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SCHOLARLY COMMUNICATIONS AT BUCKNELL

by Andrew Asher, Scholarly Communications Fellow

While scholarly communications are a central aspect of any university community, they can also be a source of much consternation and anxiety. This is partly due to their importance in communicating and disseminating the results of faculty research, but also because of the chaotic and often confusing state of the academic publishing industry.

Warnings about the ongoing “crisis” in scholarly communication have become so routine that they border on cliché. While the “crisis” label might be overly pessimistic, the field of scholarly communication is certainly changing. Digital technologies have shifted both the practices and meanings of publication, and have allowed scholars to experiment with new models for journals, peer review and the dissemination of research results. Despite economic conditions that threaten the survival of many publishers, more scholarly materials are published today than ever before. There are currently at least 24,000 journals publishing about 2.5 million articles per year, further stretching already tight library budgets and compounding the problems of collection development.

Coupled with an ethical assertion that research results are a public good that should be shared, questions about the continued sustainability of the academic publishing system have fueled the growth of the open access movement. Open access advocates argue that scholarly publications and materials should be made freely available on the internet for unrestricted use so that scholarship can be disseminated as widely as possible. While the goal of open access is to remove the pricing and permission barriers that often inhibit students and scholars from getting the materials they need, it also represents a potential challenge for content providers who depend on subscription and licensing fees. All of this makes for exciting and uncertain times in the academic publishing world.



In light of the importance of scholarly communications to the Bucknell community, the Bertrand Library will be increasing its emphasis on these issues during the upcoming academic year. In the coming months, Library & IT will be sponsoring a series of initiatives to address questions about scholarly communications and to begin conversations about the potential role of open access at Bucknell. A new scholarly communications blog has already been launched (<http://scholcomm.blogs.bucknell.edu/>), and events are being planned in conjunction with national Open Access Week (Oct. 18-24). The library will also be sending faculty members a brief survey about their publishing practices and experiences, which will direct library programming to better meet faculty needs. Finally, Library & IT is planning a redesign and relaunch of Bucknell’s institutional repository, with the goal of making it a central location for showcasing and disseminating the research of Bucknell scholars.

Andrew Asher, Bertrand Library’s new Scholarly Communications Fellow, will be coordinating these activities. He is available to answer your questions at andrew.asher@bucknell.edu.

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FROM THE CIO



STAFFORD SMITH

GREETINGS FROM THE BERTRAND LIBRARY!

In Spring 2010, Bucknell University was one of eighteen colleges and universities to participate in the Merged Information Services Organization (MISO) survey. The MISO survey is a quantitative survey instrument designed to measure the satisfaction and importance of library and IT services. We had a tremendous participation: faculty – 59 percent, students – 43 percent and staff – 49 percent. We just received the comparative data for all the schools that participated, and will be using the data in our planning process. We will also be discussing the results with the Committee on Library and Information Resources (CLIR), L&IT faculty representatives, L&IT Student Advisory Group, Provost's Council, Enterprise Systems Advisory Committee (ESAC) and other groups on campus.

WHAT IS IMPORTANT?

Bucknell Faculty	MISO Survey Overall (Faculty)
E-mail services Library catalog Access to online resources from off-campus Interlibrary loan Library databases Availability of full-text material	Access to online resources from off-campus Technology in meeting spaces/classrooms Library catalog Library databases ERP self-service Circulation services
Bucknell Students	MISO Survey Overall (Students)
E-mail services Wireless access to the Internet on campus Blackboard – CMS myBucknell Public computers in the library Quiet work spaces in the library Group study spaces in the library Availability of full-text material via library databases	Wireless access to the Internet on campus Public computers in the library Campus computing labs Course management system Quiet work spaces in the library ERP self-service Library databases Online library catalog
Bucknell Staff	MISO Survey Overall (Staff)
E-mail services Virus protection Technology support (x7-7777) Desktop/laptop computer replacement Campus telephone services Library & IT technology reps	E-mail services Virus protection Network stability Network speed E-mail SPAM filtering Desktop/laptop computing problem support

