4-1-2013

Newsletter Spring 2013

Colgate University Libraries

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In a recent Library Advisory Committee meeting, faculty members asked how the Libraries support their research. The question was really meant to ask whether we subscribe to scholarly journals solely to support a faculty member’s personal research. The answer to this more nuanced query is that we do not — unless the journal also happens to support student research and would receive significant use to justify the expense of subscription. Unfortunately, primary budget support for the curriculum is the reality here as well as at most small, liberal arts institutions.

However, there are other ways that the Libraries provide strong support for faculty members’ research:

**Reference Services**

In addition to providing general reference support, your liaison librarian is available for individual appointments for research assistance or to review the availability of digital content that may be applicable. Go to http://exlibris.colgate.edu/services/departments/libraryfacliaisons.html for the complete list of library liaisons.

**Interlibrary Loan**

The Libraries are able to meet faculty research demands in a timely manner through a tiered set of interlibrary loan and document delivery programs. Foreign materials and those outside of the OCLC system may take longer. Rare materials may be available for loan at the discretion of the lending library for use in-house or may be digitized for your use. If material must be in hand in less than 48 hours or if you have questions, please contact Ann Ackerson (x7597) as we have access to a number of document delivery services.

Faculty need not know which service below to use. Simply submit a request through the My Interlibrary Loan link and then we will determine the fastest way to get materials to you.

- **ILLiad Interlibrary Loan**: The ILL team works with a global network of institutions to borrow all types of materials.
- **ConnectNY**: Colgate was one of five founding members of this direct borrowing consortium. The 18 New York member academic libraries have over 10 million titles with most items delivered within 48–72 hours.
- **RAPID**: As part of ConnectNY and the Oberlin Group of liberal arts institution libraries, the Libraries participate in expedited receipt of journal articles from members of those consortia, most as PDFs within a day or two.
- **Center for Research Libraries (CRL)**: Through our membership in CRL, faculty members have priority access to five million publications, archives, collections and one million digital resources with particular strengths in materials published outside the U.S. The CRL will also support the purchase of library materials and short-term access to databases and periodicals through its Request a Purchase Program.

**Editor’s Note**

While it was more by happy accident than design, this issue of The Libraries at Colgate Newsletter has a strong Special Collections and University Archives theme. We have articles on Colgate’s new Digital Commons, our venerable University Archives, a recent gift of material on Warren G. Harding, and the Conservation Lab which rescues our books from the accidents which occasionally befall them. I think this collection of articles highlights the many dimensions of a sometimes overlooked part of the Colgate University Libraries. Here at Colgate, we are particularly fortunate to have such a department which covers the information landscape from ancient cuneiform tablets to the latest in digital repositories for data and scholarly work.
Library Support
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Digital Commons @ Colgate Scholarly Archive

Sarah Keen

The Colgate University Libraries are proud to announce the official launch of the university’s institutional repository, Digital Commons @ Colgate (http://commons.colgate.edu/). Hosted by the bepress company (formerly Berkeley Electronic Press), Digital Commons is an open access digital archive for the scholarly research and intellectual works of the university. Its purpose is to preserve, provide access to and act as a showcase for the research and scholarly works produced by faculty, students and university offices. The platform can house content such as journals, articles, pre-prints, working papers, theses, books, conference proceedings, images, and multimedia projects.

The primary benefit of Digital Commons is increased exposure for the scholarly works of faculty and students. Materials are freely available and can be accessed by anyone with Internet access. Additionally, the bepress company actively works with Google and Google Scholar to enhance the discoverability of materials in Digital Commons sites. As a result, our repository holds 171 papers which have been downloaded 14,560 times (as of March 15, 2013) since the repository was established.

The Libraries have been engaged in four pilot projects to establish workflows and policies for collecting, uploading and maintaining content. One project created an accessible digital version of the Colgate Academic Review (CAR), a publication produced by the Student Lecture Forum. Its articles consistently rank among the top downloads for Digital Commons. Exposing student works to a larger audience results in better student understanding of scholarly communication practices. There is a greater impetus for students to cite their sources properly and understand the limits that copyright law may place on their use of content from other sources.

Another pilot project created a permanent home for the working papers of the Economics Department faculty. Previously the working papers were stored on a server managed by a faculty member in the Economics Department, and the department also handled the process of sharing citations for the papers with RePEc, a bibliographic database for works in Economics. A librarian worked with the department to provide training for faculty in uploading their working papers to Digital Commons and there are 36 papers available dating back to 2007. Additionally a library staff member now completes the task of sharing metadata with RePEc.

