

FALL 2018

# EMORY LIBRARIES



## Robot Rollout

NEW TECHNOLOGY OPENS  
DOOR TO ACCESSIBILITY  
AND INNOVATION

VIRTUAL REALITY | ORAL HISTORIES | WIKIPEDIA RECLAIMED



MAKEMORY

SPACES INCUBATE DIFFERENT  
FORMS OF LEARNING, P. 16



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**VIRTUAL REALITY  
RESEARCH REIMAGINES  
HOW WE TEACH  
AND LEARN, P. 20**

# EMORY LIBRARIES

FALL 2018

## Robert W. Woodruff Library

Emory University  
540 Asbury Circle  
Atlanta, GA 30322

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## ON THE COVER

Double Robotics unit will create  
new library service opportunities

## INSIDE BACK COVER

Oxford College student at a Discovery  
seminar

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Equipment in our student production studio



EMORY  
LIBRARIES &  
INFORMATION  
TECHNOLOGY



**I**nnovation is more than an aspiration at the Emory Libraries. It's a force that moves us to stretch our imaginations, create new opportunities, and embrace the unexpected.

It is also a foundational pillar in the university's strategic framework. Emory has pledged its determination to harness intellectual imagination and discovery to address 21st-century challenges. The goal — one that we strongly embrace — is to drive societal change for the common good.

Throughout this issue, we highlight how the Emory Libraries infuse innovative thinking into our daily lives. Many of these articles focus on projects that sprang directly from our recently launched Innovation Grant and Mini Grant programs. Open to all our staff, these grants encourage experimentation and risk-taking in an effort to create new tools, services, and programs that enrich our contributions to the campus. Other projects grew out of a potent mix of individual curiosity, teamwork, and forward-thinking managers who encourage employee initiative.

While some stories highlight digital scholarship, microcomputers, video recordings, virtual reality, and yes, even robots, others remind us that innovation isn't always tied to technology. It simply needs the right environment to thrive.

Behind the scenes, our commitment to courageous inquiry includes ongoing efforts to make our rich resources more readily available. We have made exciting progress on our digital library program, a multiyear initiative that will provide long-term preservation and access to Emory's outstanding digital assets and collections. We are also revising



**Innovation isn't always tied to technology. It simply needs the right environment to thrive.**

our website so users will find it easier to discover — and to benefit from — all that we offer.

Our workplace culture includes employee forums where we set aside time to learn about and celebrate each other's accomplishments. We are also preparing for the future with an extensive Libraries Leadership Development Program, described more fully inside this issue.

As you read this magazine, I hope you will sense how inspired I am by our gifted staff. Every day, they raise their hands, step forward, and pursue big ideas — convinced that it's always worth wondering if there's a better way.

With your support, we will continue to explore new ways of learning, both for ourselves and for others. We hope you will join us on that journey.

YOLANDA COOPER  
UNIVERSITY LIBRARIAN

# Robot Rollout





## Emory Libraries enters the age of robots to improve user accessibility

By Wade Moricle

Can robots give patrons greater access to the Emory Libraries? By purchasing one this fall, the Libraries are ready to explore how a robot could open doors to fresh possibilities.

The recently acquired Double Robotics unit is a small, two-wheeled vehicle with an iPad mounted to its upright post that can be controlled remotely, giving the driver “face-to-face” access. Users can speak to, listen to, and be seen on screen by anyone the robot encounters. By creating a telepresence for its user, the robot enables more human interaction than what a cell phone or video conference call can achieve. The unit costs about the same as a typical desktop computer.

“Robotics is an emerging trend in higher education,” says Campus and Community Relations director Leslie Wingate, who coordinated the initiative. “We are excited about its potential uses.”

The robot has a small footprint and is easy to maneuver, with three different cameras showing all aspects of its surroundings. Its height can be raised or lowered remotely to match that of the person the driver is talking to. It even has its own charging station where it can recharge without assistance.

The goal is to increase accessibility and services, promote library programs, and perhaps learn more about patrons through poll-taking and other interactions. The unit will reside in the library, and staff members are gathering feedback on how it can best be used. Ideas include

establishing a reservation process for those interested in using it for a class, meeting, or exhibition, which could involve an orientation and training session.

“We are excited about seeing the ways the Emory Libraries’ staff can incorporate this robot from an accessibility standpoint,” says Allison Butler, director of Emory’s Office of Accessibility Services. “It appears to be an innovative way to create more of a human connection with remote access.”

Library operations and access manager Terence Jefferson, who is recuperating from an injury, says, “I’ve had difficulty getting to the building. I can see opportunities of interacting with others with the robot. Just calling in via a teleconference doesn’t make me feel like a part of the meeting. I need to be able to move around the building to do my job.”

And students immediately sensed the robot’s potential benefits. “I think there’s a lot of value in being face-to-face with your classmates if you can’t physically be there. I’m curious about it. I would definitely talk to the person on the screen,” says Anya Kone, class of 2018. Adds Brian Medilien, class of 2019, “At first, people will be surprised, but if I saw it coming I would engage with it right away because I love technology. I think it’s a cool idea.”

Adds Wingate, “The Emory Libraries are known for our leading-edge technology. We view this robot as an investment in improving library accessibility.”

*Wade Moricle is a writer for Emory Libraries.*

# Creating an oral history archive at Emory

**“I wanted to make an oral history video because it’s important to have the low-income and black perspective at Emory. I wanted to bring others in to make sure those students’ voices were represented in the videos.”**

**AKUA SERWAA-SEFA, INTERVIEWEE  
AND ORAL HISTORY PROJECT  
ASSISTANT**

Since immigrating to the Bronx at age five from Ghana with her family, Akua Serwaa-Sefa has lived a low-income life, one that has taught her to be resourceful and resilient. Now an Emory University senior majoring in religion/sociology and psychology, this first-generation college student has recorded an interview for the Emory Oral History Project that documents her journey.

“I wanted to make this oral history video because it’s important to have the low-income and black perspective at Emory,” says Serwaa-Sefa, who also worked as an assistant on the project. “I wanted to bring others in to make sure those students’ voices were represented in the videos.”

The Emory Oral History Project, started in fall 2017, preserves the stories of students at Emory University who are the first in their families to attend college. In spring 2018, the project expanded its focus to three chapters: first-generation, black, and Latinx students. The project received an Emory Libraries Innovation Grant in 2017, and additional funding and guidance from Emory University historian Gary Hauk.

In the project’s first two semesters, more than 40 undergraduate and graduate students recorded videos, which were placed in the University Archives at the Stuart A. Rose Manuscript, Archives, and Rare Book Library. For scholars and researchers, the growing archive will provide a revealing narrative of life as a low-income and non-white student at Emory and in the city of Atlanta, and how Emory supports those students.