In the coming months, we will be using the data from the MISO Survey to answer the following research questions:

- *What services and resources are important to our constituents, and how successfully do our organizations deliver them?*
- *How effectively do we communicate with our campus communities about our services and resources?*
- *How skilled are our constituents in the use of software and library databases? What additional skills do they wish to learn, and how do they wish to learn?*
- *Which software and hardware tools do our constituents use? Which of these do they own?*
- *What benchmarks can be established for excellent delivery of library and technology services?*

We will also be reviewing the following recommendations from the MISO Survey team:

- Make systems easy to use without help
- Invest in technology infrastructure
- Improve services that facilitate self-service digital research
- Divert resources from support services to system and interface development

I want to thank the Bucknell students, faculty and staff who took the time to complete the survey and provide us with valuable information.

Cheers, Param

BMAIL: E-MAIL AND BEYOND!

by Bud Hiller, Technology Support Specialist

What do we want our e-mail to do? Why do we have it? How can we make it work better for us?

For many Bucknellians, e-mail doesn't have to be anything other than clear, reliable, unpretentious and organized. Any e-mail system has to meet these standards. For others, e-mail is part of a network that includes people down the hall, across campus and around the world. It includes cal-endaring, shared contacts, document collaboration, storage and archives. It has to be accessible on a dizzy-ing array of handheld devices and smartphones, work in every type of e-mail program and connect on any operating system or browser.



Bucknell is moving to Google Apps for Education, which meets all of these criteria. We're calling it Bmail, but the package includes Google Docs, Calendar and Contacts. Some people might use Bmail just for the e-mail program that offers a clean, easy to use interface, loads of storage and a terrific anti-spam engine. Others may make full use of its collaborative and productivity applications. Bmail is also hosted and maintained by Google, thereby moving Bucknell's e-mail system into the realm of cloud computing.

Bmail can be accessed everywhere and anywhere. Its calendars can link people and groups with the ability to instantly update changes in events and schedules. Shared documents live and breathe as multiple people can simultaneously edit papers, presentations and spreadsheets.

For example, imagine a group of students working on a project together or several Bucknell retirees

editing a newsletter while living in various locations or a department on campus co-writing a review letter and collaborating with a colleague on leave in France. Those documents can be edited in real-time, with

everyone seeing the changes on their own screens. Comments can be attached in the same shared, secure folder. All of this can be done without e-mail because the documents, spreadsheets and presentations live in Google Docs.

Google Calendar offers outstanding options for students working on projects, Bucknell staff scheduling events and meetings, retirees coordinating future activities or faculty arranging topics and times for a committee. Rather than sending e-mails to everyone, going back and forth, confirming and rearranging responses and details, Bucknellians can simply create a calendar, add users and update it as necessary. Every person starts with a single calendar, but new calendars can be created and shared with anyone else instantly, and changes made to the calendar are immediately reflected on the calendars of everyone who has subscribed.

As you can see, Bmail not only offers an amazing array of communication, collaboration and produc-tivity features, it represents a marked reduction in cost and maintenance for Library & IT. Because Bmail resides in the cloud, Library & IT staff are freed from maintaining e-mail servers, and are better able to focus on projects that support the core mission of the University.

Shared documents live and breathe as multiple people can simultaneously edit papers, presentations and spreadsheets.

A FOND FAREWELL

Library & IT would like to recognize the six staff members who retired this past year: Lona Sholly, Micheline Snyder, Joanne Powell, Rich Startzel, Dot Thompson and Gene Greiner. Thank you for your many years of outstanding service, and best wishes for a fulfilling retirement!



