students and coordinates the program. Elmborg continues to consult on issues of curriculum and programmatic integration.

Finally, over the past year, Elmborg chaired a committee to create a proposal for a new graduate certificate in Public Digital Humanities at Iowa. Drawing on broad support from humanities departments (letters of support came from directors of English, Classics, Religious Studies, World Languages and Literatures, Geography, and Art and Art History as well as from the Dean’s office in College of Liberal Arts) that proposal received final approval from the Graduate College in spring of 2014. The certificate is designed to bring graduate students from across the humanities disciplines into one program, and to integrate students with technical skills (many of them from SLIS) to prepare them to work in emerging areas of the digital humanities. In fall of 2014, Elmborg took over as Director of the certificate program. A recent informational meeting for interested students drew forty attendees. The certificate will admit its first group of students in fall of 2014, and they will begin classes in spring of 2015 with Elmborg’s course in “Theory and Practice in Digital Humanities.” Interest so far has been strong, and we hope this program will provide fruitful career options for SLIS students and humanities graduate students.

Elmborg continues to serve on the Steering Committee for Public Humanities in a Digital World, Advisory Panel for the Studio for Public Digital Arts and Humanities, Task Force for Curriculum in Informatics, and the Advisory Committee for the Obermann Graduate Institute in Public Engagement.

Julia Leonard’s latest piece, Persistent Beauty, was shown in a solo exhibition at the Bright Hill Press Word and Image Gallery in Treadwell, N.Y. Persistent Beauty is a series of works addressing the concept of erosion—physical as well as social, political and metaphorical. The work uses imagery and text derived from the Gay Head Cliffs on Martha’s Vineyard. Upcoming exhibits include the Morrissey Gallery at St. Ambrose University and the Viterbo University Gallery in Minn. She currently has work at 23 Sandy Gallery in Portland, Ore.

Work continues on the Book Art Database project housed on the UI Center for the Book website. This project consists of building a database that identifies, and makes searchable, material aspects of artist books and significant historical examplars in the UI Libraries Special Collections.
Lindsay Mattock is interested in the archival management, preservation, and use of visual materials, both digital and analog. She completed her dissertation “Media Arts Centers as Alternative Archival Spaces: Investigating the Development of Archival Practices in Non-Profit Media Organizations” at the University of Pittsburgh in June. This project frames media arts centers, film and video makerspaces, as community archives and explores the development of colloquial preservation practices within these organizations.

Mattock is currently expanding this research by developing a digital humanities project aimed at mapping the network of media arts centers operating in the 1970s and 1980s. Using data from publications that announced screenings and exhibitions of new film and video work, the project seeks to visualize the social networks developed between artists, curators, and distributors in order to further explore the history and development of media arts centers during these formative decades.

Mattock has further explored her interest in visual media in two forthcoming publications. “Teaching Visual and Media Literacy Skills Through Media Production Technology,” will be included in “Essentials of Using and Integrating Visual and Media Literacy – Visualizing Learning,” edited by Danilo M. Baylen and Adriana D’Alba. This chapter reports on an approach to teaching visual and media literacy skills in the MLIS curriculum.

A paper adapted from a digital poster presented at the 2014 Archival Education and Research Institute (AERI) held at the University of Pittsburgh will also be featured in a forthcoming publication. “Looking at Archives in Cinema: Recent Representation of Records in Motion Pictures,” was co-authored with Nora Mattern, Visiting Assistant Professor at the iSchool at Pittsburgh and the University Library System. The paper analyzes the use and depiction of records in three of the Best Picture Nominees for the 2013 Academy Awards – Argo, Zero Dark Thirty, and Lincoln.

Iulian Vamanu is interested in the conceptualization, representation, organization, and uses of non-standard forms of knowledge (such as those produced and circulated within practices of museum curation, reading in religious contexts, and creative writing).

He has recently completed his doctoral dissertation on discursive constructions of indigenous knowledge, which he plans to turn into a monograph for publication. The dissertation titled “North American Indigenous Curators’ Constructions of Indigenous Knowledge: Applying the Sociology of Knowledge Approach to Discourse” shows how indigenous curators working in museums and universities across the United States and Canada construct indigenous knowledge as a discursive object and influence the production and circulation of indigenous knowledge in North American societies. In November 2014, Vamanu presented a paper based on his dissertation chapter on the roles and responsibilities of indigenous curators at the 77th Association for Information Science and Technology (ASIS&T) Annual Meeting in Seattle, Wash.

continued on page 15
When I first started SLIS in 2009, I had never heard of the digital humanities. Digital humanities first came to me in the shape of a course project in a databases class. From that first database project assignment came a summer job to finish the database structure, and that turned into building interfaces for undergraduate course assignments, turning an iOS app into a mobile-friendly website. It was hard, at times it was confusing, and it meant constantly learning and failing and fixing and teaching, and it was fantastic.