Jonathan Coulis, a PhD candidate in Latin American history, started the project as part of his Woodruff Library fellowship with the help of former sociology librarian Nidia Bañuelos, initially working with the 1915 Scholars program to find the stories of first-generation students. The innovation grant provided funds to hire three undergraduate students, providing a great training experience for them. The students learned how to develop questions and





**“If we can grow this archive of experiences around Atlanta, we have another valuable resource not just about the university, but about the lives of the people who go there, the people who intersect with each other and with the city.”**

JONATHAN COULIS



interview people, as well as operate the camera, lighting and audio recording equipment.

Students on both sides of the camera benefit from Academic Technology Services' state-of-the-art Student Production Studio in the Woodruff Library. The newly renovated space features a specially designed set, improved soundproofing, professional lighting, and high-end equipment.

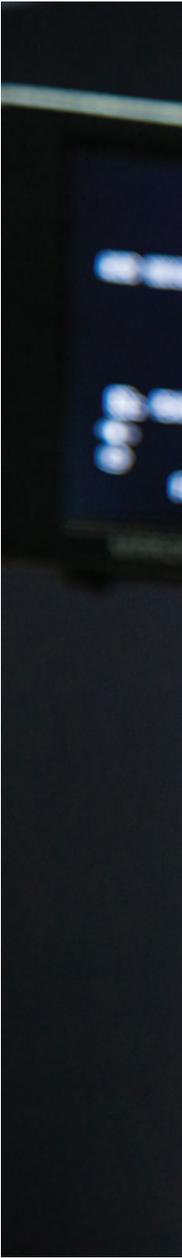
The Oral History Project is an example of the way Kim Braxton, director of Academic Technology Services, imagined the production studio would serve the needs of students.

“We are excited to support our students as creators, providing them with the equipment, software, and support they need to tell their own stories in new ways,” Braxton says. “Not only are they gaining professional production experience they can take with them to future careers, they are also contributing to a one-of-a-kind collection that will hopefully enrich future students and researchers.”

For Serwaa-Sefa, she hopes the voices of first-generation Emory students are a catalyst for change. “I’d like to see someone do archival research on what the experience is like for low-income students at Emory, and to see what changes Emory makes in the coming years to support these students,” she says.

Coulis says future project plans call for a website and additional chapters that focus on other Emory communities.

“If we can grow this archive





of experiences around Atlanta, we have another valuable resource not just about the university, but about the lives of the people who go there, the people who intersect with each other and with the city,”

Coulis adds. “As we move forward each year, we can add another series of voices that will help grow this rich collection for both individuals and future researchers.”

*Maureen McGavin is a writer for Emory Libraries.*

*For more information about the Emory Oral History Project, contact Coulis at [j.e.coulis@emory.edu](mailto:j.e.coulis@emory.edu).*



# Research begets innovation

Archives collaboration  
inspires creativity and  
builds community

By *Gabrielle M. Dudley*

**I**nnovation is often seen as an idea that makes quick and immediate changes to our everyday lives, yet the best innovations can be years in the making. Such is the case for the “Writing Herself Into Existence: Emory University and Spelman College Archives and Intellectual Exchange Program,” developed for

the Emory Libraries’ 2017–2018 innovation grant program cycle.

As an instruction archivist in the Stuart A. Rose Manuscript, Archives, and Rare Book Library, I partner with faculty to incorporate special collections materials like letters, diaries, rare books, audio recordings, born-digital material, and more into their courses through in-person visits and research assignments. Months after arriving

## Discovery

Writing Herself Into  
Existence Grant

**Tangela Mitchell**  
Sophomore, Political Science and  
Spanish double major, Spelman College



The Stuart A. Rose Manuscript, Archives, and Rare Book Library is actively collecting the personal and professional papers of Black women writers. In addition to acquiring, arranging, and describing these collections, the Library promotes use of the materials by faculty, students, independent scholars, and the interested public.

Through the generous funding of the Emory Libraries Internal Grant Program, the Rose Library and the Spelman College Archives participated in an archives and intellectual exchange program during the Spring 2018 semester.

Undergraduate students enrolled in AAS 482: Black Women Writers and AAS 483W: Reading Alice Walker taught by Dr. Nagueyali Warren at Emory University and ENG 300: The Art of Writing taught by Dr. Serah RudeWalker at Spelman College conducted archival research in the papers of Black women writers.



**Why did I decide to do my project on Mari Evans?**

When initially presented with this class project by Dr. RudeWalker, the class was given a list of several Black women writers we could choose from to complete the project. When I looked at the list (which included giants like Alice Walker and Audre Lorde), I immediately decided that I would research the writer I knew the very least about, which just so happened to be Mari Evans.

**What did I learn from working on this project?**

Firstly, I learned who Mari Evans was. I learned about her works, how she worked, what inspired her, her philosophies on Blackness and children and education, her personality (such an intelligent, poised, and witty woman), her friends. Most importantly, however, I became aware of the tangible community of Black women writers in which Evans was situated and the intentionality of this community.

As I combed through Evans’s archives I stumbled upon copious amounts of correspondence between her and other Black women writers and intellectuals; whether it be thank-you letters from Beverly Guy-Sheftall, heartfelt handwritten notes from Gwendolyn Brooks, or Thanksgiving dinner invitations (years’ worth!) from Maya Angelou. There was a conscious community of support and genuine friendship among these contemporaries, and it was a discovery that both stunned me and liked my spirits.



at Emory in 2012, I developed my first session in Rose Library for the “Audre Lorde: Archival Research Seminar,” co-taught by two Spelman College professors. Though the Spelman College Archives is home to Lorde’s papers, the instructors wanted to expose their students to the work of Lorde’s contemporaries like Alice Walker. I realized later that this class planted the seed for what would become my “Writing Herself Into Existence” innovation grant project. This course and its new associations helped me understand that local college and university faculty viewed the Emory Libraries as a resource and that Spelman, specifically, could be a potential partner.

When the Emory Libraries announced its innovation grant program five years later, I considered how I could enhance or expand Rose’s reach with undergraduate students. I remembered the success of the Audre Lorde course and began to think more about serving Atlanta-area undergraduates. Our holdings related to black women writers had grown exponentially in recent years as more collections were acquired, arranged and described, and made available. As a result, more faculty at both Emory and Spelman wanted to incorporate these holdings into their courses. I realized that a multi-institutional archival research project for undergraduate students centered on black women writers could not only encourage community between area schools, but also improve current instruction services in Rose Library.

Undergraduates in Black Women Writers and Reading Alice

Walker courses taught by Nagueyalti Warren, professor of pedagogy in African American Studies at Emory University, and The Art of Writing taught by Sarah RudeWalker, assistant professor of English at Spelman College, participated in the semester-long archival research project. Each student chose a black woman writer whose personal papers were held by either the Rose Library or Spelman College Archives and conducted original research that explored writing processes, connections with other writers, and literary criticism. To prepare, students visited both special collection libraries to learn more about their respective writer’s collections and were given the opportunity to work hands-on with collection material. After months of research, 30 undergraduate students from both schools met at Emory to discuss their findings via conference-style presentations. Throughout the day, students expressed how much the experience meant to them personally and how they wished they had known what archives could reveal about writers beyond their published works.