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THE EMBEDDED LIBRARIAN PROGRAM: THE LIBRARIAN IN YOUR CLASSROOM

by Judy Zebrowski, Librarian for the Arts & Humanities



You may be familiar with the “embedded journalist” concept. However, Library & IT librarians are working closely with faculty and students engaged in the research process to become course-embedded librarians. They’re not casual observers simply documenting the research behaviors of students; they’re actively entrenched in the classroom, the assignments and in the research of our students in relevant ways at critical times of need. They consult with faculty and students in the research process from the beginning assignment to the semester end product, in the classroom, in the library, in groups and individually. The librarian’s role in the Embedded Librarian Program is that of educational partner and collaborator, using their specialized skills to support faculty course goals and learning outcomes.

Two librarians are currently working with faculty members in the embedded librarian program. Nancy Frazier, Instructional Services Librarian, has collaborated for two years with David Del Testa, Assistant Professor of History, within his History 100 “Thinking about History” class, an introductory course focused on good research methods and skills of historical analysis. This course uses World War II as a theme because of its appeal to students. Since 2009, students in Del Testa’s course have interviewed Bucknell alumni from the World War II era, with the interviews serving as the basis for research projects, the course’s core assignment.

Frazier and Del Testa worked together to design the course’s oral history module, which develops over

six sessions in the library. This module, a parallel discussion, writing and skills-building section that Del Testa and Frazier informally call the ‘Humanities Lab,’ is a concept they hope to formalize in some fashion in the near future. They collaborate to create a comfortable learning environment in which students can practice new skills and gain confidence in research and writing.

According to Del Testa, “studies have clearly shown, and my own experience has certainly confirmed, that having a librarian embedded in a course greatly amplifies the positive consequences of an instructor’s efforts

in teaching and putting into practice research and analysis skills to his or her students. In addition, in a solid and well thought out relationship such as that which I have with Nancy Frazier, students gain an appropriate appreciation of librarians as members of the University learning community, co-equal in status but with different in expertise than the faculty.”

These sessions build information literacy skills and provide assistance when students need it, enabling them to explore, evaluate and use a variety of resources, including primary sources from the University Archives. The collaborative nature of the History 100 project builds partnerships both within the classroom and across campus, links alumni with students and preserves stories of Bucknellians who lived and served in World War II.

Judy Zebrowski, Librarian for the Arts & Humanities, has collaborated with Roger Rothman, Associate Professor of Art History, for several years with his art history classes. This semester, they are partnering in Rothman’s Art 323: Contemporary Art course to develop and enrich students’ visual and information literacy skills. Much of the course is concerned with understanding the ways in which the values and practices of postmodernism came to eclipse those of modernism. By the end of the semester, students will have developed a body of knowledge about contemporary art and a set of critical tools that can be applied both to established artists and to students’ own work as artists or critics of contemporary culture.

Rothman and Zebrowski consulted about the assignments and the critical resources and supporting services students need to produce high-quality research and develop critical thinking skills and visual literacy. A keen interest in teaching and learning with a steady flow of ongoing communication are critical to this educational partnership, as well as a desire to experiment in response to student needs. Zebrowski attends class, reads the required materials, attends related extracurricular events and looks for natural opportunities to engage with students in their research.

Zebrowski has designed a customized course research guide that frequently morphs in response to spontaneous class discussions and instructor recommendations including tutorials, RSS feeds, podcasts and art news and events. They also created a special “myResearch myLibrarian” area in Blackboard to provide personal research help and guidance to students. Rothman remarks, “I find this an exciting opportunity for the students to deepen their research skills in ways that are only possible thanks to Judy’s everyday presence in the course.”

Rothman recommends that as students read and discuss the assigned materials, they research related concepts and artists to gain a better understanding of why scholars deem them important. Rothman and Zebrowski are still in the early stages of experimentation and are considering a range of ways to enrich the classroom experience. One example is the introduction of a technique called “search jockeying,” where the librarian searches for terms, concepts, websites or resources mentioned by the instructor or related to the topic. The searches are displayed simultaneously with the presentation material, helping to clarify topics and extend learning opportunities. This practice encourages good research behaviors, lends greater understanding to the discussion material and promotes an atmosphere of active and continual learning.

