Little Known Truths about Learning with Media
by Clarence Maybee

The CEL group (Collaboration for Enhanced Learning), made up of librarians and ITS staff, has been working with faculty the past two years to pilot the use of media-based assignments in a variety of Colgate courses. While one of the primary goals of CEL has always been to help faculty design technology-enriched coursework, these recent efforts have had the added goal of helping the group better understand what faculty need to consider when designing a media-based assignment for the first time. Working with early-adopters who have been willing to explore the use of a particular media with their students, we have begun mapping key elements of media assignments, e.g., student technology training, enhancing student facility to communicate in the new medium, approaches to evaluating a media-based project, etc. In this article, I would like to share a few details about the projects we have been working on, as well as some of the things we have learned thus far.

Open Access by Peter Tagtmeyer

Scholarly information isn’t cheap, and it hasn’t been for a long time. A report on U.S. periodical prices found that from 1984 through 2005 journal prices increased over 3.25 times the average Consumer Price Index and 2.65 times the Higher Education Price Index. Here at Colgate, constant subscription price increases have resulted in the journal subscription cancellations of more than $317,000,000 from 2006 through 2009, with potentially more cancellations to come.

It’s a curious situation, considering the journal publishing process. Professors write, edit, and review journal articles that they then give to publishers. Sometimes professors pay to have their work published. Publishers then sell the information back to professors, students, and researchers via library journal subscriptions for, arguably, very high prices. Prices constantly increase and eventually libraries cancel subscriptions when they become unaffordable.

Interestingly, academics and researchers now use network file sharing methods to access journal articles, seemingly due to shrinking library collections. In the Internet Journal of Medical Informatics, Ken Masters estimated the value of for-profit journal articles shared on a single web site used by medical students and professionals in 2008 to be worth about 1.4 million dollars. His findings suggest that researchers successfully use networked information technologies to access information in ways and circumstances that are legally questionable. Masters concludes “It is obvious that the interests of

<table>
<thead>
<tr>
<th>INSIDE THIS ISSUE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning with Media</td>
<td>1</td>
</tr>
<tr>
<td>Open Access</td>
<td>1</td>
</tr>
<tr>
<td>Victoriana Exhibit</td>
<td>2</td>
</tr>
<tr>
<td>Role of the Library</td>
<td>3</td>
</tr>
<tr>
<td>Orientation</td>
<td>4</td>
</tr>
<tr>
<td>ConnectNY</td>
<td>4</td>
</tr>
<tr>
<td>Art in Case Library</td>
<td>4</td>
</tr>
<tr>
<td>eBook Sharing</td>
<td>5</td>
</tr>
<tr>
<td>Financial Challenges</td>
<td>5</td>
</tr>
<tr>
<td>Staff News</td>
<td>7</td>
</tr>
</tbody>
</table>
Classicism, Aestheticism and Decadence @ Case Library: Come See the New Victoriana Exhibit by Francesca Livermore

The exhibit is on view through the spring semester on Level 2 in the cases wrapped around the main staircase.

This spring the Special Collections department at Case-Library is exhibiting items that were produced during, or inspired by, the Victorian Age. The exhibit, titled, “Victoriana: Classicism, Aestheticism and Decadence (1837-1901)” features 30 objects, from photographs, to books and letters.

The materials in the exhibit have been carefully selected from the Special Collections department’s own holdings. The exhibit includes a beautiful photograph of Charles Darwin, taken by Julia Margaret Cameron, a letter from Oscar Wilde, written in the last year of his life, lamenting his impoverished circumstances, and several of the Yellow Book covers illustrated by Aubrey Beardsley. At the heart of the exhibit are several cases of books that showcase the book arts and bear out the changing aesthetics of the times. The Kelmscott Chaucer, printed by William Morris at his Kelmscott Press, embodies his wish to re-awaken the ideals of book design and to raise the production levels of books. The Doves Press books also represent these ideas, returning to the traditions of the Middle Ages, which both Kelmscott and Doves held as the ideal. The title page of the Doves Press Bible (on display in the exhibition) with its elongated initial letter in red running the entire length of the text block, is considered one of the most elegant and powerful title pages in modern printing history.

