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Happy New Decade!

By Kathy Irwin, Dean of University Libraries

We’ve just turned the page on a new year and decade. 2020. We’re barely two months in and are already envisioning what CMU will be 119 months from now in 2030. What can we expect during the next ten years? How can we plan effectively for 2030?

According to the American Academy of Ophthalmology, 20/20 vision refers to normal or average visual acuity. It does not mean perfect vision. When optometrists perform an eye exam, in addition to checking the clarity and sharpness of your vision, they also check your peripheral vision, depth perception, focus, and color vision.

When we conduct a SWOT analysis of the current state of CMU Libraries, we review internal performance indicators, data, and narratives, and we scan the external environment for trends in higher education, publishing, and academic libraries. To see the big picture clearly, we need to gather data from multiple sources and interpret our findings through multiple lenses. We need to see widely and deeply, focusing our attention on relevant information.

Is hindsight really 20/20? I remember my high school history teacher quoting George Santayana, “Those who cannot remember the past are condemned to repeat it.” These wise words are as true for us individually when we break our new year’s resolutions and succumb to bad habits as they are collectively for our nation and world. We find it easy to Monday-morning quarterback past events, but we struggle to predict the future. We can only make decisions today based on the information to which we have access or on which we choose to focus.

During the past decade, new technologies, including the iPad, drones, digital assistants such as the Amazon Echo, and wearable tech, such as the Apple watch, have transformed our lives and seem commonplace today. Social and political issues grabbed national attention regarding marriage, guns, marijuana, terrorism, health insurance, sexual harassment, and race. In academic libraries, cloud-based library management systems became the norm, open educational resources grew in popularity, and open access to scholarly journal articles, particularly in the sciences, heated up as a global conversation.

Celebrating our accomplishments from the past decade is important. There is value in learning lessons from past initiatives to strengthen our knowledge and abilities. However, when reviewing past initiatives, we should avoid becoming too critical. Regardless of how we arrived at the current moment, we must accept the situation and adapt as needed.

Foresight means looking forward and providing for what lies ahead. In an article about predicting the future, Harvard Business Review author, Ania Wieckowski, reported that people are getting better at making long-term decisions. Keys to making good decisions include gathering many inputs and considering multiple perspectives. However, fear of the unknown and paralysis of analysis can become barriers. Simon Sinek, the author of *The Infinite Game*, recommends we focus “on a just cause...to outlast existential crises, adapt, and thrive into the future.”

What do we know about the decade ahead? Much like the 2010s, the 2020s will be VUCA! Volatile, uncertain, complex, and ambiguous. According to the Pew Research Center report, *Looking to the Future*, automation, robotics, and artificial intelligence will “transform the nature of work,” and the U.S. population will become more racially and ethnically diverse. The Western Interstate Committee for Higher Education projects the number of high school graduates in their report, *Knocking at the College Door*. In Michigan, there will be fewer students graduating from our high schools bottoming out in 2030 at 87,100 students compared to 103,300 in 2019.

What might universities look like in 2030? David Staley, author of *Alternative Universities: Speculative Design for Innovation in Higher Education*, explores different models for future universities.

At one institution, students might triple major in subjects with one major in a STEM area, another in the humanities, and a third in a professional program. Another institution may require students and faculty to travel the world to solve real-world problems. Students at another institution might focus on developing proficiencies that are transferable such as social intelligence, design thinking, and data literacy.

As CMU decides what it hopes to be in 2030, I have many hopes for CMU Libraries. I hope we will continue to be user-centered connecting people with each other and with a universe of ideas, including our unique, local collections. I hope we will experiment with new ways to support students and faculty and will be more embedded in the workflow of learning and research. We will adapt to the direction CMU takes and will learn new ways of being.