The embedded librarian initiative seeks to improve students’ information literacy skills, establish better collaboration between faculty and librarians and increase the visibility of librarians as educational partners. This model exhibits a more concerted effort and a more comprehensive plan to address teaching, learning and research effectiveness.

Special thanks to Nancy Frazier, David Del Testa and Roger Rothman for their contributions.

“PILOTS” – TRYING NEW TECHNOLOGIES, NEW TOOLS

by Debra Sarlin,

Assistant Director for Instructional Technology

This semester, we have an number of pilots or “test and try” technology projects in place. In order to flexibly adapt to needs emerging across Bucknell’s departments or to respond to requests that come to Library & IT directly, we’re investigating new products and processes. We’re currently piloting the following products/systems:

A Moodle pilot is running this semester with eleven faculty members leading eighteen courses. Moodle is a Learning Management System (LMS) that has many similarities to Blackboard. About 300 active students are enrolled in Moodle course sites, and a small handful of users are also accessing collaboration sites that are developing in Moodle. An additional 900 Bucknell users have logged into Moodle to generally see what’s going on in that online space or to explore the example courses there. Some of the reasons faculty are trying Moodle — it enables instructors to select the layout and structure of the course site, LaTeX is enabled for Math notation and embedding video, and as LMS tools go — it’s easy to use. Faculty are assessing Moodle’s strengths and weaknesses to see if it is worthwhile to expand this pilot.

Bucknell’s DVD collection is a great resource. Faculty have been adding to the over 4,000 films currently available in this medium. When a group of students all need to view one title in a short period of time, sometimes there’s great success; sometimes it’s hard to assure everyone has a chance to check out the one or two reserve copies in our collection. Acknowledging that digital media insures a higher level of easy access to films, we are piloting the **Swank Digital Campus service**, which enables users to link to an online version of a full-length feature film. Two faculty members and their students will be trying out this digital system access during the fall semester, linking to feature films Swank licenses through Blackboard sites.

During the current semester, we will also be testing a new tool called **ShareStream**. The ShareStream system can be used to collect, store and share audio or video clips. Departments across campus have rich collections of music and media. We’ll be piloting ShareStream to assess whether it can serve as an online environment to hold some of these growing collections.

Student and faculty ePortfolios are taking varied shapes to address a range of different needs. What does your department value? What materials do you hope your students will collect and share during their time at Bucknell? How are you capturing materials that document your changing practice? A multifaceted ePortfolio pilot is expanding, using **Taskstream** — a tool selected by a faculty/staff committee from a range of possible options.

For more information, e-mail itec@bucknell.edu.

“... students gain an appropriate appreciation of librarians as members of the University learning community...”

NEW LIBRARY AND IT STAFF

by Lynda Thaler, Cataloging and Acquisitions Specialist and Jason Snyder, Librarian for Online Services



ANDREW ASHER, Scholarly Communications Fellow

Andrew Asher has been awarded Library & IT's two year, post-doctoral fellowship in scholarly communications sponsored by the Council on Library and Information Resources. As recipient of the fellowship, Andrew will lead the campus community into the current academic debate on scholarly publication and open access. Libraries have been dealing with expensive subscriptions and licensing fees for years in their efforts to provide information to faculty and student researchers. At the same time, scholarly authors have struggled in negotiations with publishers. Now, there is a movement towards publishing in the digital sphere that will allow free, unmediated and unrestricted access by way of open access publishers. Academic institutions are also becoming part of the solution by establishing institutional repositories.

As a researcher himself, with a PhD in Anthropology from the University of Illinois at Urbana-Champaign, Andrew is acutely aware of impediments that block access to digital information. Exploration of the ethnography of the border areas of Poland and Germany during Eastern Europe's transition into the EU has been the focus of some of his research. He also led the Ethnographic Research in Illinois Academic Libraries project (www.erialproject.org), which is the largest ethnographic study of how students conduct academic research and use library resources to date. For a background presentation on these emerging issues, please read Andrew's article on p.1.