---

New Online Materials @ CU Libraries

- African American Newspapers (1827-1998)
- Bibliographie der deutschen Sprachund Literaturwissenschaft (BDSL)
- Cambridge Histories Online
- Encyclopedia of Human Rights
- Encyclopedia of Libertarianism
- Encyclopedia of Modern China
- FBIS Daily Reports Release 8 - West and Western Europe
- Grolier Online - NY State Novel Database
- Grove Encyclopedia of Northern Renaissance Art
- International Encyclopedia of Linguistics
- Jstor VIII (core humanities)
- LexisNexis Congressional Record Permanent Edition
- Methods in Enzymology online
- Proquest Platinum - NY State Novel Database
- Shakespeare Survey Online
- Sharpe Online Reference Collection
From the University Librarian
Joanne A. Schneider

The Changing Role of the Library

The role of the academic library is under scrutiny. See Johann Neem’s “Reviving the Academic Library,” Inside Higher Education (November 19) and Daedalus’ “Apocalypse in the Stacks? The Research Library in the Age of Google” by Anthony Grafton (Winter 2009, pp. 87-99). Premises range from the need for libraries to return to their archetypal role as a physical archive to the more realistic need to provide physical and virtual space for an intellectual commons with the collective quality of a laboratory.

This debate serves as a reminder of the unprecedented growth of new technologies that require the university to contemplate the changes involving information access, dissemination, and technology – and their concomitant impact on both professorial pedagogy and student cognitive styles. Our new incoming president, Jeffrey Herbst, has referred to the disruption that libraries and universities are facing as being on par with the difficulties the newspaper industry is confronting as a new generation seeks information in fundamentally different ways.

Within this environment, the library has become the epicenter for the impact of information technology on higher education. In the context of Colgate’s Strategic Plan, Case-Geyer is successfully bridging the paradigm shift between physical and digital knowledge and it has become a common locus for student learning that takes place outside the classroom. Since it opened in early 2007, students have voted with their feet and their library barcodes. The attendance rate has increased dramatically (83% in 2008-2009) over that of the old building. This alone would not be an indicator for enhanced learning were it not for the fact that the numbers of books checked out from the collection and items borrowed from other libraries have increased by 24% and 27.5% respectively.

The following initiatives, some in collaboration with ITS, are representative of our efforts to realize the university’s goal for the library to stand as a dynamic intellectual center where knowledge is created daily.

- Customizing Information Literacy Goals for Colgate Faculty. Librarians are working with FSEM faculty who teach to make information literacy goals more relevant for their purposes. We plan to expand this effort.

- Library-ITS Collaborative Support for Student Assignments. CEL – the Collaboration for Enhanced Learning – provides librarian/technologist teams to collaborate with professors and students on assignments that require research and technology instruction. (See http://exlibris.colgate.edu/InformationLiteracy/course_projects.html) Assessment interviews with students and faculty indicate significantly increased student engagement with the course materials.

- Using Consortia to Address the Crisis in Scholarly Communication. The economic downturn requires many libraries to pare the number of journals subscriptions and books purchased and the Libraries will continue to need to cancel lower-use subscriptions in order to pay for high rates of journal inflation. However, we are maximizing our founding membership in ConnectNY to expand the resources available to the Colgate community. New initiatives involve utilizing the RapidILL journal article delivery service, exploring how to share eBook collections, and recruiting new members to the consortium.

- Encore Discovery Platform for the Mondo Online Catalog. Encore’s new keyword searching approach displays results in an easy-to-use faceted format with added suggestions for finding similar relevant items, tag clouds, recently added materials on your topic, and books available through ConnectNY.

- Digitizing “Hidden Collections” for Networked Access and Preservation. Located at http://diglib.colgate.edu/, the Libraries are digitizing items in Special Collections and University Archives that support the curriculum and Colgate initiatives. Primary resource materials in the series, “Documents in Colgate History,” include The History of Colgate and the Andrew J. Russell Photographs, 58 albumen prints taken during the American Civil War. Work is underway on the Hamilton Republican and the Maroon News.