Celebrating the Pop-Up Book

By Frank Boles, Director of the Clarke Historical Library

In 2019, the Clarke Historical Library acquired over 800 pop-up books collected by retired CMU English professor Francis Molson, which he had collected over more than a decade. To celebrate this extraordinary acquisition, in March 2020, the library will host the exhibit, “The Surprise and Wonder of Pop-Up Books,” featuring selections from Professor Molson’s collection and pop-ups already owned by the Clarke. The show is co-curated by two current English Language and Literature Department faculty, Gretchen Papazian and Anne Hiebert Alton, and the exhibit will feature and interpret pop-up books, old and new.

Why are pop-up books so popular? Stephen Van Dyke and his co-authors explain in the book, *Paper Engineering: Fold, Pull, Pop & Turn*. “The interactive elements of movables and pop-ups are much like playing a game. The amusement and delight of discovery and the ability to lift and pull mechanisms are all opportunities for the reader to participate.” Although this is certainly true, before they came to amuse and delight, pop-up books had a more serious purpose.

Beginning in the sixteenth century, movable books were used to demonstrate visually complex systems. To exemplify this historical

use of the genre, the exhibit will include Peter Apiani’s *Cosmographia*, which was published in the Netherlands in 1553. The treatise includes volvelles—or wheel charts that rotate—to supplement the instruction in astronomy, geography, cartography, navigation, and instrument making. The book was extremely popular, going through at least thirty printings in fourteen languages.

The serious character of pop-up books eventually gave way to more whimsical ways to enjoy the genre. In the nineteenth century, pop-up books were published to entertain and delight children. Stories began to appear, especially by animating already-existing narratives like fairy tales and mythology, as well as creating interactive stories adapted from the theater. But nineteenth-century pop-ups were something of a fad, and in the first years of the twentieth century, sales in America declined.

Desperation led publishers back to pop-up books. Tish Philips and Ann Montanaro report in *The Illustrated Step-by-Step Guide to Making Pop-Ups*, “By the mid-1930s, as the Depression deepened, American book publishers sought ways to rekindle book-buying. Blue Ribbon, a publishing house founded in 1930, found a combination

that proved successful: animate books of Walt Disney and classic fairy tales with pop-ups.” Examples in the exhibit of Blue Ribbon’s pioneering efforts will include their editions of Disney’s *Mickey Mouse* and *Minnie Mouse* as well as Harold Lentz’s telling of *Pinocchio*.

Pop-up books have continued to amaze and delight children and adults since Blue Ribbon re-introduced them to the public. The exhibit will feature a fascinating selection of twentieth and twenty-first-century books for children and adults.

For example, Anouck Boisrobert & Louis Rigard’s *Wake Up, Sloth!* (2011) is set in a lush, green forest, where a sloth sleeps. His story—told in a stunning pop-up display—is to witness the tragic process of deforestation and watch as a single seed brings new life. Inventive design and bold art illustrate this lesson about the environment and rebirth.

Another featured book, Philippe Ug’s *Funny Birds* (2013), is filled with exotic and beautiful three-dimensional birds. This imaginative pop-up book, set high up in the treetops, tells the story of strange birds hatching from their eggs, craning their necks toward their mothers, and exploring their new environment.

Joanna Rudge Long described a third volume in the exhibit, David Carter’s *600 Black Spots* (2007), this way in the *New York Times*:

“The best moment in this tour de force of paper engineering arrives just as the front cover opens, when a graceful swirl of slim white strips—a sinuous fan, playing delicately with its own shadows—springs up. The accompanying text reads, “White grasses tip-tap and 90 Black Spots,” though the square-topped lengths of paper don’t resemble waving grass so much as elongated piano keys. Diligent counters will indeed find 45 of them, and the black dots on both sides of each tip.”

The exhibit will open on March 17 with a lecture by Matthew Reinhart. Reinhart is an acclaimed children’s book author, illustrator, and paper engineer. His career first blossomed with the publication of the odd but beloved *The Pop-Up Book of Phobias*. Reinhart has gone on to create a huge array of pop culture pop-ups like his best-selling, *STAR WARS: Pop-Up Guide to the Galaxy*, *Game of Thrones: A Pop-Up Guide to Westeros*, *Disney Princess: A Magical Pop-Up World*, and many, many more.