This successful project then spurred ideas about how to use one innovation to beget another. Although it was not an original component of the grant proposal, I was inspired by these students to curate “She Gathers Me: Networks Among Black Women Writers,” an exhibition that used archival collections to reveal personal connections and communities among writers. I had been sharing these sometimes-obscure networks with undergraduate students through instruction sessions, but I felt there might be

**The Emory Libraries is a space where innovation not only lives, but grows into partnership, collaboration, and inspiration. Innovation, like a good archival research project, does not have a definitive end but leads to more and new research questions.**



Gabrielle M. Dudley (left) moderates “SisterWriters: An Evening with Pearl Cleage and Tayari Jones”

wider interest in these writers.

The exhibition discussed writing circles, personal friendships, differences in approaches to similar issues, and intergenerational connections. It sought to show how courses like those taught at Emory and Spelman lead to more exposure and critical study of black women writers. Throughout the grant project, many students relished learning about past writers’ sisterhood and community, yet some questioned whether these connections were still alive today.

The exhibition focused primarily on writers in the 1970s through the early 2000s, but the relationship between novelist and

playwright Pearl Cleage and her former student Tayari Jones, now an Emory professor of English and creative writing, represents a connection visible through the archives and in person today. To both celebrate the exhibition and address the students’ questions, I proposed and moderated “SisterWriters: An Evening with Pearl Cleage and Tayari Jones,” where the two writers and Spelman College alumnae discussed the growth of their relationship, from student and teacher to that of “sisterwriters.” Several students from the grant project attended the event and witnessed two living writers speak about the close relationship they share and describe

what it means to hold community with one another. The event was not only the culmination of the exhibition and grant project, but a testament to what can happen when innovation leads.

The Emory Libraries is a space where innovation not only lives, but grows into partnership, collaboration, and inspiration. Innovation, like a good archival research project, does not have a definitive end but leads to more and new research questions.

*Gabrielle M. Dudley is an instruction archivist for the Rose Library.*

# Grant supports Wikipedia's higher education goals

As an undergraduate Emory student, I was told not to cite Wikipedia in my papers, a sentiment I echoed to students when I later worked as a librarian. So I was intrigued, after I joined Emory as an educational analyst, when a professor asked for help with having her students edit Wikipedia articles on topics related to the course – a rising trend among teachers at many institutions. Editing Wikipedia builds skills in public writing, research, and information and digital literacy. It was my first introduction to how Wikipedia and academia have mutual, shared goals.

The mission of Wikipedia is to work toward “a world in which every single person on the planet is given free access to the sum of all human knowledge.” This overlaps with Emory’s mission “to create, preserve, teach, and apply knowledge in the service of humanity.” Surely there is room for collaboration there.

Having previously hosted Wikipedia edit-a-thons and supported faculty in navigating Wikipedia since

2016, the Emory Libraries Wikipedia Group applied for an innovation grant in 2017. Titled “A Wikipedian in Residence: Empowering Emory to Engage with the World’s Most Popular Reference Work,” the grant funded three projects related to collaboration between Wikipedia and academia in the interest of public knowledge. The title comes from the main goal of the grant – to hire a part-time student Wikipedian in Residence for fall 2018.

In September, Emory Libraries hired Caroline Scheving, an undergraduate senior majoring in art history. Her role is to edit Wikipedia using Emory special collections materials, educate the Emory community, and build a relationship with Wikipedia. She will use content from the Rose Library, Pitts Theology Library, Woodruff Health Sciences Center Library, Carlos Museum, and Oxford College Library to contribute Emory’s institutional knowledge.

The grant also funded the third-annual Art+Feminism Edit-a-thon held at both Oxford and Atlanta campuses

in March 2018. The Art+Feminism global initiative helps people organize local events to add more and better content about women artists as well as draw in more women editors, a demographic underrepresented on Wikipedia. This year, Emory had 27 participants improve 27 articles.

Last, the grant funded the “Wikipedia in Higher Education Symposium & Workshop” held on September 26, a professional development event to teach Emory educators about Wikipedia. The Emory Center for Digital Scholarship and the Center for Faculty Development and Excellence cosponsored the event. Jami Mathewson, educational partnerships manager for the Wiki Education Foundation, a nonprofit that helps instructors incorporate Wikipedia editing into their curriculum, presented methods for teaching with Wikipedia and how academic institutions and scholars can contribute. Additional speakers included Bo Adams, director of Pitts Theology Library, Irene Browne, associate professor of sociology, and Helen Siaw, a graduate student in chemistry who worked with the Wiki Education Foundation to learn how to edit articles related to her field.

Partnerships between academia and Wikipedia improve the quality of information in this widely used resource. Wikipedia isn’t perfect, but it has good intentions. It can be enhanced by high-quality editors who are passionate about the content. Through Wikipedia, Emory’s scholars have the capacity to reach broader audiences with their knowledge.

*Jenn Sutcliffe is an educational analyst, social media and web technologies for the Emory Libraries.*

*For more about the initiative: [guides.main.library.emory.edu/Wikipedia](https://guides.main.library.emory.edu/Wikipedia)*



Jami Mathewson, educational partnerships manager for the Wiki Education Foundation, at our September symposium

# Advancing South Asian Studies

In April 2018, co-organizer Anandi Silva Knuppel and I hosted the “Emory Digital Humanities Symposium: DH for the Study and Teaching of South Asia,” a two-day international and interdisciplinary symposium on newly formed approaches to digital humanities in the field of South Asian Studies. We created the symposium in part to address the uneven engagement with DH practices across disciplines, fields, and geographies. Generously supported by the Emory Libraries’ Innovation Grant and other sponsors, the symposium was the first of its kind in South Asia or the United States because it focused specifically on South Asia rather than Asia as a whole, brought together scholars and librarians to discuss the challenges of DH for South Asia, and considered the role of DH throughout the cycle of scholarly production rather than focusing on a single DH method or technology.

“The variety of projects presented inspired new ideas for how we can develop BHAVA [Bhakti Virtual Archive], and we received helpful feedback after our presen-

tation. But most helpful was just being around other DH South Asia scholars, in the same room, over the course of two days,” wrote Gil Ben-Herut, Emory alumnus and assistant professor of Religious Studies at University of South Florida, and Jon Keune, assistant professor of South Asian Religions at Michigan State University.

“Through conversations there and correspondence afterward, we identified two ongoing DH projects that fit especially with ours. Since then, we’ve incorporated them into our proposal narrative [for the National Endowment for the Humanities] and committed to further partnerships, strengthening not only our proposal but the network of DH scholarship for South Asia generally. This couldn’t have happened without your workshop at Emory. It’s great to see Emory supporting such events and taking leadership in developing DH for the study and teaching of South Asia.”