In 2011, the Provost announced the launch of the Digital Studio for Public Humanities (DSPH). At the time, this unit consisted of part-time staff, just me and two colleagues in a single cubicle. After three years of growth, we now have 11 staff and student researchers, support two faculty clusters, consult with a wide variety of projects on campus, and collaborate with partners across the country.

So, as I am often asked, what IS public digital humanities? In my view, it’s still humanities. It’s about people, and how we communicate, and what we can learn from the past, and trying to find meaning in the world. It’s finding nuanced understanding of how we as cultures or as a race came to be where we are now, and what’s going on around us that we didn’t notice before. It’s about standing in other people’s shoes, learning empathy for them, and making better decisions in the future because of it, as individuals or voters or parents or companies or nations.

Where public humanities comes in is realizing that discovering and analyzing and learning these things will never have broad-reaching impact if the people doing the discovering are an elite, narrow academic group talking to a narrow, elite academic audience. Public work is about bringing in people of all kinds and from all walks of life as holders of knowledge, as participants, and as audience. In this way, we gain a more diverse and nuanced understanding, as well as a broader impact.

The role of digital in this mix can take many shapes. My specific interest is in two facets: visual authorship, and communicating with people where they are. By visual authorship, I mean expressing ideas, including scholarly research, using images, diagrams, and video rather than text alone. By communicating with people where they are, I mean presenting research in formats and places where real or potential audiences can be found – on YouTube, on Wikipedia, on blogs, and other places where people feel comfortable, rather than in inaccessible databases alone.

The Studio’s role at the University is constantly shifting and multi-faceted. We do some in-house development for Provost projects, such as the Passport Project, host events that publicize digital humanities research on campus and create opportunities for networking and collaboration, and provide support to faculty and students in the form of funding, technical consultation and analysis, and training.

Much of my work is designing and building sites and web applications, consulting with people about how to build and troubleshoot their own sites, writing a soon-to-be-released-as-a-work-in-progress Public Digital Humanities (PDH) guide called the Toolbox, sending emails or having conversations that start off with, “Hey, have you heard of [person] in [department]? They’re working on a cool project about [topic] using [technology] that reminded me of your work with [similar topic or technology]. If you want I can introduce you guys,” and giving presentations on how to design better research posters. One of my
Cynthia Davis,
Library Director:
Why I Love My Small Public Library

By Cynthia Davis

I love being the director of a small public library, namely the Spirit Lake Public Library in Spirit Lake, IA. One of the best parts of my job is that I get to wear many “hats.” My library is large enough to have a staff of eight people which allows me to focus on management duties. Sometimes it requires me to help with everything from checking patrons out at the circulation desk to providing proctoring supervision or tech help. I enjoy the variety of jobs I get to do, and it has helped me understand all aspects of the library. I’m also more aware of what my staff experiences and what they need, which makes me a better boss.

I am the director of a small public library with an interesting demographic. We are in a resort area consisting of five lakes with seven other cities within an area of a few square miles. During the school year, my city has around 5,000 residents and the entire area has around 5,000 more. When summertime rolls around, our population can swell upwards to 100,000 people! This makes for interesting situations at the library. Everything changes and must be adapted or adjusted to make things run smoothly. Circulation increases exponentially, computer and wi-fi use increases, the community room is booked solid, and proctoring requests increase. The most dramatic increase is in our children’s services area, which requires additional staff and support from both our Friends group and the community businesses.

One of my favorite things is something I call “library snapshot.” I walk through the library and jot down everything that’s going on at that moment. An example might be: the farmer’s market group is meeting in the community room, five people are working in the computer lab (staff is helping one of them with a job application), we are proctoring a test for a college student, four people are reading the newspaper, three people are using wi-fi on a computer or device, a tutoring session is going on, seven people are reading. I send this “snapshot” to my library board and Friends group and occasionally my city manager. This makes them aware of the needs our patrons have and helps us plan future growth and service needs. They enjoy receiving the snapshot and it re-affirms what we’re doing and keeps them involved.

The size of my library allows me the flexibility to change services and programming. This is one of the areas of my job that I enjoy the most. I have started an outreach to local assisted-living centers and the nursing home. I have initiated and guided a green-space project which involved the city, the library, and a local teen working on his Eagle Scout project. I have continued the local history projects and services that were in place when I began here. This was a challenge since I hadn’t been involved in them during their formation. I’ve changed formats and activities with some of these and am studying the possibility of developing a digital history project here.

Check out a small public library near you!

Cynthia Davis graduated in the fall of 2011
Ernie Cox
Selected to Chair National Committee

Congratulations to Prairie Creek Intermediate School Media Specialist Ernie Cox. He was selected to chair the 2016 Newbery Award Committee.