Mr. Reinhart’s presentation is made possible by the David M. and Eunice Sutherland Burgess Endowment.

The exhibit, “The Surprise and Wonder of Pop-Up Books,” will run through August 2020.

Happy New Year!

By Jacob Uithoven,
Senior Associate Director/Regional Development

I hope you’re enjoying the start of a new decade. This year, people will be making many puns about perfect vision. I can’t wait to see them all.

As I reflect on 2019, it’s clear that our alumni and Friends have had an impact on the University Libraries. Many have expressed their belief that a university is only as good as its library. Our fantastic library faculty and staff have a track record of providing quality library services. Our Friends have extended what the library can do by giving of their time, talents, suggestions, or monetary support.

The Libraries saw an uptick in the number of student scholarships awarded. Often, students work several jobs throughout their college career. Scholarships help pay for their tuition, books, and living expenses. While working multiple jobs may be an option, doing so reduces the time most students need to study and learn.

It was also through the tremendous support of our Friends that the library was able to complete several building projects including creating the 3 East collaboration space, remodeling the Sarah and Daniel Opperman Auditorium, and increasing the number of after-hours study spaces. To everyone involved, thank you.

In October, CMU welcomed Heidi Tracy as the new Vice President for Advancement. She comes to Central with over 20 years of advancement experience. Heidi says she will “look forward to working closely with Dr. Davies and the entire CMU community to shape an advancement program that will allow Central Michigan to Flourish for generations to come.” (*CMU News*, Sept. 10, 2019). If you are interested in meeting Heidi, please contact me at (989) 774-1615 or uitho1jn@cmich.edu. She’s eager to continue building relationships with those who are passionate about this University.

In the years ahead, one of the questions the University must answer is, where will we excel? With your help, the Libraries will continue to strive for excellence and be one of the most important entities at Central Michigan University. As President Davies recently mentioned in his first State of the University address, “the state of our University is good – it is indeed very good – but it could be great.” As the new year proceeds, we will build on our strengths as we identify innovative initiatives that drive us toward greatness.

In Memoriam



Suzanne Baber
1927-2020



Rose Wunderbaum Traines
1928 - 2020



Jean and Herb Brinkman standing by the new after-hours access door.
Photo credit: Karen Trautz

Enhancing Student Study Spaces: First Floor After-Hours Access

By Kathy Irwin,
Dean of University Libraries

In late 2018 the Libraries received a gift from Jean and Herb Brinkman. At that time, we were making plans to renovate part of the first floor, and I called them to ask what they thought about using their gift to provide after-hours access to the first-floor quiet study area. Herb and Jean enthusiastically agreed and reminisced about studying when they were students. It was a delight to meet them in person at our fall 2019 Friends appreciation event and surprise them with their donor plaque!

Construction on the after-hours access door began in summer 2019, and during our recent semester break, the final touches were completed. Now, more students will be able to study until 2:00 a.m. five nights a week. For many years, our students asked for 24-hour access to the library. When we implemented 24-hour access to the 1 North study room in fall 2017, it wasn't long before students began asking for more space. Thank you, Herb and Jean, for making their dreams come true!

The Library as a Third Place

By Tim Peters, Associate Dean of University Libraries

In his 1994 book, *The Great Good Place: Cafés, Coffee Shops, Bookstores, Bars, Hair Salons, and Other Hangouts at the Heart of a Community*, sociologist Ray Oldenburg proposed that an emotionally healthy person needs three places in their life: home, work, and a third place.

The home provides safety and shelter, while work offers consistency and a sense of satisfaction. The third place is where our other needs are met, including a sense of belonging and satisfaction not derived from the other two places. Oldenburg sees third places as the “anchors” of a community and essential to civil society, democracy, and an individual’s sense of self. This third place can take many forms depending on the needs and interests of the individual. Notable third places are community centers, pubs, churches, coffee shops, and athletic clubs.