Digital Commons is also now the home for Out and About: Newsletter of the Office of LGBTQ Initiatives. Housing this publication from the Office of LBGTQ Initiatives is a model for preserving and permanently making accessible university records available to the public. The most recent issues of Out and About are still available on the office’s web page, but the full digital archives resides in Digital Commons.

Our final pilot project is working with the Upstate Institute to provide access to faculty-guided student research and other Upstate publications. The Libraries’ Digital Commons Team has been meeting with Julie Dudrick, Project Director at the Upstate Institute, to understand their needs and we will be working to begin making content available by the end of the Spring 2013 semester. Working with the student research produced through the Upstate Institute will inform our next major initiative, preserving and making accessible electronic versions of Colgate senior theses. This initiative is expected to move forward in Fall 2013 and the Libraries look forward to bringing you more news on this and other ventures in the future.

If you have any questions or comments on Digital Commons @ Colgate, please contact its coordinator, Sarah Keen, Head of Special Collections and University Archivist, at skeen@colgate.edu or 315-228-7305.
Behind the Scenes of the Conservation Lab

Alli Grim

Have you ever wondered why some of Colgate's paperbacks have a stiff cover or why some of the books have a hand typed title label? Well wonder no longer. These are products of the Colgate Conservation Lab, which is located on the first floor of Case Library and Geyer Center for Information Technology. Behind the lab's doors, book repair magic happens. The Conservation Lab is part of the Libraries' Special Collections and University Archives, and I am the Conservation Technician in charge. My students, Joanne Jan and Emma Picket, assist in the work that comes down to the lab, which contains a number of tools that look positively medieval. There are book presses big and small, a guillotine cutter, and a board shearer, which looks like an oversized paper cutter.

The books that come through the doors of the Conservation Lab are primarily from the Libraries' circulating collections. For some of the newly purchased paperbacks, my students and I glue endsheets and Davey Binder's Board into their covers to make these books hold up longer under heavy use.

Books that are damaged while out on loan are also repaired in the lab. These include but are not limited to damaged spines, detached or detaching text blocks, damaged covers, brittle paper, and torn or loose pages. First, I assess the book to see if it can be repaired. For damaged spines, I remove these and replace them with new spines. For detached text blocks, I reattach them by gluing in new endsheets, adding new cotton linen to the spine and then gluing the endsheets onto the original cover. The lab repairs torn or loose pages and glues them back into their proper places. Some books have brittle paper which breaks and crumbles as a result of too much acid in the paper. These books require custom-made book boxes to keep them from further damage.

My students and I make new covers for books that are falling apart, have water damage, or have covers that are not repairable. We remove the text block from the book, clean the spine, and add new endsheets and cotton linen. We then measure the book for board size, and cut boards to match the text block. New book cloth is selected to cover the boards in order to construct the new and improved book cover, into which the text block can be glued. After sitting under a book weight overnight, the students make a title label for the book, and it is returned to the shelves. So the next time you are walking around the book stacks and see a book that looks a little different than the others, know that it is likely a product of the Conservation Lab.

Alumnus Donates Collection on Warren G. Harding

In September 2012, Dr. William L. Boyle, Jr. ’55 donated his collection on Warren G. Harding, the 29th President of the United States, to the Libraries’ Special Collections and University Archives department. The collection contains 75 volumes and a linear foot of political and campaign memorabilia, including biographical works on Harding and his wife Florence Kling DeWolfe; works on Ohio politics, the Republican Party and the White House; campaign buttons and ribbons; and phonograph recordings of Harding’s speeches. The books in the collection are listed in the Library’s online catalog and can be found by searching the phrase “Gift of Dr. William L. Boyle, Jr. ’55.” A listing of the political and campaign memorabilia can be found on the Special Collections website.

Harding served as President for 28 months and died suddenly in office. Prior to the Presidency, he had an extensive career in newspaper publishing and served as the 28th Lieutenant Governor of Ohio. From 1915–1921, he served as a United States Senator for Ohio. As President he was known for reigning in government spending, advocating for anti-lynching legislation, establishing the Veterans Bureau, and signing into law the first child welfare program.
In late July I moved to Hamilton to begin my position as the Assistant Archivist in the Libraries’ Colgate University Archives. The University Archives, located under the main stair on the second floor of Case Library and Geyer Center for Information Technology, is home to the records of the University from its incorporation as a Baptist seminary in 1819 to the present day.

