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Library and Information Technology

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EVERYONE TO THE FRONT OF THE CLASS

by Nancy Frazier, Instructional Services Librarian, and Kathleen McQuiston, Assistant Director for Research Services

Bertrand Library's classroom, the Library Lab, is a learning space dedicated to information literacy instruction. This past summer, the Library Lab was renovated to create an environment that fosters active learning, engagement, and digital collaboration through peer-to-peer and student-instructor interaction. The enhancement of information literacy as well as collaborative skills will benefit students during their years at Bucknell and beyond, in graduate school and careers.

With seating for 36 at six media:scape™ tables with flat-screen monitors, students connect their laptops to the tables to display and share screens without need for additional software. By simply connecting their devices to one of the six "pucks" built into each table, students take turns sharing their screens to collaborate on projects, without having to gather around a single computer.

In addition to interactive technologies that foster group learning, the Lab provides flexibility with furniture that is easily adapted to suit specific activities. The station in the middle of the room lets the instructor move easily from table to table to guide students. Whiteboards next to each table enable students to brainstorm and share ideas.

According to Brody Selleck, Instructional Design Librarian, "One of the most rewarding developments to come from teaching in the redesigned lab is the enthusiasm I've seen from juniors and seniors. They are just as excited and engaged in information literacy sessions as first year students."

In addition to being a state-of-the-art collaborative classroom, the Library Lab is available for student use when not being used for instruction sessions, and is already a popular spot for student collaboration. Abby Vidmer '12, stated, "At the beginning of the year I was thrilled to see the renovated lab. The classroom design makes it an ideal place to teach students as well as a great place for students to gather for group projects. The monitor at each table makes the lab great for group collaboration, as students can all be looking at one central screen rather than crowding behind one small computer screen. Everything in the lab from the computer adapter capabilities to the chairs with storage underneath was extremely well thought out and students seem to be utilizing this space already!"

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FROM THE VICE PRESIDENT FOR LIBRARY AND INFORMATION TECHNOLOGY

I was in New Delhi a couple of years ago, and went to a store to buy clothes for my children. First, I picked what I wanted, then went to a counter to pay for it. I then took my receipt and went to another counter where someone stamped PAID on my receipt. I then took the stamped receipt to a third counter to pick up the clothes. Sound familiar? We do this at our institutions every day. We have so many data silos that it's not easy to have access to needed information to make decisions. It is likely that we have to go to someone in Admissions to get the new student data, then go to Financial Aid to get their Financial Aid information, the Registrar's Office to get their course information, and to Student Affairs to get their housing information. We repeat this process whenever we need information from these offices.

"Data driven decision making" and "one source of the truth" are much more than just buzzword-based ideas. They are central outcomes of an organization focusing a portion of its thinking and action around well defined, accessible institutional data. Clearly, at Bucknell there is a need for ongoing analysis of data to shape strategic directions. Bucknell's strengths include its small size, single purpose mission, and the relative information agility those characteristics should enable. Data analytics is an institutional priority for Bucknell, and through strong project management, change management and commitment from all administrative areas, we seek to achieve the following goals:

- Improve our capacity to create and monitor key performance measures, find data trends and exceptions and grow a culture of data-driven decisions across all divisions.

- Form a common data store and data access model, shared across all units that eliminates data silos and enables both strategic analytics and operational reporting.

- Enable point-in-time and historical data snapshots for dynamic analysis over time, such as admissions patterns, giving patterns, etc.

- Ensure comprehensive integration with Banner data, including adjusting our legacy business processes to maximize the value from this system.

- Establish consistent use of data definitions, audit documentation, and data stewardship across multiple University dimensions.

- Consolidate business intelligence tools to maximize our analytics competencies at all functional levels while minimizing the technical support footprint.

- Create executive dashboards for the members of the Operations and Management Group to assist with their deliberations and decisions.

Analytics is becoming a priority among colleges and universities, as it is at Bucknell. EDUCAUSE Center for Applied Research (ECAR) recently published a study on Analytics in Higher Education. In the study, ECAR found that 84% of the institutions said that analytics is becoming more important at their institutions compared to two years ago, and 86% said it will become even more important for their institutions two years from now.