Libraries are frequently cited as third places because they reflect many of the characteristics Oldenburg describes. They offer extended hours for convenient access and a variety of social and interactive spaces, have a less formal structure which allows for individual comfort, are welcoming to all, and provide access to the information essential to a civil society. In recent years, the Park Library has undertaken projects which build on the characteristics of Oldenburg’s third place.

We relaxed our food and drink policies to support students who spend extended periods of time in the building and need the occasional snack and beverage. We created the Copeland Suite and the 3 East study areas to offer students contemporary, flexible spaces for group and individual work. We expanded the hours of operation for the 1 North Study Room from 24/4 to 24/5 in recognition of students’ need for after-hours study space. Each of these changes directly responded to student feedback about how the Park Library might better support them.

Academic libraries are frequently described as “the heart of the university.” They are considered a special place by users. At CMU Libraries, we are always discussing ways to make our spaces an even more welcoming destination. We want it to be a place people seek out because they know the time they spend there will be pleasant, purposeful, and meaningful. We want it to be, in short, a third place.



Librarians at Work

By Rebecca Renirie, Biology Librarian

I began supporting biology for CMU Libraries at a very opportune time, just as the department had unveiled its redesigned undergraduate curriculum in the Fall of 2016. Based in part on the American Association for the Advancement of Science’s (AAAS) *Vision and Change* report, the curriculum focused on highly in-demand skills that biology graduates would need as they entered the workforce.

Some of those skills include the ability to search and critically evaluate the biology literature, as demonstrated in the laboratory for the core course BIO 112: Foundations of Cell Biology. As part of their final laboratory report, students are required to find scholarly literature to support their experimental findings. Working together with biology faculty members, I designed an instruction session to help students find relevant scholarly articles, retrieve them in full text, and cite them properly.

At first, I scheduled in-person presentations during Spring when most students take this course and visited the lab sections individually during the Fall “off-term”. Since students receive credit for attending my presentation and for completing an assignment, any student who couldn’t make the scheduled times had to meet with me individually during that week. With over two hundred students taking this course in the Spring, this plan quickly became unsustainable! I couldn’t keep meeting with fifty students a week, and so I looked to technology for a solution.

Using the library software LibWizard, I designed a self-paced information literacy tutorial for BIO 112 students, which teaches them the basics of finding, retrieving, and citing scholarly articles in cell biology. The tutorial contains screenshots, videos, and text instructions as well as periodic quizzes to test the students on their knowledge. I debuted the tutorial in the Spring of 2019, and after sharing the link with the laboratory instructors during the appointed week, the results came pouring in. Students also have the option of meeting with me individually if they prefer, or if they have questions or need further assistance.

Although I miss seeing the students in person, feedback for the tutorial has been positive. It’s much more convenient for students to learn the information on their own time, versus trying to make an extra session when they are otherwise busy with class, working their jobs, or competing in athletic events. I also built a pre- and post-test into the tutorial so that I can assess how effective it is; I’ve used the results to adjust the content as needed to help students at problem points.

Other biology classes I’ve been asked to visit focus on different information literacy topics. In a class of non-biology majors, we investigate the differences between scholarly and popular articles using science news articles as examples. Students investigate dubious claims made in the press, such as “a glass of wine every day will make you live longer.” I’ve also dived deeper into the literature with upper-level courses and explored the ethical use of datasets in ecological research. However, the core information literacy concepts introduced in BIO 112 give students a firm foundation on which to build. Since 2016 I’ve had the wonderful opportunity to reach over eight hundred biology students, both in-person and virtually. As the number passes one thousand in 2020, I continue to look for new and more interesting ways to help students find, evaluate, and use scientific information.



Faculty Spotlight: Judy O'Dell

Judy O'Dell, assistant professor and librarian in the Library Research and Instruction Services department, reflects on 40 years of service to CMU Libraries.