- Emerging Areas of Focus. These include the Libraries engaging faculty in discussions of the Open Access movement and more formal assessment of patron needs.
Connecting with First-years

The Libraries Used the Summer Reading as a Catalyst for Discussion during the Class of 2013 Orientation

by Clarence Maybee

A team of librarians, including Peter Tagtmeyer, Francesca Livermore, Debbie Huerta, Debbie Krahmer and Clarence Maybee, worked over the summer to develop an innovative approach to first-year orientation that used the summer reading, Dreams from My Father by Barack Obama, as its launching point. In addition to introducing new students to the libraries’ resources, the orientation aimed to forge connections between students and librarians that would enable students to make better use of the kinds of support that librarians offer to students as they progress through their four years at Colgate.

Each Link brought their cohort of first-year students to the Library for an orientation session during the 2nd, 3rd or the beginning of the 4th week of the fall semester. In all, 23 orientation sessions were provided with 462 first-year students in attendance. Referring to the ways that Obama describes engaging with and reflecting on various sources of information to inform his personal and professional decisions, each session included a guided discussion that asked first-year students to reflect on their prior research experiences and then hear from their Link leaders about conducting research at Colgate. Students were provided with a packet of the essential information they would need to begin their academic work at Colgate. Using feedback from the first-year student attendees, the Links and all the librarians involved, the team plans to continue developing the first-year orientation for next fall—keeping what was great about this year’s project, while trying to take their efforts to the next level.

ConnectNY Government Documents Project by Mary Jane Walsh

Three depository libraries in ConnectNY (Colgate, Vassar, and St. Lawrence) have embarked on a cooperative collection development project. Our goal is to reduce the redundancy in receipts among the three libraries and, as a result, save processing time and space (that final frontier!). As more and more government information becomes available online, Colgate has already seen a decrease in receipt of paper, microfiche, and CD-ROM documents. This project will accelerate that process. When we’ve completed our decisions about which agencies we will be receiving documents from, we hope to have time and staff to fill in the gaps in each others’ collections for our selected agencies. In addition to the resources of the ConnectNY depositories, we can also draw upon our regional depository, the New York State Library, to borrow materials that we no longer receive.

New Art on Loan in Case-Geyer, Room 510 by Joanne Schneider

Longtime friend of Colgate University and the Libraries, Paul J. Schupf ’58, has loaned six important art works by Richard Serra, Chuck Close, and John Clem Clarke to the Libraries that are currently on display in Case-Geyer Room 510. These include:

- Serra’s Clara (1958, paintstick on silkscreen, 60 1/2” x 56 1/2”). St. Louis (1982, etching, 31” x 42”). Double Ring II (1979, lithograph, 35” x 48”). Galileo Galilei (2001, photogravure etching, 19 ¼” x 15 ¼”).
- Close’s Self Portrait/ White (1977, hard-ground etching and aquatint, 54” x 41”) and Leslie/Fingerprint (1986, direct gravure, 54 ¾” x 40 ½”).

Paul has dedicated the exhibit to his good friends, Enid and John S. Morris. John served in a number of capacities at Colgate ranging from teaching in the Philosophy and Religion Department in 1960 to serving as Dean of the Faculty and Provost in 1973. He became President of Union College, 1979-1990, has served as acting president at Cazenovia College and New England College, and is currently a trustee at Skidmore College.
eBook Sharing Project by Emily Hutton Hughes

The Colgate Libraries are partnering with other libraries in the ConnectNY consortium to pool money and provide expanded access to electronic books. Some users have been frustrated to discover eBooks in the ConnectNY catalog which are licensed for use by only one library, but this collection will be accessible to all. In March, the ConnectNY consortia will be purchasing an eBook collection containing all books published in 2009 and 2010 by Oxford, Cambridge, Palgrave, and Taylor & Francis / Routledge. More than 6,000 titles will be loaded into the consortia catalog and available to all ConnectNY users.