Bucknell will have an opportunity to participate in this important discussion on an international stage, as I was invited by EDUCAUSE to serve a three year term beginning in November 2012 with EDUCAUSE Advisory Group on Enterprise Information Systems and Services (AGEISS). I will have the opportunity to work along with colleagues from other intuitions in providing advice and direction on important topics such as analytics to the higher education community.

This is an exciting time to be involved in this initiative!

Cheers, *Param*

LIBRARY AND IT STAFF BOLSTER FIRST YEAR INTEGRATION SERIES

by Bud Hiller, Manager of Technology Desk and Carrie Pirmann, Social Sciences Librarian

This fall, Library and IT staff offered dozens of sessions as part of the inaugural First Year Integration Series. "The First Year Integration Series (FYIS) offers Bucknell's first-year students the unique opportunity to design their own freshman seminar experience by selecting from a variety of workshops offered by faculty and staff across campus," said Beth Bouchard, Director of Orientation and Leadership Programs. Students are required to complete workshops in each of five categories, including: Academic Success, University Resources, Personal Development, Diverse Perspectives, and Lifelong Learning. In total, fifteen Library and IT staff offered over twenty-five unique workshops and close to sixty sessions as part of this new initiative.

Many sessions offered in the FYIS program were collaborative efforts, with two or more staff members working together to plan and deliver a workshop. Librarians from the Research Services group presented on topics including: "Beyond Bertrand: The Library All Over Campus", "Streamline Your Research Using References and Citations", "Research Roadmap: An Overview of College Research", and "What Should I Write About?: Choosing a Researchable Paper Topic." Members of the ITEC group collaborated to present a series of sessions on information visualization, and a session introducing students to Bucknell's technology resources.

While a number of workshops offered academic tips, such as "Picture This! Using Visual Images in Your Academic Work", other programs provided expertise in areas that were not specific to class work. Students were introduced to privacy and profits involving Google and Facebook with a session entitled "If You're Not Paying for Something, You're Not the Customer - You're the Product Being Sold." The session "How Does Google Work?" helped students discern how search engines rank webpages, personalize results, and retrieve information.

Other workshops provided extremely timely information for students just entering college: "Making the Most of Moodle" helped orient students to using the university's learning management system. "Taking Notes Effectively While Reading – Textbooks, Articles and EReaders" introduced students to effective study techniques, a subject that can pay enormous dividends for the students during their time at Bucknell.

Although many of the FYIS sessions facilitated by Library and IT staff focused on our core library and technology services, some presenters chose to step outside the box with their topics. Kathleen McQuiston and Nancy Frazier led sessions on time management, and Brody Selleck utilized his subject area expertise to provide information on elections with his workshop "Who Should I Vote For?" Rob Guissanie and Renee Cardone from Psychological Services collaborated on a session entitled "What the...? Guys, Girls, and Mixed Messages," in which students reflected on their perceptions of self and others and how these perceptions can impact social interactions.

Staff members who took part in the FYIS program felt that it was a positive and helpful experience for the students. Deb Balducci commented, "Adapting to college life can be stressful for many and I think just being in contact with caring staff can help them along. Meeting staff in the FYIS sessions, they have another contact, someone who they can easily approach." Rob Guissanie, who serves as a volunteer track coach, said that he has seen students struggle socially and "felt some kind of 'moral responsibility' to somehow influence change," and felt that the sessions sparked "excellent dialogue among the students."

Library and IT staff have been happy to help the Office of the Dean of Students in this inaugural year of the series, and we look forward to contributing to the series in the future.

"A unique opportunity to design your own freshman seminar experience."

F.Y.I.S.