What are you most proud of accomplishing in your work here at CMU?

Helping people learn to conduct their own literature searches. Knowing this allows them to be independent when needing to find information, and the process itself teaches individuals multiple ways and places where they can locate data/information. It teaches them how research information is organized within a given discipline. This knowledge is particularly helpful when doing legal research because I am more limited in the extent to which I can help them with law compared to other disciplines.

What has been your favorite project or part of your work at CMU Libraries?

Learning to keep up with new technologies.

What do you like most about working with CMU students and faculty?

Learning how education has changed since I was in school and how much it is still the same.

What interesting facts would you like others to know about your job or department?

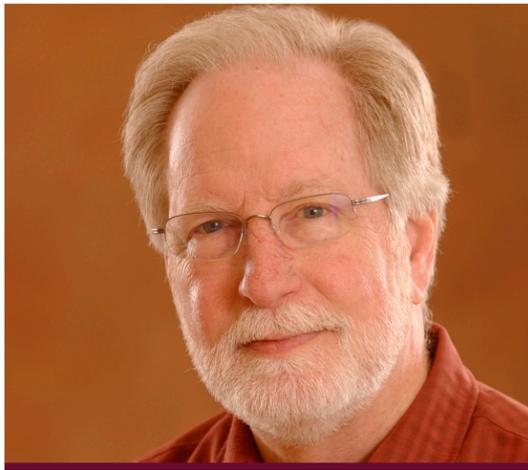
That there are many different facets to my job, including selecting information sources, helping others find information, and helping others understand that most subject librarians have an educational background and/or experience related to the subjects with which they work.

What three words would you use to describe your work? CMU Libraries?

Informative, changeable, interesting

If you were to write a book about yourself, what would you name it? Why?

The Life of a True Generalist. During a job interview I had before coming to CMU, someone commented that I was one of the few true generalists left in the world. I had not thought about it, but it is an accurate description of me. I want to know something about everything, but only in a few areas do I want to delve into deeply.



Faculty Spotlight: Rob Faleer

Rob Faleer, associate professor and librarian in the Library Research and Instruction Services (LRIS) department, reflects on 40 years of service to CMU Libraries.

What are you most proud of accomplishing in your work here at CMU?

First and foremost, I am most proud of forging meaningful friendships and professional relations with so many faculty and staff, both in the Libraries and throughout the University. I am also very proud of my own academic achievements, particularly in the area of scholarship—I feel that the publication

of my reference book *Church Woodwork in the British Isles, 1100-1535: An Annotated Bibliography* (Rowman & Littlefield, 2009) was the crowning achievement of my scholarly life.

What has been your favorite project or part of your work at CMU Libraries? What do you like most about working with CMU students and faculty?

My favorite part of my work here in the CMU Libraries is my regular interaction with faculty and especially students. I thoroughly enjoy assisting students with their research projects and providing meaningful direction toward meeting their scholarly goals. With CMU faculty, I enjoy sharing in our collective “camaraderie of research” that has fascinated and motivated me.

What interesting facts would you like others to know about your job, department, or CMU Libraries?

Regarding an interesting fact about the LRIS department, I would like others to know that we are a close-knit and very collaborative group of library professionals, and I feel fortunate to know and work with so many dedicated, caring, and humorous individuals. As to myself, I would like others to know that academic librarianship has been much more to me than just a job, it has been my calling, and over the past 41 years, I have loved my work here, and I consider myself so very fortunate to have been a part of the fabric of the Libraries and the larger University community.

What three words would you use to describe your work? CMU Libraries?

For me, passionate, dedicated, and curious. For CMU Libraries: welcoming, outward-looking, and innovative.

If you were to write a book about yourself, what would you name it? Why?

In the Blink of an Eye. Because my time in the Libraries seems to have flown by so quickly.

Anything else you would like to share?