As organizers of the symposium, we are delighted about the ways that the event has sparked new collaborations and innovations for South Asian Studies. Since then, we

have continued our own DH work by making the symposium presentations openly available on the event website, creating a listserv for DH in South Asian Studies, organizing the panel “Digitizing South Asian Studies: Limitations and Innovations for Texts, Languages, and Access” for the upcoming Association for Asian Studies conference, and initiating a new DH project at Emory.

This new project will digitize a palm-leaf manuscript in Telugu, donated to the library by professor emeritus Velcheru Narayana Rao, the first Visweswara Rao and Sita Koppaka Chair in Telugu Culture, Literature, and History at Emory University. It will be ingested into Readux, a digital reading room where one can browse and annotate a text and then export it for personal or scholarly use. The physical object and its digital avatar are being used in class this fall by the incoming chair of Telugu Studies and V. Narayana Rao’s former student, Harshita Mruthinti Kamath. She says, “I am teaching Introduction to South Asian Civilizations, and I am excited that the students can access the palm leaf. I love the idea of digitizing it and making it available through both Roman and Telugu script versions that could be annotated.”

*Ellen Ambrosone is a South Asian Studies and Religion librarian for Emory Libraries.*

*For information about the Emory Digital Humanities Symposium: [scholarblogs.emory.edu/dh4sa/](http://scholarblogs.emory.edu/dh4sa/)*





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# MAKEmory spaces empower innovative learning for students and faculty

**O**n a Friday afternoon in early fall, TechLab, the makerspace on the Emory University campus, is suddenly illuminated with rainbows across tiny LED screens and computer monitors. A workshop in the space is teaching students how to control these lights with coding. The learning tool is a Raspberry Pi, a credit card-sized computer. Designed for learning and experimentation, these Pis were funded by the Libraries' Innovation Mini Grant.

It isn't a traditional classroom

setting – there are no textbooks, no professors. Attendees arrived curious and ready to learn without the promise of course credit. Tara McCurley, assistant director of Academic Technology Services in Emory Libraries and Information Technology, explains, "It's a space to supplement students' curricular work. It provides them with different ways of thinking than they might otherwise encounter."

The workshop objective is to learn Raspberry Pi basics. Robin Horton, the TechLab coordinator,

and Amelia Frances, the Computing Center coordinator, applied for the Pis' funding with their versatility in mind. These tiny computers are useful to a variety of fields, including sustainability, biology and, of course, computer science. The Pis accommodate all skill levels.

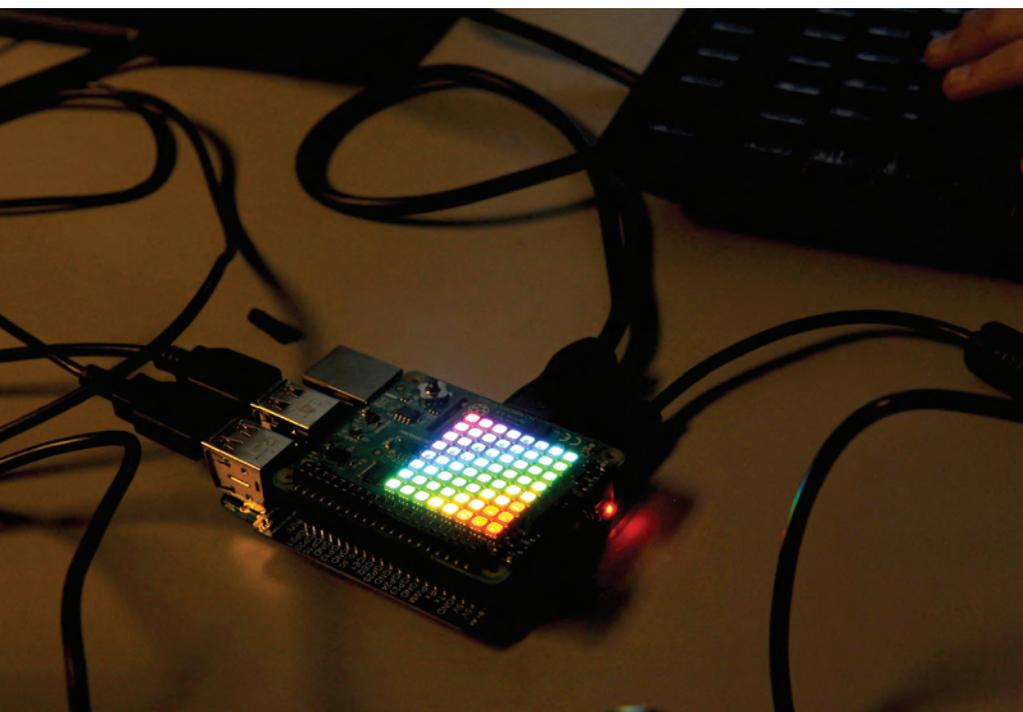
"We want to provide resources for students to tinker, for those who might otherwise be apprehensive to use their own money and resources to pursue these projects," Horton says.