This is an experiment in patron initiated purchasing. The first time anyone opens the full text of a book it will be considered a rental subsidized by ConnectNY. The second use of the book will generate a consortial purchase. We will be considering other eBook collections to add should this pilot project prove successful.

CU Libraries Respond to Financial Challenges by Emily Hutton-Hughes

In FY2009 the average price of a US periodical stood at $961 and we spent a little over $1.53 million dollars on periodical and database subscriptions. This represents 70% of the entire materials budget. Because of the financial crisis, we were forced to trim $114,580 from the serials budget in FY 2010. Wherever we could, we switched the remaining subscriptions to e-only and saved approximately $8,600. Many publishers held their subscription rate increases to below 6%, but even so the inflationary impact on the remaining subscriptions was close to $85,000. In 2010 the non-restricted lines of the materials budget will be flat, and endowment income will be reduced by 13%, necessitating further cut backs. The Serials budget will be $30,983 less than FY2010, and yet subscription prices are projected to rise 7% in 2011.

The library continues to seek creative ways to manage a major loss in purchasing power. We have found a variety of ways to provide access to more materials with less money. On the consortial front, we are partnering with others in NY State to seek the best price on database subscriptions and shared eBook collections. Our membership in the Center for Research Libraries provides unparalleled access to research collections. We work cooperatively with other libraries to borrow material rapidly through interlibrary loan. On the local front, we continue to strive to lower subscription rate increases through hard negotiation, switching from print-only to electronic-only subscriptions whenever possible, and experimenting with pay per view purchasing of periodical articles from select publishers. Currently 55% of our subscriptions are e-only.

Pay per view is a type of user initiated purchasing that holds promise, since in many cases it is more cost effective to buy an article than to pay the annual subscription cost for a journal. Because interlibrary loan copyright and borrowing fees can run to $40 per article, pay per view can often be the cheaper alternative. This semester we have opened access to all ongoing Wiley/Blackwell journals and the cost per article is $10. Should this pilot prove successful, we will evaluate all Wiley/Blackwell subscriptions which have a high cost per use and consider converting them to pay per view. We will also continue to monitor all subscriptions with the highest cost per use and may have to cancel additional titles to meet 2011 renewal costs.
Learning with Media continued from page 1

Podcasting - In the fall of 2008, CEL worked with Tyrell Haberkorn, a Fellow teaching Introduction to Peace and Conflict Studies (PEAC 101). Tyrell had each of her students create one episode of a podcast series on marginalized atrocities or conflicts, which (at the students discretion) was made available via iTunes. As a result of the podcasting assignment, student engagement increased dramatically in the class compared to the previous year when the class had been assigned an academic paper. This year, two more professors worked with CEL to develop podcasting assignments that were shared via iTunes. Suzanne Holland, NEH Professor of the Humanities, wanted her Basics of Bioethics (RELG 264A) students to work in pairs to contribute their undergraduate perspectives on health care reform outside of the classroom. Nisha Thapliyal, Assistant Professor of Educational Studies, asked her Seminar in Comparative Education (EDUC 415A) to create a podcast series to communicate their learning to a broader audience in addition to writing an academic paper. At first the students found it challenging to communicate in an unfamiliar medium to an unfamiliar audience, yet later they realized the significance of sharing their work more broadly. Some students even reported that the project motivated them to greater heights.

Academic Posters - Since the spring of 2009, the CEL group has worked with Margaret Wehrer, Lecturer in Anthropology, to have her Introduction to Anthropology (SOAN 102) students research and produce academic posters. Building from the traditional assignment that asks students to understand the different viewpoints surrounding and informing anthropological issues, Margaret wanted the students to learn more by interacting with each others’ research projects. The students felt that they learned more by being exposed to each others’ research through the end-of-term presentations. By working in a medium that was less familiar to them—one that involved a marriage of textual and visual elements—the students were challenged to rethink how to best communicate their new understandings.