First Year Integration Series

WORKSHOPS

DIGITAL HUMANITIES AT BUCKNELL

by Chloe Barnett, Librarian for Arts and Humanities, and Jennifer Parrott, Instructional Technology Fellow

In early August, Bucknell faculty and staff gathered in Bertrand Library's East Reading Room for a four day seminar on the Digital Humanities. The participants - librarians, instructional technologists, and faculty representing a wide array of disciplines in the humanities, arts, and social sciences - were united by their shared interest in engaging with digital research and pedagogy. Organized by John Hunter, of the Comparative Humanities Program, the summer seminar has sparked an ongoing campus-wide conversation about how digital technologies might contribute to faculty scholarship and impact the academic experience of undergraduates at Bucknell. Readers who have never heard the term "Digital Humanities" (commonly abbreviated to DH) might have already turned to Google for a definition and, in doing so, have inevitably discovered that it is difficult to define. Often referred to as an "umbrella term" or a "big tent," Digital Humanities, in the broadest sense, describes the intersection of the humanities and digital technology. It involves the use of digital technologies to explore the kinds of humanistic questions that arise in a variety of fields, from literary studies to history to anthropology. Among other things, "digital humanists" build digital archives of primary source materials, visualize historical data on interactive maps, and harness the power of computers to analyze large quantities of text. Although DH cannot be narrowed down to a single research methodology or type of project, its practitioners share a commitment to creating work that is open and accessible to a public audience and to collaborating with others across disciplinary and professional boundaries.

Bucknell is one among several liberal arts institutions where interest in the Digital Humanities has increased over recent years. Digital Humanities initiatives or working groups have recently been established at schools such as Hamilton, The University of Richmond, and the Tri-College Consortium (Bryn Mawr, Haverford, and Swarthmore), and faculty and staff at Bucknell are currently exploring ways in which to move forward on an initiative on our campus. To get the ball rolling, participants in the Digital Humanities Seminar met with Dr. Rebecca Davis from the National Institute for Technology in Liberal Education. She presented a two-day workshop that offered examples and tools for digital teaching and scholarship and provided a forum for discussion of related issues such as the use of technology to achieve learning goals, opportunities to involve undergraduates in large-scale digital projects, and how best to incorporate technology to further Bucknell's mission.

Faculty members are already working on digital projects in the classroom or as part of their research. John Hunter is asking students in his Posthuman Humanities class to complete a four-minute video essay on a selected aspect of the posthuman. The process of creating this video requires students to research their chosen topic, write a script and create an accompanying storyboard, edit still images, record a narrative, and ultimately mix the final film, which will be posted on YouTube. In addition to developing strategies for research, analysis and writing, the video essay encourages students to explore the strengths and limitations of a multimedia essay, learn the technical skills to create such an essay, and develop the strategies to become reflective, self-conscious interpreters of the multimedia messages that pervade contemporary culture.

Outside of the classroom, French Professor John Westbrook is using digital technology to map networks of contributors to literary and academic journals in interwar France. He explains, "By constructing a database of journals with contributions tagged for author, genre, and citations, I can gain a better understanding of the intellectual communities at the time--communities whose relationships have been obscured by subsequent literary history." Westbrook will present his work at the Modernist Studies Association conference in Las Vegas in October.

If you're interested in Digital Humanities at Bucknell, please contact Jennifer Parrott at 570.577.1493 or at jmp056@bucknell.edu

"The intersection of the humanities and digital technology"

WE GET IT…WE DO: LIBRARY COLLECTIONS AND ACADEMIC LIBRARY TRENDS

by Jennifer Clarke, Assistant Director of Collection Development and Access Services,

and Dan Heuer, ILL/E-Resources Manager

Academic libraries serve the undergraduate research and teaching missions of their institutions. How they are meeting those needs is changing. Due to technical advances, researchers are no longer limited by what is housed in our physical library. The Bertrand Library, like many academic libraries, is rethinking our role to be one of providing ready access to a broad array of information, rather than creating a relatively small local repository of materials.

Identifying and acquiring books for library collections is a much speedier and easier process than it was in the past. We can get newly published books into users' hands in days rather than weeks after selection. We also have many more options beyond our primary vendor. It is quick and easy to order directly from publishers, or Amazon.com. Used book markets are immediately available to us. The interlibrary loan system is also greatly streamlined and we can borrow a title from another library and have it arrive in a few days.

Today, any library user can explore the entire world of academic resources through a single catalog. For example, WorldCAT, our library catalog, enables any user – faculty and students alike – to immediately see not only our library's holdings, but the world of information and titles available (even journal articles). With a click of the Get It button, they can request any title. In most cases, patrons have these items in their hands in a matter of days.