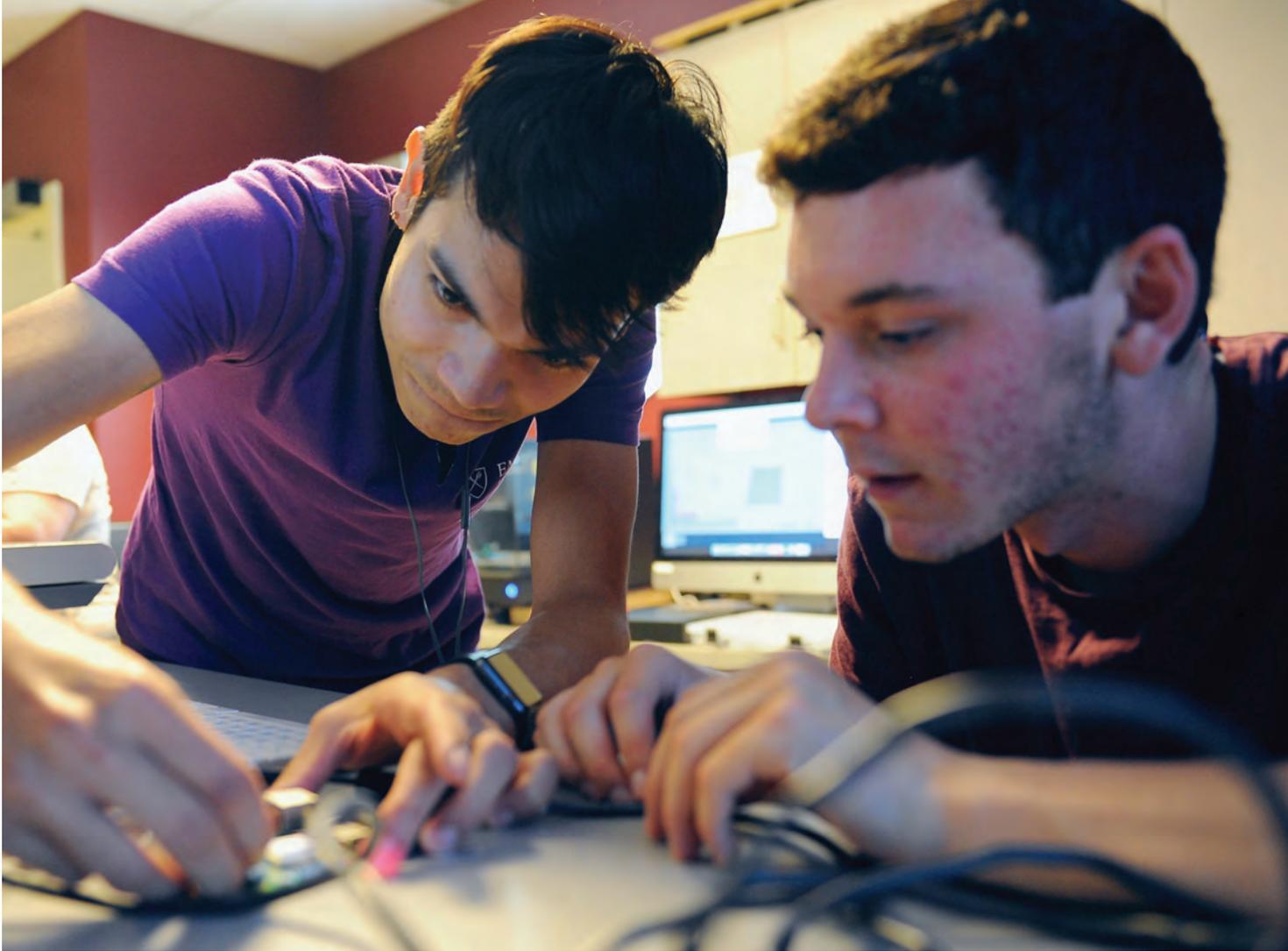
Freshman Ben Gibbons signed up for the workshop after seeing YouTube videos of people using the Raspberry Pi to create amazing projects. "This workshop was an opportunity to better understand how the Raspberry Pi made these projects possible, as well as allow me to understand the possibilities of the Raspberry Pi for my own explorations," Gibbons says. "I learned the basic components of the Pi and just a few of the many uses of it."

TechLab's electronics loan program takes these resources one step further, providing access outside TechLab itself. Junior Emily Eckels, a computer science major, says she'd never used a Pi before, but now sees potential for her own projects. "Fall break would be a great time for me to check out a kit."

Led by student staff, the workshops offer a unique teaching experience. Senior Bryan Deleon-Vargas co-led the Pi workshop. "We get to provide instruction and guidance for those who need it," he says. "I think it's awesome that part of our job is to spark creativity."

The MAKEmory initiative encompasses several on-campus spaces, including TechLab, the new Student Production Studio (SPS), and MediaLab. As these spaces have grown in the past few years, Emory students, staff and faculty have





Senior Bryan Deleon-Vargas, who co-led the Pi workshop, works with Ben Gibbons (right)

opportunities for different forms of learning. The SPS provides professional-grade equipment for video, audio, and photography production.

“The idea is to move away from the notion of written text as the only source of expression or scholarship,” McCurley says.

Last year, the MAKEmory initiative served as an incubator for several notable projects. Three Emory students—Kieren Helmn, Ryan James, and Jesse Rosen-Gooding—used TechLab to make a prototype of the Vimband, their self-cooling device invention, for their Hult Prize entry. The Emory Oral History Project used the SPS for filming interviews with Emory’s first-generation and African American students for the Rose Library archives

(see related story on page 6).

“It’s a more holistic approach to learning,” McCurley adds. “The upcoming generation is all about making. Students shouldn’t come to college and all their normal creative projects suddenly stop. We need to be there to support their broader learning.”

*Amelia Frances is the computing center coordinator for Emory Libraries and Information Technology Services.*

*For more information about the MAKEmory initiative, contact Tara McCurley at [tara.mccurley@emory.edu](mailto:tara.mccurley@emory.edu).*

## RECENT TECHLAB WORKSHOPS

- » Crochet basics
- » 3D Modeling
- » Button-making
- » LED Light Soldering
- » Sewing Basics
- » Raspberry Pi
- » Introduction to Video Game Design
- » Catnip Toy Sewing
- » Glass Etching

# Collaboration boosts information literacy

In Eve Mullen's religion class at Oxford College, students are learning how to find research sources about sand mandalas with the help of teaching librarian Courtney Baron. Using the Emory Libraries' online search tools, the four groups must find four different sources, including a journal article and a website image, then demonstrate how they found their source and its citation. Baron supplies feedback on the quality of the resource—a peer-reviewed journal article is better than an industry newspaper article, for example—and gives a brief lesson on copyright and using an image from a website (in short, don't do it without permission).

Oxford College librarians have been collaborating with faculty across disciplines for 15 years. Teaching librarians visit classes throughout the semester to lead sessions on conducting research and finding the right resources to help students build their information literacy. And the faculty members are enthusiastic about the results of these partnerships. They've seen their students' research confidence increase

and the quality of their research improve.

"Some students come to class not knowing the difference between popular and peer-reviewed publications," says Mullen, associate professor of religion at Oxford. "They have difficulty searching a database of journals for articles relevant to their work. Our librarians are experts in alleviating 'library anxiety' and helping students both create and answer their own research questions in a scholarly, sound manner."

Now the library is taking it a step further, ready to collaborate with faculty in Oxford's new Discovery Seminar program. This first-semester course will provide new students with a shared experience that develops their abilities in areas that go beyond specific study disciplines: thinking critically, communicating effectively, and independently pursuing knowledge through inquiry and research. The program ties directly into Oxford College's new general education initiative, which focuses on inquiry-driven learning.

"This is innovative in the fact that, based on faculty input, information literacy is one of the three learning outcomes for this entry-level Discovery Seminar, and that there will be a librarian assigned to each of these seminars," says Kitty McNeill, dean of the Oxford College Library.

The pilot program consisted of eight courses in fall 2017 semester and eight different courses in fall 2018 semester. The program of inquiry-based learning courses will be implemented fully in fall 2019. The students will be able to choose one of about 30 courses from an area that interests them. The 16 pilot Discovery seminars, taught by Oxford faculty,

have been in the areas of philosophy, psychology, art history, religion, English, math, environmental science, Spanish, classics, political science, and economics.

Oxford faculty members are pleased with the collaboration. "Our research librarian, Courtney Baron, was an indispensable resource for our Discovery Seminar," says Tasha Dobbin-Bennett, assistant professor of art history and studio art. "Courtney's mentoring helped our students realize that they were knowledge generators, not just information consumers."