LISA MARQUETTE, Administrative Assistant, Library & Information Technology

The friendly face of Lisa Marquette now greets visitors to the office of Param Bedi, the Chief Information Officer of Library & IT. Newly hired as Administrative Assistant, Lisa assumes the myriad duties managed through the CIO's office in support of daily operations. In addition to providing administrative assistance to the CIO, Lisa relishes the variety of activity represented in her new job description: scheduling and electronic calendaring, events planning, coordination of building maintenance, meeting summaries, recruitment and orientation processes, supplies ordering and much more.

Most recently employed as Gift Planning Coordinator in the Department of Alumni Relations, where she worked in the off-campus Tristan Building, Lisa is thrilled with her move to the academic center of campus. Now residing in Mifflinburg, Lisa grew up in Pensacola, Fla. and loves her adopted state of Pennsylvania for its autumn colors (but not its winters). Her husband, Ron, is also employed at Bucknell as Senior Manager of the Annual Fund.

Because of Lisa's central role, she will have frequent contact with the entire Library & IT staff. The many faces unfamiliar to her now will get names, places and an easy, "Hello." Just as certainly, the offices, hallways, stacks, study rooms and carrels of the spacious Bertrand Library will become a second home.



CRYSTAL MATJASIC, Records Management Coordinator

We are pleased to introduce the new Records Management Coordinator, Crystal Matjasic, a recent Indiana University graduate with a Master of Library Science degree and specialization in Archives and Records Management. Crystal, who describes herself as a true organizer, is just the person to train and guide campus departments through the process of inventorying and assigning retention schedules to the many documents, both print and electronic, that they routinely handle. Crystal's understanding of archival practices will also benefit University Archives staff, appreciative of the proactive approach that has been built into the program for identifying records worthy of preservation.

Over the past year, much progress has been made toward the University's goal of a comprehensive and campus-wide Records Management Program, as evidenced by the wealth of information on the program's website. On the website, training materials are found for departmental liaisons, along with a master records retention schedule, an annual review schedule and a section of frequently asked questions. At this time, several departments are immersed in the process that will eliminate confusion over which documents to keep and for how long, which to discard and when, and which to send to University Archives. Once fully implemented, the Records Management Program will assure that records vital to institutional history and critical to operations will be readily accessible and preserved.

ARPITA DEV, Enterprise Systems Integrator

Arpita Dev joined the Library & IT staff this past summer as Enterprise Systems Integrator. Her duties include providing technical support to the Development and Alumni Relations (DAR) team, collaborating with the DAR team for IT enhancement work requests and new IT projects, and participating as an active member for projects within the Enterprise Systems/Database Integration team.

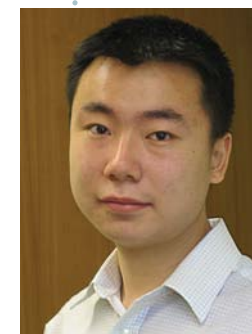
Before coming to Bucknell, Arpita lived in Columbus, Indiana, where she worked for Cummins, Incorporated. She thinks Bucknell offers a very good work-life balance to its employees, and she enjoys working with her current team members and customers from Development and Alumni Relations. In her own words, Arpita says, "I never imagined my transition to this place would be so easy. I have been fortunate enough to meet some amazing people who have made me feel at home even though I am miles away from home. I have heard people say that there are good and bad points of living in a small town, but I sure like living far away from the madding crowd."