Arriving in the waning days of summer it was hard not to feel like a member of the freshman class. Everything was new to me — from Hamilton, Colgate, and the Libraries to the University’s traditions, mission, and history. So when “A Map of Colgate Drawn by a Freshman Who has Heard a Good Many Things From Upper Classmen & Has Believed Most of Them” found its way across my desk this August I was anxious to soak up all the wisdom it promised.

Drawn by Joseph Birstein, class of 1937, the map depicts Colgate’s campus in the 1930s. Though much has changed in the intervening 80 years, the map is still useful to “freshmen” like me. As it sat on my desk I finally comprehended the locations of Lawrence, McGregory, and Lathrop, and learned the names of “Mr. and Mrs. Adam Swan” of Taylor Lake. Despite the years, the map functions as the navigational aid and campus primer that its creator intended it to be.

Time has also made this map a historical artifact that provides a glimpse of what life was like for our Colgate predecessors. In reviewing the map two items immediately caught my attention. First, a now absent Broad Street building is labeled, “Taylor Hall (Post Office) You’ll Spend a Lot of Time Here Before You Realize She’s Stopped Writing To You.” I initially picked up on the sad humor of the phrase. Lest any Colgate freshman of the 2010s think they were the first to have relationships end as they settled in at Hamilton, here is proof that while times may change much in the human experience remains the same. But why is it only she that would stop writing? Why was the map targeted toward a male audience? Here is a clue about the history of Colgate. The University did not admit female students until 1970.

Second, text near an arrow reads as follows: “Prexy’ lives out here somewhere — but you needn’t worry about it (You’ll see him in Chapel).” Aside from the outdated slang for president (prexy), the phrase also reflects the culture of a University where chapel attendance was still mandatory for all students. This encouraged me to research the history of compulsory chapel attendance at Colgate and learn that the policy was reversed in 1965.

My experience with Mr. Birstein’s map highlights the many ways items in the University Archives can “speak.” Through this map I learned what it explicitly showed me (the location of buildings), I ascertained a bit of Colgate history through understanding the item’s context (it was drawn for a male-only audience), and I identified questions for further research (when did chapel end?). I invite you all to come see us on the second floor and explore Colgate’s fascinating and researchable past.

An Archivist’s Orientation

Lora Davis
The Colgate Libraries and Primary Sources

Peter Rogers

“You should use primary sources for this paper.”
— Professor

“Where do I get primary sources?”
— Student

“The library.”
— Professor

This is a not uncommon exchange between many faculty and their students, and one that we at the Libraries welcome. More and more, libraries are not just the home of the secondary literature of books and journals, but they are also rich troves of primary data and source material that is available in a wide variety of forms and through a broad range of sources. Four forms/sources that I would like to highlight are Special Collections and University Archives, U. S. Government Documents, online quantitative data, and online material for qualitative analysis.

Special Collections and Archives
As has been discussed in the preceding pages, Special Collections and University Archives have always been home to rare and unique material that is available for use by Colgate faculty and students. What has changed is the degree to which special collections and archives the world over have embraced digitization of their holdings. In a pre-digital age, scholars would have had to travel to Colgate to work (carefully) with our collection of the Chinese periodical, Modern Sketch. Now its content is accessible to anyone with an internet connection. Similarly, Colgate faculty and students can access once difficult to obtain source material through other institutions’ online collections, such as those made available through Northwest Digital Archives. The Special Collections and Archives staff can support navigation through this world of finding aids and Encoded Archival Descriptions.

U.S. Government Documents
While it may not be widely realized, the Colgate University Libraries are an official Federal Depository Library and have been so since 1902. The vast majority of our print collection of government documents is housed on the 1st floor or in LASR. This includes the earliest issues of the Congressional Record from 1874, as well as other documents from even earlier in the 19th century. This collection thus not only serves the needs of students of contemporary social, political, and economic policy, but also of historians. Just as online resources have transformed Special Collections and University Archives, the same is true for Government Documents. In addition to our print collection, we assist faculty and students with a wide range of online government sources such as FDsys, the Government Printing Office’s Federal Documents System with access to over fifty different sources of federal government information.