As I prepare for my retirement this coming August, I have begun to take stock of how very fortunate I have been to have worked in a profession that has been so personally rewarding and enjoyable. I have had so much fun working as an academic librarian! And while I will greatly miss working in the Libraries and interacting with my faculty colleagues daily, I feel that it is time to move on and create for myself new life adventures.

Fall 2019 Milestones and Anniversaries



Pictured left to right: Ann Kucera, Amie Pifer, Kathy Irwin, Melissa James (*celebrating 20 years of service*), Kari Cotter, Judy O'Dell (*celebrating 40 years of service*), Rob Faleer (*celebrating 40 years of service*), Vicki Swarthout, Mike Curcuruto, and Melissa Hills.

Not pictured: Anita Gordon and Eric Bellmore, *both celebrating 20 years of service*.

Scholarly Communication Services

By Stephanie Mathson, Interim Coordinator of Library Research and Instruction Services

Times have changed for librarians. We no longer spend vast amounts of time ordering and processing items for library collections or sitting at a Reference Desk several hours a week, waiting for patrons to ask us questions. While we still purchase resources, meet with classes, and provide research help via email, phone, face-to-face, or online, our jobs have become much more focused on outreach. This is most evident with regard to scholarly communication.

What is scholarly communication? It refers to the cycle in which researchers and authors create, evaluate, disseminate, publish, and preserve new knowledge. Librarians provide support in navigating the ever-changing environment of scholarship and publishing by offering services related specifically to teaching and research.

Library staff members assist faculty with their copyright questions. We answer inquiries about Fair Use and can obtain permission from copyright holders to post published materials as eReserves in Blackboard course shells. I have developed expertise in Public Performance Rights (PPR) for the screening films on campus. Showing a film for curricular reasons to students enrolled in a course is a commonly accepted example of Fair Use. However, screening a film for an extracurricular student organization requires the event organizer to secure PPR. I facilitate with that process.

Librarians have become increasingly involved in finding and sharing Open Educational Resources (OER) with faculty—particularly those who are creating or revising online courses. OER includes textbooks and media, as well as journals, and are being widely adopted by community colleges and universities to help students save money on course materials. My colleagues

and I work with instructors to identify OER that they can adopt for their courses. Even if instructors cannot replace all of the expensive textbooks they assign to their students, librarians can help enhance student learning with additional—and free—sources.

Another key role librarians play is assisting researchers who ask for suggestions on where or how to publish their work. I often receive inquiries from graduate students who have written papers their professors suggest they publish. Using resources, such as *Cabells*, I look up journals by subject matter and then send a list of titles to the author to consider. Librarians also apprise authors of the rights they hold and can sometimes retain when they do publish their work.

When faculty members' reappointment, tenure, or promotion deadlines are looming, many reach out to librarians to ask for our assistance measuring the impact of their scholarship. That is, we help them find citation counts for their articles and the journal impact factors of the sources in which they have published. We also use alternative metric sources, such as social media, to determine the reach and audience of a scholar's published work.

This is an exciting time to be a librarian. As we transition away from traditional services, we explore and implement new ways to make ourselves indispensable to faculty members and students. The scholarly communication services my colleagues and I offer are—I hope—just the tip of the iceberg for our profession in the 21st century. For more information on those services, please visit our Scholarly Communication webpage which can be found in our homepage Services menu.

New Donor Recognition Board



In December 2019, we installed a new donor recognition board in Park Library's corridor.



Ballet Up to the Bar

By Metal Sculptor
Rose Wunderbaum Traines

This ballerina was acquired by CMU in 1976 from Metal Sculptor Rose Wunderbaum Traines, CMU Alumni.

Primarily using an oxygen acetylene torch at 6000° to braze/weld: antique table feet, sphere from Chicago Float Works, seed broadcaster, plumbing T-shape joint, conduit, boat trim, plus antique "paper roll" cutter—this artist gave life to *Ballet Up to the Bar*. The metal sculpture is anchored to a handsome oak breadboard with partial surround of antiqued copper.