"Librarian involvement provides students with a sense of comfort in approaching the librarians for help," adds assistant professor of biology Sarah Fankhauser. "They also help students navigate the various resources available to them as part of the Emory community."

Psychology professor Catherine Bagwell, co-chair of the Discovery Seminar program, says, "I am pleased by the collegial enthusiasm we have experienced with this project. Information literacy is one of the three learning objectives in our foundational inquiry course, and we believe this focus will help students develop skills they can use and build on in all of the courses they take at Oxford and beyond."

*Maureen McGavin is a writer for Emory Libraries.*

*For Discovery Seminars, contact Catherine Bagwell at [catherine.bagwell@emory.edu](mailto:catherine.bagwell@emory.edu) or Benjamin Purkis at [benjamin.purkis@emory.edu](mailto:benjamin.purkis@emory.edu). For instruction courses in the Oxford Library, contact Courtney Baron at [courtney.baron@emory.edu](mailto:courtney.baron@emory.edu).*



Teaching librarian Courtney Baron (left) leads a class at Oxford College

# Grant helps faculty with digital publishing

Last September, Calvin Warren, an assistant professor in Emory's Department of Women's, Gender, and Sexuality Studies, received an unexpected question from his publisher, Duke University Press. Would he be interested in publishing his forthcoming book, *Ontological Terror: Blackness, Nihilism, and Emancipation*, as open access? Warren was quick to respond, "Yes... Please let me know what I'd need to do."

Warren's book was the first to benefit from a new open access subsidy offered by Emory's Digital Publishing in the Humanities initiative. Funded by a grant from the Andrew W. Mellon Foundation, the initiative helps faculty in the humanities and humanistic social sciences publish their monographs in the digital environment. Digital monographs, or books that make a sustained argument about a particular topic, offer innovative publishing options, ranging from conventional e-books to interactive websites incorporating multimedia, maps, or data visualizations. Whatever form they take, all digital monographs supported by the Digital Publishing in the Humanities grant must be published as open access, meaning they must be made available online without charge.

"Open access, digital monographs are a new development," explains Michael Elliott, dean of the Emory College of Arts and Sciences and director of the Digital Publishing in the Humanities initiative. "However, they continue to advance the core mission of the humanities that has been with us for decades. They make new knowledge available to the world."

Emory Libraries, and in particular the Scholarly Communications Office, is a key partner in the initiative, which is based at the Fox Center



**"Open access, digital monographs are a new development. However, they continue to advance the core mission of the humanities that has been with us for decades. They make new knowledge available to the world."**

**MICHAEL ELLIOTT**

for Humanistic Inquiry. Once a book by an Emory faculty member has been accepted for publication, the author can apply for an open access subsidy award to support the digital publication. After the award is granted, the team in the Scholarly Communications Office helps to negotiate the publication agreement, ensuring that all parties understand their options.

This might all sound a bit dry, but in truth open access negotiations are

rarely straightforward. Open access is a relatively new development in the humanities, and so it's not surprising that everyone involved—authors, publishers, and librarians—struggle at times to understand the best path forward. How do we ensure that a free digital book isn't lost in the distribution system? How do we handle copyright issues online? How do we fund the publishing subsidies necessary to produce new books? And how do we preserve digital books so that they are available for years to come?

"While open access journals have been adopted in the sciences, developing the infrastructure to publish open access monographs in the humanities requires the support and cooperation of authors, universities, and university presses," explains Lisa Macklin, director of the Research, Engagement, and Scholarly Communications division of Emory Libraries. "Supporting Emory faculty in publishing their books open access provides a way for our faculty to reach new audiences."

With the help of the Scholarly Communications Office, Warren's book was published in April 2018 as an open access e-book, alongside a printed version for sale from Duke University Press. The open access e-book is available for download from multiple platforms, including OpenEmory, the open access repository of faculty works managed by Emory Libraries.

*Sarah E. McKee is senior associate director for publishing at Emory University's Bill and Carol Fox Center for Humanistic Inquiry.*

*For more information: [fchi.emory.edu/digitalpublishing](http://fchi.emory.edu/digitalpublishing)*

# Virtual reality reimagines how we teach and learn

A researcher in the Emory Center for Digital Scholarship (ECDS) is exploring virtual reality as a way to enhance the learning process.

Arya Basu, a visual information specialist working in ECDS, conducted a virtual reality (VR) experiment in the Woodruff Library that led to fascinating hypotheses about the future of education. His results, he believes, suggest that VR should be incorporated in the classroom of the future.

In the test, users had to navigate a pair of similar virtual mazes. One wore a VR head-mounted display (HMD) and used a wireless gaming controller to control movement, while the other used a VR HMD that required actual head movement to see around the maze. The test subjects were also asked to self-identify as either “gamers” (people who enjoy playing video games) or “non-gamers.”

Basu found that those who identified themselves as gamers navigated the first maze faster than non-gamers. However, in the second

maze where the users were “untethered” and had full control of their heads within the maze, both sets of users spent longer in the maze, taking nearly equal amounts of time to explore their options.

“Pure head control introduces the normalization of spatial behavior,” Basu says. “As such, immersive VR causes a normalizing effect that filters out existing bias between gamers and non-gamers.” Gamers, he adds, typically figure out shortcuts to complete tasks the quickest way possible. In a classroom, students who act like gamers and find more immediate ways to compile knowledge, such as cramming the night before a test, may score well on tests without actually achieving a transfer of sustainable expertise.

In a VR classroom, everyone would be forced to slow down and truly absorb the material. This approach would remove time as a metric for learning. Basu believes that VR is more aligned with reality than current classroom approaches.

“These are compelling results,” says Basu. “They take us one step



Visual information specialist Arya Basu

closer to saying we can substitute VR design over game-like design when it comes to pedagogy and learning.”

“We are excited by the possibilities suggested in Arya’s research,” adds Wayne Morse, co-director of ECDS. “One of our missions is to understand the very basis for digital learning and help our faculty, students, and staff to implement new ways of engagement.”

“The academic possibilities inherent in VR as a learning tool are limitless,” says Michael Page, Emory lecturer in geospatial sciences and technology. “These innovative examinations are already changing the way we teach and learn in my classroom.”

The next step will be a test of learning. Basu plans to start injecting immersive interfaces into actual classes. In this way, researchers will be able to investigate the physical viability of VR learning and create an evaluation metric.

“When we know how students learn, we can create more personalized assistive learning methods,” Basu says. “Basically, this is a stepping stone towards the real use of artificial intelligence in education.”

*Wade Moricle is a writer for Emory Libraries.*

*For more information:  
[digitalscholarship.emory.edu/  
expertise/reality.html](http://digitalscholarship.emory.edu/expertise/reality.html)*



# Writing group moves research into print

Staff at the Woodruff Health Sciences Center Library spend their days making information available, finding the right resources, and helping others turn their research into publications. Through this work, librarians, in turn, generate their own scholarship in library and information sciences. The Emory Libraries encourage librarians to engage in scholarly endeavors to advance the profession, with a goal toward creating publications in various formats.