Quantitative Data
Colgate University Libraries are a portal for a staggering number of sources of quantitative data on the U.S. Statistics and World Statistics subject guide webpages. One can dip into these for a quick helping of statistics; according to the World Bank, the per capita CO₂ emissions for the Faeroe Islands were 14.6 metric tons in 2009. Alternatively, downloads of massive US Census data files are available in a number of statistical software package formats. One of our most important sources for quantitative social science data is the Inter-University Consortium for Political and Social Research (ICPSR) of which Colgate is a member. Academic researchers and government agencies deposit data at the ICPSR where it can be found, downloaded, and analyzed. Some quantitative data, particularly in the health field, is too sensitive to be freely available online, and this past fall, I worked with a senior student in economics to assist his ultimately successful application to do work at the Agency for Healthcare Research and Quality Data Center in Rockville, MD.

Qualitative Data
There is far more to “data” than just numbers. Though some may not be totally comfortable with the label; texts, images, video, and audio can all be used as data in a variety of forms of qualitative analysis. In this area also, the Colgate Libraries serves as a gateway to numerous online resources, while our librarians can provide instructional and reference support for these sources. Key image databases are ARTstor and AP Images. Document sources include the Parliament Roles of Medieval England, Eighteenth Century Collections Online, the Slavery and Anti-Slavery Transnational Archive, Early American Newspapers, and many more. The Online Primary Source Chronology, http://exlibris.colgate.edu/resources/primarysourcechron.html, provides an excellent guide to the eras covered by these many sources which cover the period of 1272 to the present. One of my favorite sources is the David Rumsey Map Collection with over 37,000 historical maps and an innovative geographical search tool. Many of these maps are available as KML files so they are compatible with Google Earth.
The Virtues of Virtual Browsing

Ann Kebabian

When creating a record for the library catalog, we put great effort into assigning a call number that relates one work to the others in the Libraries’ collections, thus allowing browsing and serendipitously finding other useful titles. As a library user, I certainly take advantage of this way of finding more on a topic of interest, but I also know that by just searching the stacks I will miss many valuable resources. Many books are not shelved in the main stacks (there’s the Reference collection, oversize books in LASR, Special Collections, some normal books in LASR) not to mention our non-book resources (videos, sound recordings, and more than 300,000 online resources). ‘Virtual’ browsing through the catalog will bring all these different collections and formats together in an organized, hierarchical arrangement.

Since the Encore interface to the catalog is searchable only by call number, one easy extra step is required to switch to the Classic Catalog interface, where virtual browsing is quick and simple.

Let’s suppose that, having searched Encore and located The Great War and the Twentieth Century, by Jay Winter et al., I now want to find other similar titles. If I wanted to browse the open stacks, I would jot down the call number D521 .G72 2000, go down to the 2nd floor of Case Library, pick up this work, and then scan the shelves looking for other titles (or cover art) that seem intriguing or useful. Using the call number browse feature, I can let my fingers do the walking.

While nothing can replace the actual in-the-stacks pleasure of flipping through the volumes, checking out the table of contents and the illustrations, and reading the jacket blurbs, virtual browsing has some other advantages. The most important is that the call number browse brings together material that would not be standing together on the shelves, including all formats (videos, CD-ROMs, Internet resources, etc.) and all collections (the main stacks, Reference, Special Collections, etc.). Works that I would miss by browsing the stacks, including those that are checked out or on Reserve, now are discovered with virtual browsing.
Digital Learning in the Library

Debbie Krahmer

The Anita Grover MD ’74 and Tom Hargrove P ’14 Digital Learning and Media Center (DLMC) in Case Library and Geyer Center for Information Technology had an auspicious first semester. A total of 35 class sessions in 14 different courses were taught in the space, involving 253 students creating 186 digital media projects.

Many of these classes were part of the Collaboration for Enhanced Learning (CEL) team involving librarians, information technologists, and faculty in developing media-rich, research-based projects for courses. These courses mix technology with information literacy to engage students with the content of the course.

Digital video projects at the DLMC involved everything from teaching basic physics concepts to a general audience to more personal stories. While some videos were meant to be shared only within the classroom, most professors gave their students the chance to post their videos online at http://www.youtube.com/user/cu13video. Courses often had extra class sessions both within and outside of the DLMC to focus on specific topics, such as research methods, visual literacy, and idea production.

Over the summer, Catherine Herne, Visiting Assistant Professor of Physics, created a video explaining the polarization of sunglasses. One of the tools she used was her own cell phone for still shots, video, and voice recording capture the video. Her work served as an example for her students in creating educational and entertaining material they could display on Colgate’s YouTube channel.