JOHNNY WU, Enterprise Systems Database Administrator

Also new to the Database Integration Group is Johnny Wu, who joined Library & IT this past spring as Enterprise Systems Database Administrator. He is responsible for the administrative systems on campus (Banner, Blackboard, myBucknell, Sirsi, Hyperion) from the database perspective. He is responsible for database and application upgrades, backups and recovery, capacity management and performance tuning, and is also working on Oracle and Banner application upgrades, which are part of an effort to make the systems more standardized, scalable and redundant.

Before coming to Bucknell, Johnny lived in Queens, New York, where he worked for UBS Wealth Management and IPsoft, in database administration capacities. Johnny likes working at Bucknell and says that "it's like going back to college. I went to college in New York City, [but] this is a very different setting." He is planning on taking some graduate courses here at Bucknell and is enjoying his new kitten, Rookie, who is only a few weeks old.



NEW ACQUISITIONS FOR SPECIAL COLLECTIONS/UNIVERSITY ARCHIVES

by Isabella O'Neill, Curator of Special Collections/University Archives

Special Collections/University Archives continues to add materials to its collections that directly support teaching and research. The department works closely with faculty to understand their course needs while acquiring materials that will not only tie into their courses, but will give students the opportunity to work directly with unique and rare materials. If you would like to discuss how Special Collections/University Archives can be involved in your classes, please contact isabella.oneill@bucknell.edu. New materials added 2009-10:

- Several examples of 16th century printmaking, *The Herbal or Generall Historie of Plantes* by Thomas Johnson (1633) and Cesare Ripa's *Della Novissima Iconologia* (1625). Used with Art History as examples of early printing and woodcuts as an illustrative process.
- *Eikon Basilike. The Povtraictvre of His Sacred Maiestie in His Solitvdes and Svfferings* (1625). Used with English as an example of an early published edition of the students' required course reading.
- *The Houghton Shahnameh*, a fine facsimile of the highly illustrated national epic of the Iranian people published

by the Fogg Art Museum, Harvard University Press.

Used with Art History as an example of an Eastern illuminated manuscript.

- Several 19th century works to support study of the Parisian landscape in literature, including *Paris Guide* (1867) and Jacques-Antoine Dulaure's *Histoire Physique* (1823-1824). Used with modern languages to study the physical environment of Paris in the 19th century.
- *Aethelwold Etc.: Twenty-six Letters Inspired by Other Letters and Non-letters and Little Bits of Poetry*. Used with studio art classes as examples of typography and printing.



IPOD TOUCH IN THE CLASSROOM

by Mary Beth James, Instructional Technologist

The Future is Now, a foundation seminar in the Society & Technology Residential College, uses the iPod Touch for many course activities. Although students are not required to purchase one, about half of the students arrived on campus with either an iPhone or an iPod Touch. The rest were able to check out a Touch for the semester from Library & IT.

Jan Knoedler and Amy Wolaver team teach this large foundation seminar and wanted to use the iPods in the course to engage in critical thinking about the uses of technology in everyday activities. In particular, they are interested in having students think about how the use of the technology affects the quality of their relationships, the quality of their thinking and attention and the quality of the information they are able to access.

Each week, the students are given a topic for a journal entry that would require reflection on computing and internet, social networking and other modern technological communications forms. For example:

Set alarm for a non-class time (random during the day). When the alarm goes off, write down every

technology you are using at that moment. What are you using them for? How many activities are you engaged in?

In-class exercises required the students to utilize the device for group work or class discussions. For example: *Use urban spoon (a free app) to calculate a ratio of vegetarian restaurants to total restaurants in different areas (some with high socioeconomic status, some with low) to investigate geographic disparities in access to healthy food (part of the food production unit).*

Twitter during the mini-lecture. Record your tweets. Did the act of sending tweets impair your ability to take in the concepts or enhance it? How so/not?

Students did begin to critically examine how the technologies and format of communication affect their concentration, the quality of relationships, both with others in the Bucknell community and with family and friends elsewhere. Even some of the technical problems were actually “teachable moments.” Overall the professors felt their first iPod semester was a success, and are using them again this fall with some revision and additional activities.