In health sciences fields, the journal article is the main publication format for communicating new knowledge and demonstrating a scholar's impact on the field, and librarians also utilize this format. Writing journal articles permits health sciences librarians both a venue for sharing their own scholarship and an opportunity to better understand the needs and challenges faced by health sciences researchers.

Writing an article can be a daunting and time-consuming process. While the health sciences librarians regularly work on projects and research to share with the profession, many times we put off creating the manuscript. My colleague, Kim Powell, and I wondered if providing librarians with additional support could increase the time librarians spend in academic writing, so we applied for and received an Emory Libraries Mini Grant to test our idea.

Retreats, formal exercises, and writing groups are frequently reported activities to promote faculty engagement in writing. We decided

to organize a writing group offering participants peer support, a workbook to guide manuscript preparation, and regularly scheduled writing time. From Emory's Center for Faculty Development and Excellence, Kim learned of Wendy Belcher's "Writing Your Journal Article in 12 Weeks," which we used as a framework for the group meetings. The grant paid for each participant to have a copy of this workbook, another book on productive writing habits, and refreshments at each meeting.

We invited our colleagues at the WHSC Library to join the group and determined a meeting schedule that worked for the participants. Eight librarians met biweekly from January through June with a primary goal for each participant to submit a manuscript for publication. Our secondary goal was for participants to increase the time spent on academic writing and gain confidence in working through the writing process. Participants rotated the responsibility for leading a discussion during each session.

At the completion of the group, all participants indicated that it was a positive experience. "The writing group was the support group I didn't realize I needed," says Hannah Rutledge, head of clinical informationist services. "My colleagues provided the feedback, questions, and accountability for understanding and surviving the journey." The group, she adds, "not only helped me publish research I had been putting aside for three years, but it also allowed me to help and support my



Hannah Rutledge, Tyler Moses, and Lisa Travis review a manuscript and discuss writing ideas

colleagues through their writing as well. We discovered common interests and experiences."

Just two weeks after the conclusion of the writing group, Rutledge's article was accepted by the *Journal of Hospital Librarianship*. An additional article has been submitted and within six months after the completion of the group, the other participants expect to submit articles.

Sandra Franklin, director of the WHSC Library says, "The writing group was a great success. Participants shared responsibilities of leading discussions and giving feedback on each other's writing." In a final survey, participants reported feeling more confident about the writing process and meeting their personal writing goals. All participants highly rated the importance of peer and administrative support to the success of the writing group.

*Amy Allison is associate director of the WHSC Library.*

As the intellectual commons of the university, the Emory Libraries offer resources and programs that promote interdisciplinary scholarship and academic excellence; distinctive collections that attract outstanding students, faculty, and staff; technology-rich spaces and digital tools that enable new forms of scholarship; public programs and exhibitions that help connect Emory University with its larger community; and the preservation of rare materials that document the full range of the human condition.



Emory University's main library, the **ROBERT W. WOODRUFF LIBRARY**, provides a place for learning, research, quiet study, collaboration, and technology for its students, faculty, and staff, as well as the Atlanta, state, national, and international communities.

**THE GOIZUETA BUSINESS LIBRARY** (top, left) provides resources, research, and career preparation support and a collaborative workspace for the business school's students, faculty, and alumni.

**THE STUART A. ROSE MANUSCRIPT, ARCHIVES, AND RARE BOOK LIBRARY** is a place of discovery, where students, faculty, scholars, and other visitors can browse rare books, examine original letters and photographs from manuscript collections, and study the documents and records of groundbreaking organizations.



**THE WOODRUFF HEALTH SCIENCES CENTER (WHSC) LIBRARY** (bottom, left) connects the WHSC and Emory communities with information and knowledge to support education, research, and patient care. Electronic collections, information management and analysis tools, technology-rich collaborative spaces, and a team of subject experts promote evidence-based care and interdisciplinary study and research.

**THE OXFORD COLLEGE LIBRARY** offers a powerful combination of traditional resources, technology, and well-designed spaces to build community, increase communication, and inspire achievement in a liberal arts-intensive environment. By providing innovative resources, agile services, and teaching and learning opportunities, we preserve and promote the diverse intellectual and cultural heritage of Oxford College for the Emory University community.

**THE MARIAN K. HEILBRUN MUSIC & MEDIA LIBRARY**

provides visual, sound, print, and online resources as well as media equipment and course reserves. It houses the MediaLab, where students and faculty can use a variety of media software with staff assistance available.

**THE SCIENCE COMMONS AT THE ATWOOD CHEMISTRY CENTER**

(right) serves the fields of chemistry, physics, math, computer science, and environmental sciences. The space provides an opportunity for students and faculty of the various disciplines to interact and collaborate. The on-site collection includes current journals, popular science magazines, leisure reading, and current and core chemistry titles.

**THE COMPUTING CENTER AT COX HALL** combines flexible space with integrated technologies to encourage collaboration and facilitate faculty/student interactions. Creative lighting, large computer workstations, LED display screens, classrooms, and comfortable seating all combine to form a modern, relaxed atmosphere perfect for group study or individual work. In the center's TechLab, faculty and students can find help with 3-D printing projects.

**THE LIBRARY SERVICE CENTER** (below) is a state-of-the-art facility created by Emory University and the Georgia Tech Library to house millions of books and other materials in optimal conditions. Located on Briarcliff Road, the climate-controlled 55,000-square-foot facility, with a capacity for four million volumes, currently holds more than 1.6 million items. Operated by Georgia Tech, it is open to students, faculty, and staff from both universities, who can request items that are quickly delivered from their individual library's catalog system.



## Other Emory University libraries

**THE HUGH F. MACMILLAN LAW LIBRARY** supports fully the scholarly pursuits of the faculty and students of the School of Law. To fulfill its mission, the MacMillan Law Library offers an active program of legal research instruction, an experienced and helpful staff, and extensive collections of law and law-related information.

**THE PITTS THEOLOGY LIBRARY** supports the Candler School of Theology and Emory University with its distinguished collections of rare books, archives, and other theological materials. Its 600,000 volumes, vigorous exhibit program, opportunities for volunteers, and instructional programs engage the entire university.



**AMANDA ADAMS** joined the Goizueta Business Library at Emory University in October 2017 as a business librarian. She previously served more than two years as a library assistant for the Hall County Library System. A native of Toccoa, Georgia, Adams attended the University of North Georgia, where she earned a bachelor's degree in English literature.



**MELISSA HACKMAN** became the librarian for sociology and development studies for Emory Libraries in August. She has taught at the University of California–Santa Cruz, Brown University, American University, Emory University, and Georgia State University. A native of Philadelphia, Pennsylvania, Hackman holds a PhD in cultural anthropology from the University of California–Santa Cruz, a master of theological studies degree from Harvard University, and a BA in women's studies from Temple University.