President Bravman's announcement of the comprehensive campaign slogan, We Do, perfectly illustrates our attitude for acquiring materials needed for faculty, staff, and student research. When a researcher requests material not available locally, we obtain it in the method most appropriate to our collection and to the nature of the specific request. In some cases, we execute a rush purchase request; in other cases we initiate an interlibrary loan request, but in all cases, we consider the requester's need paramount in the decision process.

BLAINE STIGER

Another growing trend in collection development is the emergence of the e-book as a viable information format. The Bertrand Library is beginning an aggressive campaign to evaluate how e-books fit into our academic mission and to implement them accordingly. E-books have many advantages over print books—they can never be checked out or lost, they can be accessed by an unlimited number of simultaneous users, and our patrons can access them from anywhere, anytime. E-books can be read online or downloaded to an array of devices, such as Kindles, Nooks or iPads. Any annotations made to e-books will sync across devices and platforms.

Ultimately, the Bertrand Library wants to acquire and make available the broadest range of academic materials. We are certainly continuing to acquire new books in print, but we are changing our approach to one that allows researchers the most flexibility and provides them the most relevant resources for their research needs, not just what might be physically available on our shelves. We Get It…WE DO.

NEW LIBRARY AND IT WEBSITES

by Lisa Marquette, Administrative Assistant to the Vice President of Library and Information Technology

Over the summer, Library and IT launched new versions of its internal and external websites, in an effort to better promote our resources and services. On the landing page, users will notice a mix of services and resources that they are accustomed to using, as well as news stories about major projects, new resources, exhibits, receptions, lectures, and things you may not have known about Library and IT. Check it out - you might learn something new about technology and library services at Bucknell!

external site: http://www.bucknell.edu/libraryit
internal site (Bucknell login required): http://my.bucknell.edu/libraryit

SUPPORTING INSTITUTIONAL GOALS THROUGH PROJECT MANAGEMENT

by Heather Williams, Project Manager

Project management (PM) is not just for big business anymore. More and more higher educational institutions are seeing the payoff from investing resources to build PM expertise in their organizations. By definition, project management is the planning, organizing, directing, and controlling of resources for a finite period of time to complete specific goals and objectives. Project management brings value by documenting a defined process for projects, increasing communications about projects, and improving resource planning. Projects that follow a standardized methodology such as the Project Management Body of Knowledge (PMBOK) have a proven greater chance for success.

Bucknell University has made a commitment to formal project management of its Library and IT-related projects. Currently there are three certified project managers in our organization. In August 2011, a full-time Project Manager joined the Library and Information Technology team.

Project management is not a one-size fits all solution; it is a continuous process in which we constantly evaluate what is working and what needs to be changed so that we improve our methodology. Library and Information Technology has successfully employed PM techniques for several years. These practices have assisted us in being more strategic on how library, academic and information technology solutions are deployed to the campus community.

The implementation of formal project and portfolio management practices at Bucknell is a cultural shift for an academic setting. Return on investment can be difficult to measure in a university setting, but what we can do is ensure that the projects we undertake align to the university mission and strategic objectives. As a result, those projects deliver results that support our organizational goals.

In an effort to further systematize our PM efforts, Library and Information Technology is implementing a new Project and Portfolio Management tool, TeamDynamix HE. As part of our updated business process, project requests are compared against the university mission and strategic goals, all other project requests, and the project portfolio as a whole. Through use of the tool, we will have data and establish a history we can use for planning and continuous improvement.

Library and Information Technology staff are involved in many projects that include resources from multiple departments and offices at Bucknell. Across the university, we find that many people have project management responsibilities. In an effort to foster this emergent project centric atmosphere, Library and Information Technology is partnering with Human Resources to plan and conduct a series of workshops with the goal of providing Bucknell University staff with a forum for learning more about project management methodology, tools and best practices. Based on a common understanding, we are building a network across the university that facilitates information sharing, identifies common issues and shares lessons learned, which will benefit the entire Bucknell University community.