Starr LaTronica, current ALSC (Association for Library Services to Children) president, has appointed Ernie Cox, Prairie Creek Intermediate School, Cedar Rapids, Iowa, to chair the 2016 Newbery Award Committee. The John Newbery Medal is a literary award given by the American Library Association. It is awarded to the author of the most distinguished contribution to American literature for children. The Newbery and Caldecott Medals are considered the two most prestigious literary awards for children’s literature in the United States.

Ernie, who earned his Master’s degree in Library and Information Science from the University of Iowa in 2005, is an active member of the school library field. He was named one of Library Journal’s “2010 Movers and Shakers” and in May 2011 he was elected to the Board of Directors for the Association for Library Service to Children (ALSC). This is the world’s largest organization dedicated to outstanding library service for children. ALSC is best known for administering the Newbery and Caldecott awards.


Justin Baumgartner
ALA’s Student-to-Staff Attendee

Last spring, Justin Baumgartner was nominated by the school’s student organization to participate in the 2014 ALA Student-to-Staff Program at the ALA Annual Conference in Las Vegas. He received free registration, as well as room and board, in exchange for assisting ALA staff, during the four-day event. As one of 40 students nationwide chosen for the opportunity to work behind the scenes, Baumgartner’s duties included assisting with a VIP pre-conference meet-and-greet, where he mingled with past ALA presidents and other well-known individuals of the library world. He also had opportunity to converse with the president of Scholastic.

A highlight of his trip was being invited to attend the Newbery-Caldecott Banquet at the Las Vegas hotel, Paris. It was a sold-out event featuring an array of famous authors and illustrators, awardees and honorees, guests and press. In spite of having to work 16 hours during the event, he still had plenty of time to attend the convention activities of his choice. Baumgartner valued the insights gained from the national experts presenting from other universities, libraries, and organizations.

His advice to others attending conventions such as these? “Pick a diverse amount of offerings, not just those from your specific field of interest.” These are opportunities, he says, to experience a breadth of topics and viewpoints from many areas of the profession.
In order to recognize and celebrate the accomplishments of our alumni and the diversity of the SLIS program, we'd like to collect your alumni information. Please help us by filling in the form located at http://slis.grad.uiowa.edu/alumni-profiles. You will be able to select how this information can be used.

**News of Recent Graduates**

**Sara Alexander** (Spring 2013) Teen Librarian – YOUmedia, Chicago Public Library, Chicago, IL

**Audrey Altman** (Spring 2014) Technology Specialist, Digital Public Library of America, Boston, MA

**Justin Baumgartner** (Spring 2014) Librarian, Preservation/Conservation, UI

**Carla Frazer** (Spring 2014) Archives Assistant, Coe College, Cedar Rapids, IA

**Alyssa Grigsby** (Spring 2014) Digital Resources and Technical Services Librarian, Buena Vista University, Storm Lake, IA

**Jim Kelly** (Spring 2013), Librarian, ACT, Iowa City, IA

**Kathrina Litchfield** (Spring 2014) College of Education, PhD student, UI

**Bennett Magnino** (Spring 2013) Internet Administrator, University of Missouri, Columbia, MO

**Anessa Olson** (Spring 2014) Reference Librarian, Cumberland County Library and Information Center, Fayetteville, NC

**Anne Price** (Spring 2014) Teen Services Librarian, Coralville Public Library, Coralville, IA

**Jennifer Rotkiewicz** (Spring 2014) Youth Services Librarian, Coralville Public Library, Coralville, IA

**Jillian Rutledge** (Spring 2013) Information Services Librarian, Waverly Public Library, Waverly, IA

**Meagan Tunink** (Spring 2014) Reference Librarian, Aurora Public Library, Aurora, CO

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**Nikki White continued**

Goals for the future is to learn more about Tableau and D3 and learn more about data visualization, so if you’re looking at a project that needs data vis, then shoot me an email!

A lot of the things I learned while in SLIS, both in class and out, have been invaluable to me in this journey, and still are every day. Two areas, however, stand out the most. I learned in class how to effectively use search engines utilizing optimal terms and how to take advantage of filtering. My out-of-class experiences taught me that making connections with classmates, faculty, and staff is critical in pulling together collaborators of widely varied backgrounds, both because of our focus on the structures and crossroads of information, and our dedication to understanding and serving those who want to learn and discover. I think SLIS is a great place to start making the connections to make that happen.

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**Faculty Research Update (Vamanu) continued**

He is currently preparing journal articles on several topics: conceptualizations of heritage in Library and Information Science; types of reading (informative, formative, and transformative) in religious contexts; and the role of hermeneutical interpretivism in Library and Information Science research.

Vamanu has also started a long-term project on knowledge practices in creative writing education. The research site for this study is the world-renowned Writers’ Workshop at the University of Iowa. The study will examine both archival documents and interactions between students and instructors to understand the circulation of literary knowledge.
Make a gift to the SLIS fund to assist Iowa students like this cohort of SLIS scholars.

www.givetoiowa.org/slis