Digital Storytelling – Emilio Spadola, Assistant Professor of Anthropology, teaching the Craft of Anthropologic Inquiry (SOAN 211) in the fall of 2009, wanted his students to become more aware of the responsibility involved when representing other people. In the past, Emilio had students interview people in the Colgate community and produce a written report of their findings. This term, he had students record the interviews and edit them into brief narratives, which were then shared with the other students in the class. As Emilio had hoped, the media presentations of the students’ findings, which included the actual voices of the interviewees, made the SOAN 211 students much more cognizant of the “real” people behind their research.

What have we learned? CEL has asked the faculty we have worked with to share with us their experiences of designing and assigning media-based work to their students. What was beneficial? Where did things fall down? How could we help more next time? Two major themes emerged from the answers that faculty have given us since the project began. One is that these projects take a little more effort, at least the first time through, but that the added student engagement makes it worthwhile! The second is that they were able to get at certain things—address certain problems—that they hadn’t been able to resolve in earlier teachings of the class. For Tyrell, it was that her students left the class feeling empowered to make a difference by becoming media providers rather than simply media consumers. For Emilio, by having his students share the views of community members through audio recordings, the students became more cognizant of the tremendous responsibility that representing another entails.

If you are interested in discussing integrating a media-based project into your course, please contact the CEL group via e-mail at its-CEL@lists.colgate.edu.
### Library Staff News

**Charlotte Drol**
**Attended:** Association of College and Research Libraries’ (ACRL) Text Messaging Reference (webinar), Jul 2009; ACRL & TLT Group’s Information Literacy Across the Curriculum (webinar), Nov 2009

**Cindy Harper**
**Attended:** Code4Lib 2010 (preconferences on SOLR/Lucene, Library Hacker 2011), Asheville, NC, Feb 2010
**Presented:** Google/BSCites—Ranking via Google Book Search (poster session) at the Innovative Users’ Group (IUG) Annual Meeting, Anaheim, May 2009

**Emily Hutton-Hughes**
**Attended:** ConnectNY Annual Meeting, Schenectady, June 2009; Issues in Book and Serial Acquisition, Charleston, Nov 2009

**Debra Iverson**
**Attended:** State University of New York Librarians Association (SUNLA) Conference, Onondaga, NY, Jun 2009

**Ann Keaban**
**Attended:** Working the Cataloging Landscape: Fishing, Mining, and Harvesting at the New England Technical Services Librarians’ Spring Conference, Worcester, Apr 2009; Introduction to RDA at the NYLINK workshop, Syracuse, Jan 2009
**Presented:** Successful Partnerships for Authority Control (panelist) at the IUG Annual Meeting, Anaheim, May 2009

**Debbie Krahmer**
**Attended:** National Institute for Technology in Liberal Education (NITLE ITS Camp), Northampton, Jun 2009

**Bonnie Kupris**
**Attended:** 30th Annual New York State Library Assistants Assoc. (NYSLAA) Conference, Troy, Jul 2009

**Francesca Livermore**
**Attended:** Eastern New York Association of College and Research Libraries’ (ENYACRL) Programming Committee Meeting, Schenectady, Aug 2009
**Panel Moderator:** CONTENTdm Collections: Lessons Learned at CONTENTdm Eastern Users Group Meeting, New Haven, Aug 2009

**Clarence Maybee**
**Attended:** ENYACRL’s Programming Committee Meeting, Schenectady, Aug 2009; ACRL & TLT Group’s Information Literacy Across the Curriculum (webinar), Nov 2009; Association for Library and Information Science Education (ALISE) Conference, Boston, January 2010

**Mike Poolin**
**Attended:** Oberlin Northeast Collection Development Meeting, Bowdoin, May 2009; American Library Association (ALA) Annual Meeting, Chicago, Jul 2009
**Presented:** Retaining and Cutting: Collections Development in Tight Times at the National Information Standards Organization Meeting—Performance Measures and Assessment, Baltimore, Jun 2009

**Joanne Schneider**

**Peter Tagmeyer**
**Attended:** ACRL Instruction Section Policy and Publication Committee at the ALA Annual Conference, Chicago, Jul 2009; Upstate New York Science Librarians’ Meeting, Ithaca, Oct 2009

**Mary Jane Walsh**

**Lisa Wynn**
**Attended:** Material Handling and Logistics Conference, Park City, UT, Sep 2009
Open Access continued from page 1

legitimate enterprises must be protected, but it is equally obvious from these activities that current methods do not work.”