"Project management (PM) is not just for big business anymore"

Bucknell's new Google Student Ambassador for 2012-2013 is Mayron Yohannes.

She will act as the student liaison between Google and Bucknell this year. Please contact her at mayron.yohannes@bucknell.edu if you have any questions or comments about Google products and services!
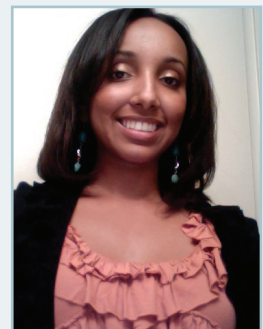
NEW LIBRARY AND IT STAFF

by Jason Snyder, Librarian for Online Services and Param Bedi, Vice President for Library and Information Technology

MATT GARDZINA, Assistant Director for Instructional Technology

Matt joined Library and IT in July as Assistant Director for Instructional Technology. He comes to Bucknell from The College of Wooster, where he served for four years as the Director of Instructional Technology. Prior to his time at Wooster, Matt managed the Academic Technology group within Information Technology Services at Washington and Jefferson College. From 2004-2006 he served as an Academic Technology Consultant in the Center for Instructional Technology at Duke University, where he helped implement the Duke iPod project. Matt originally hails from Pittsfield, MA. He earned a B.A. in history from St. Lawrence University and an M.A. in European History from The Catholic University of America. Matt says that meeting new people is the best part of his new job, and likes that the library is a vibrant part of daily life at the University. In his spare time he enjoys traveling, hiking, jogging, reading and watching bad reality TV.

JENNIFER PARROTT, Instructional Technology Fellow

Jennifer joined Bucknell in July on a two year appointment as a Council on Library and Information Resources Instructional Technology Fellow. She is originally from the Atlanta area, and attended Furman University for her undergraduate degree. Jennifer earned a Ph.D. in English from Southern Illinois University Carbondale, where her focus was Irish Studies. Her dissertation explores the creation of liminal spaces in the drama of contemporary Irish playwright Marina Carr. She is also interested in images of domesticity in twentieth century Irish fiction and drama, and Irish travel literature. Most recently, she was a Marion L. Brittain Postdoctoral Fellow at the Georgia Institute of Technology, where she taught multimodal communication to first-year writers and helped establish the university's first writing and communication center. Jennifer is excited to join the ITEC team at Bucknell and looks forward to promoting digital scholarship initiatives on campus. In her spare time, she enjoys traveling: this past summer, she and her husband visited Switzerland and Italy.

BRIANNA HEALEY DERR, Video Production Specialist

Brianna joined the ITEC team in May as the Video Production Specialist. She is originally from Scranton, Pennsylvania, has a BA from Penn State and has been working as a freelance editor and videographer in recent years and also serving as Director of Film Programming at Box of Light. Brianna will be working with faculty and students in integrating digital technologies in courses. She is enjoying meeting and working with students and faculty, and sharing the creative process. In her spare time, she is a musician, and has her own band, called "Snakes are Strong." Also in the band are Pete Groff, Chair of the Philosophy Department at Bucknell and Jeff Halkowicz, who owns the Spinfluence shop in Lewisburg. Brianna is currently working on a 'dark country' album, on which she will collaborate with local musicians.

SHOWCASING BUCKNELL'S VIDEO ACHIEVEMENTS

by Brianna Healey Derr, Video Production Specialist

Want to showcase a great student film, spotlight scholarly achievement, or draw attention to a powerful initiative? Then join 'the loop,' Bucknell! There's a new video screen in the Bertrand Library Lobby that is designed for this purpose.

The mission of this screen is to showcase academic achievement, notable scholarly programs, activities and educational content.

The use of video technology is now more than ever encouraged and incorporated into the curriculum by innovative faculty members. This visual approach to pedagogy is increasing steadily and thoughtful, striking, and inspiring videos are being produced by students and faculty at Bucknell.

Check out what's playing on 'the loop' right now by visiting the Bertrand Library Lobby TV.

Go to **http://my.bucknell.edu/librarytv** for more information.

Contact **librarytv@bucknell.edu** to inquire about video submissions.

Thanks for watching, Bucknell!