Anna Rios-Rojas, Assistant Professor of Educational Studies, used a video she created during the summer Video Narrative Workshop to lead her students in a critical analysis of their own childhood educational experiences, based on readings and methods from the course.

Alicia Simmons, Assistant Professor of Sociology, and her students created videos demonstrating sociological content analysis of news events as they examined the role of media in American politics.

While the DLMC focuses on digital video and audio, Wikipedia was also a hot topic for the space. Two courses, both taught by Aisha Musa, Assistant Professor of Religion and Middle Eastern Studies & Islamic Civilization, had students editing Wikipedia articles on such topics as Women in Islam and Death & Afterlife in Islam. Students in these courses learned a great deal about their topics as well as Wikipedia, and they were able to share their knowledge by improving access to accurate information on Wikipedia. It was such a positive experience that Professor Musa is repeating the project this spring semester, as well as adding a podcasting component to another course.

Along with ITS, the Libraries, and faculty members, the DLMC is heavily supported by highly trained and enthusiastic student workers. Student Assistants staff the lab for 72 hours every week, sometimes staying past 10 pm to help students with their projects. The DLMC would not be as successful as it was in its first semester without these student workers. They also taught extra workshops to students who were interested in learning more about Final Cut Pro, Photoshop, Motion, and other media software available in the DLMC. In addition, DLMC students oversee the circulation of equipment and are available to advise students on improving their videos. Having support during the evenings and weekends goes a long way towards making the DLMC a successful experience for students.

It all started in the summer of 2012 with a “Big Idea” at the White Eagle Conference Center. In the fall, Alicia Simmons, Assistant Professor of Sociology, would be teaching Media and Politics, cross-listed in Sociology and Anthropology and Film and Media Studies. After hearing about class media projects that other faculty had done, she knew she had to work with the Collaboration for Enhanced Learning (CEL) team to see her idea turned into reality.

Professor Simmons attended the summer Video Narrative Workshop for faculty, led by Debbie Krahmer from the Libraries and Sarah Kunze from ITS. During the two-day workshop, Professor Simmons was able to move her Big Idea from paper to digital form. Using content analysis, she examined media coverage of the Trayvon Martin case in Florida. With feedback and input from the other faculty at the workshop as well as the workshop leaders, Alicia solidified her plan for the semester-long group project.

Many of the students in the course had a Film and Media Studies background, and the course gave them the opportunity to approach media from a different perspective. The project was heavily based on the bodies of theory informing the course, so students had a chance not only to critically examine how events were portrayed in the media, but also to use some of these frames themselves in presenting the material. They wrote scripts, selected a sample of media, cited and presented literature to support their analysis of how the Trayvon Martin case was covered by news organizations and mass media.

At the end of the semester, the students presented their videos to the class and to other professors in the Sociology and Anthropology Department. The videos conveyed the complex patterns of media and educated the audience on how they, too, can examine media critically. Students reported that they enjoyed the project, because it built off the research they’d been doing the entire semester, and allowed them to demonstrate just how much they had learned in the course.

Professor Simmons was delighted with the way the project turned out. She is looking forward to repeating the project the next time she teaches Media and Politics.

Focus on Media and Politics

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long way towards making students more comfortable with using technology, which helps them to focus on scholarly content creation rather than just trying to make the computers work.

If you are interested in using the Collaboration for Enhanced Learning team for your fall courses, please contact the co-chairs of CEL: Debbie Krahmer, Learning Commons Librarian, at x6592 or dkrahmer@colgate.edu, and Ray Nardelli Managing Director of CEL: Debbie Krahmer, Learning Commons Librarian, at x6592 or rnardelli@colgate.edu.

Contact Sarah Kunze, Instructional Technologist in ITS at x6791 or skunze@colgate.edu to arrange for access and use of the DLMC.

Peter Rogers

Peter Rogers is the new Information Literacy and Social Sciences Librarian. He received his Master of Library and Information Science from the University of Delaware. Before going to library school, Peter had been teaching in the fields of environmental studies, political science, and Geographic Information Systems for a dozen years, and he has a PhD in political science from the University of Florida. He has teaching and research experience in Tanzania, Uganda, Kenya, South Africa, Japan, and Australia. One of his major library interests is providing access to and instruction services for online, digital maps, geospatial data, and mapping websites.