Status quo publishing and pricing practices appear to be unsustainable and to limit access to information. Wouldn’t it be nice if academic and research literature was “digital, online, free of charge, and free of most copyright and licensing restrictions”? Is this possible? It is possible. That’s how Peter Suber, Senior Researcher at the Scholarly Publishing & Academic Resources Coalition (SPARC), characterized Open Access (OA) publishing. He’s not alone in promoting changes in scholarly publishing policies. The U.S. government enacted the NIH Public Access Policy in 2008 to ensure that published results of NIH funded research are publicly accessible. The pending Federal Research Public Access Act (FRPAA) would mandate public access to published research generated by other large federal agencies. These efforts recognize that information and knowledge generated by public funding should be a public good.

<table>
<thead>
<tr>
<th>Colgate University Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regular Library Hours</strong></td>
</tr>
<tr>
<td>Academic Year 2009-2010</td>
</tr>
<tr>
<td>Case Library and Geyer Center for Information Technology</td>
</tr>
<tr>
<td>Monday—Thursday: 8 a.m.—2 a.m.</td>
</tr>
<tr>
<td>Friday: 8 a.m.—10 p.m.</td>
</tr>
<tr>
<td>Saturday: 10 a.m.—10 p.m.</td>
</tr>
<tr>
<td>Sunday: 10 a.m.—2 a.m.</td>
</tr>
<tr>
<td>Cooley Science Library</td>
</tr>
<tr>
<td>Monday—Thursday: 8 a.m.—midnight</td>
</tr>
<tr>
<td>Friday: 8 a.m.—10 p.m.</td>
</tr>
<tr>
<td>Saturday: 10 a.m.—10 p.m.</td>
</tr>
<tr>
<td>Sunday: 10 a.m.—midnight</td>
</tr>
<tr>
<td><strong>For exceptions to the regular hours see:</strong></td>
</tr>
<tr>
<td><a href="http://exlibris.colgate.edu/about/hours.html">http://exlibris.colgate.edu/about/hours.html</a></td>
</tr>
<tr>
<td><strong>Phone Numbers</strong></td>
</tr>
<tr>
<td>Case Reference: 315-229-7303</td>
</tr>
<tr>
<td>Case Circulation: 315-229-7300</td>
</tr>
<tr>
<td>Cooley Library: 315-229-7312</td>
</tr>
<tr>
<td>ITS/Source: 315-228-7111</td>
</tr>
</tbody>
</table>

Literature needs to be largely free of copyright and licensing restrictions to be considered OA. To achieve this, authors and sponsoring institutions must retain certain copyrights. This is where matters become complicated, confusing and problematic. However, increasing numbers of organizations and institutions, beyond government agencies, are addressing these concerns on behalf of their members.

Two Harvard school faculties were the first nationally noticed groups to adopt, unanimously, OA publishing policies. Since then educational institutions and departments have expressed and endorsed OA publication policies. Many can be found by Googling the acronym “ROARMAP” (Registry of Open Access Repository Material Archiving Policies).

In September 2009, Cornell, Dartmouth, Harvard, Massachusetts Institute of Technology, and UC-Berkeley, signed the “Compact for Open-Access Publishing Equity.” The pact commits to “the timely establishment of durable mechanisms for underwriting reasonable publication charges for articles written by its faculty and published in fee-based open-access journals and for which other institutions would not be expected to provide funds.”

OA publishing grows with tangible benefits. Many studies find that articles published in OA journals are cited more frequently, and the impact factor (a measure of citation frequency) of many OA journals increases faster than similar for-profit journals, challenging some core titles for prominence. Business models for sustaining OA journals are still developing, some with success.

Information is infinitely reproducible. Historically, law and custom have rendered access to information as a scarce commodity using social and technological regulation. Changes in information technology make it increasingly difficult to keep information scarce. It’s fitting that customs and laws that regulate information access change to increase the availability of information, especially that paid for by the public.