**JENNIFER GUNTER KING** became director of the Stuart A. Rose Manuscript, Archives, and Rare Book Library in October. She was previously the director of the library at Hampshire College, director of archives and special collections at Mount Holyoke, and coordinator of special collections at Virginia Tech. King earned her BA in history from the University of Maryland Baltimore County and her MA in history and MLS from the University of Maryland.



**KIM NORMAN** became the head of library conservation at Emory Libraries in February. She returns to Emory after working as conservator and preservation manager at the Georgia Archives. Her career includes 25 years in private conservation practice and two previous positions in the Emory Preservation Office and Conservation Lab. Raised in Dayton, Ohio, Norman earned her BA in economics and sociology from Sweet Briar College and her MA in book arts and printmaking at the University of the Arts.



**LOLITA ROWE** became the community outreach archivist for the Rose Library in July. She came to Emory from the University of North Carolina–Charlotte, where she was the reference and outreach coordinator. She also worked in circulation and event planning in the Charlotte Mecklenburg Public Library System. A native of Swansea, South Carolina, Rowe earned a BS in biology from Winthrop University and an MLS from the University of South Carolina.



**DAVID SMITH** became the access services librarian for the Woodruff Library service desk in August. Prior to joining the staff at Emory, Smith was a branch manager at the Gwinnett County Public Library and reserves coordinator at the University of Georgia. A native of New Hampshire, Smith was raised in Athens, Georgia. He has a BA in sociology from University of Georgia and an MLS from Florida State University.



**NORA WOOD** joined the Goizueta Business Library in January as a business librarian. Previously, she worked as a business librarian at the University of South Florida and as a graduate assistant at Indiana University. Wood received her MLS from Indiana University in May 2015. She received her BA in English and German from Hillsdale College in Hillsdale, Michigan.



**NEDA ZERAATKAR** joined Emory's Woodruff Library in May as the new Middle East & Islamic Studies librarian. She comes to Emory after working as a librarian for the Regional Information Center for Science and Technology in Iran. Born and raised in Shiraz, Iran, Zeraatkar earned her BA in library and information science from Payame-Noor University, her MLS from Islamic Azad University, and an associate degree in applied computer skills from the Industrial Management Institute.

# Libraries Leadership Development Program finishes second session

The Libraries Leadership Development Program recently completed its second round of extensive training to enhance the leadership skills and abilities of Emory Libraries' staff.

The executive education program included classes on goal-setting and performance review, project management, situational leadership, the Birkman Method, diversity and inclusion, and how to hold crucial conversations to get better results.

This second session, which took a year for participants

This year's participants, from left to right: Hannah Rutledge, Melanie Kowalski, Dana Bryant, Kristian Serrano, Colin Brittle, Gretchen Warner, Sarah Quigley, and Erin Mooney. Not pictured: Chase Lovellette, Marc Hardison, and Ellen Neufeld



to complete, was developed to provide library employees with effective tools and information to inspire high-performance teams. All participants were assigned a mentor and developed a project relevant to their area by identifying a new initiative or change in service, operation, workflow, or organization.

This year, attendees' projects ranged from copyright support community of practice to design thinking to communication methods for Emory's diverse clinical researcher population.

"We initiated the Libraries Leadership program to empower staff with the self-awareness and skills needed to become leaders in any position they hold within the organization," said University Librarian Yolanda Cooper. "I'm very pleased with the results, and we look forward to growing the program."



**"This program allowed us to explore innovative team-building and communication strategies. I was impressed with facilitators and topics, and knowing we had the full support of leadership inspired my work and collaborative projects immediately."**

DANA BRYANT, PHD  
LEAD INSTRUCTIONAL  
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From annual financial contributions to donations of books or materials, gifts of all kinds help the Emory Libraries continue to grow, preserving our intellectual heritage, providing access to scholars, and creating knowledge for generations to come.

Visit [emorylib.info/libraryfall2018](http://emorylib.info/libraryfall2018) and make a gift today to one of the following funds:

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For more information about in-kind and financial gifts or to learn about other philanthropic opportunities, contact **Jason Lowery, assistant director of advancement, Emory Libraries**, at 404.727.2245 or [jason.lowery@emory.edu](mailto:jason.lowery@emory.edu).



DONOR PROFILE

# Pamela Pryor

Pam Pryor 69C 70G loved reading so much that during summer vacations as a kid, she could barely wait for the bookmobile to visit her Atlanta neighborhood each week. In the violent Freedom Summer of 1964, she was a 15-year-old rising high school senior taking classes at Emory University, and the library made her feel at home.

“With all the civil unrest across the country that summer, the library was an oasis in the desert,” she said. “Emory was leading edge, with leadership whose minds were open. There was no ‘why are you here?’ or ‘what are you doing?’ Everything I needed and wanted was there, and I was welcomed.”

Pryor went on to spend many hours there in pursuit of her undergraduate degree in physics and master’s degree in science education, and especially loved studying in her own carrel space with her name on it. Today, after a career with AT&T, she is still learning and making memories at Emory Libraries by participating in programs, exhibits, author talks, and the Emory-sponsored Decatur Book Festival. She gives to the University Library Fund for Excellence and the African American Collections Fund.

“I give because Emory Libraries has touched everybody there and it is so all-inclusive,” said Pryor, who lives in downtown Decatur. “From day one, the open door, unity, and warm welcome has been consistent, and that consistency has kept me doing whatever I can for the Libraries, with pleasure. I am a cheerleader for Emory Libraries.”

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### DONOR PROFILE

## Randall K. Burkett

For the past 21 years as Randall K. Burkett persuaded writers and collectors to place their archives at Emory, he and his wife Nancy Burkett were giving generously too. “Having spent many hours encouraging others to trust Emory, we wanted to show that this institution has our confidence as well.”

They recently funded the Nancy and Randall K. Burkett Award for Research in Black Print Culture, a gift that reflected his passion sparked as a graduate student at Harvard Divinity School. Struck by the absence of information about African Americans in his course materials, Burkett focused his research on African American studies.

In 1997, as Emory’s first curator for African American collections, Burkett hoped to attract more diverse graduate students and faculty to study and teach here. Over the past 21 years he has acquired more than 240 manuscript collections and 16,000 books. Before retiring in 2018, his work led to Emory providing a home for the papers of writers Alice Walker and Pearl Cleage, the Southern Christian Leadership Conference, and the priceless collection of Camille Billops and James Hatch’s rare books, manuscripts, photographs, and oral histories. Burkett capitalized on his relationship skills to increase library endowments that ensure support for these collections into perpetuity. He also helped raise support for scholars to use the collection.

“It has been incredibly exciting and such a great pleasure to do so,” he said in a 2017 interview. “The key to acquiring collections is listening to people who have the materials, and getting a sense of their priorities. Often, they want to know that scholars and the public will use their collections. By now Emory is committed to acquiring and preserving material at the heart of the American experience.”

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