Spring 2015

Newsletter Spring 2015

Colgate University Libraries

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Growing Demand for Librarians as Information Consultants

Debbie Krahmer, Peter Rogers, Joanne A. Schneider and Matt Smith

Changes in digital information technologies and growing interest in blended learning at liberal arts institutions are driving changes in how librarians support the curriculum. At Colgate, we continue the librarians’ traditional role of connecting people and ideas through class instruction and assistance to students who are doing research but in a blended manner. The online components involve digital tutorials or digital learning objects, the interactive use of social platforms, and email, texting, and online chat combined with in-person teaching and reference or research interviews. However, it is of particular interest that both faculty and students are seeking more face-to-face interactions with librarians for instruction and research help.

Increasing Requests for Instruction Sessions
In the past academic year, faculty requested that librarians visit their classes to teach more information literacy instruction sessions than previously. These requests increased a whopping 54% over five years and 9% in one year.

Increasing Requests for Research Consultations
Librarians also are available to aid students with a wide range of information-seeking behaviors. We categorize the types of assistance given as directional, reference, and extended research questions, mostly delivered at the Research Services Desk, and we track appointments made for research consultations. Last year, students sought more in-person and extended guidance from research librarians for course assignments and major projects. Requests for face-to-face extended consultations with a librarian rose 30% over the previous year. Students also increasingly seek help from librarians away from the Research Services Desk by making office appointments that increased 170% over the past year. This likely is due to the additional librarian instruction which results in students seeking appointments with librarians to discuss their specific research topics. Also, even as we increase online modes of communication, use of them fluctuates with only 16% of the roughly 2,537 information and research queries asked virtually in 2013–14.

Work on Digital Humanities Methodologies
In addition to helping connect researchers to the information they need when they need it, librarians are increasingly becoming information consultants. We now collaborate and share leadership roles with technologists from ITS on innovative student projects utilizing digital humanities methodologies, i.e. text analysis, mining, and/or scholarly encoding, data visualization, social network analysis, 3-D game development, or digital archives. We focus on aspects of scholarly content related to information literacy and intellectual property that may entail collaborating with faculty on course structure and assignment design as well as providing class instruction and one-on-one research consultations for students.

In 2013–14, librarians were engaged with technologists in

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*Email with chat and text services added after 2009–10

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New Library Exhibits

“Faculty Publication Spotlight” and “How We Got to Ferguson”

Jesi Buell, Instructional Design and Web Librarian and Peter Rogers, Information Literacy and Social Sciences Librarian

As the virtual becomes more commonplace and our email inboxes, Twitter streams, etc., are increasingly overflowing with unread messages, physical spaces and artifacts become more valuable because of their uniqueness and scarcity. Setting aside actual space for real items is a way of highlighting the importance of such works. This past fall, we introduced two physical exhibits of books which we think are of great importance and note. The first of these is our “Faculty Publication Spotlight” which showcases work done by Colgate faculty. The second is a collection we call “How We Got to Ferguson” which draws attention to important works of scholarship on race, racism, the media, the US criminal justice system, and other relevant topics.

The “Faculty Publication Spotlight” is located on top of the New Book shelves on Case Library’s third floor, a row of books either written or edited by Colgate faculty members is featured prominently for visitors to peruse right when they enter the building. As librarians, we are thrilled to promote the scholarship of Colgate professors to both students who congregate in the comfy chairs in front of these shelves as well as the large body of outside professionals, academics, prospective students, and community members that first experience Colgate through Case Library’s main entrance.

It is important for the Libraries to highlight the important contributions Colgate makes to scholarship and this spotlight is just a small example of how much we care about and support Colgate faculty in their intellectual pursuits. While we have always made an effort to purchase publications, this is the first time we have publicly displayed Colgate faculty writing in hopes that this exhibit will increase user interest in both the publications but in Colgate as well.

For now, the “Faculty Publication Spotlight” is limited to print books that have been published within the past one to three years where a faculty member has either been the sole author or contributed significantly. Logistically, we are still trying to figure out how to incorporate other modes of scholarship into the spotlight.

These publications feature Colgate professors from a wide range of backgrounds and disciplines, and the exhibit represents the diverse interests and expertise of our faculty. We locate publications based on a list compiled by the Dean’s office from faculty self-reports and have no way of knowing about the existence of publications outside this self-reporting. Therefore, if you would like to see a work spotlighted or anticipate a publication in the near future, please let Jesi Buell know so we can include it in the display. Otherwise, if you haven’t already, please feel free to stop by and check out your and your colleague’s most recent work in our “Faculty Publication Spotlight”!

Also this past fall, in conjunction with Sociology Professor Jacqueline Villarrubia, the Libraries introduced a temporary exhibit titled, “How we got to Ferguson”. This interactive bibliography was compiled by Villarrubia and her SOAN colleagues in order to create awareness of this scholarship and promote conversations on this topic locally. Ultimately, Professor Villarrubia wanted to highlight “the social, historical, and structural causes behind this [the Michael Brown case] and similar events throughout the United States” and engage the Colgate community in a larger, national conversation. “How we got to Ferguson” is located in a focal point in Case Library, in the center of the third floor right behind the Research Services desk. Promoted as an “interactive” display, students and faculty can visit the exhibit to thumb through the scholarly texts as well as check out the materials for deeper exploration.

This exhibit has successfully allowed teaching faculty and library faculty to work together in order to provide more visibility to specific, relevant scholarship that is pertinent to student’s experiences at Colgate and beyond. To putting these select materials in a highly visible, heavily-trafficked area, students and faculty have been able to engage with this important literature. Please feel free to stop by Case’s third floor to see “How we got to Ferguson” through the remainder of this academic year.
From the University Librarian – Joanne A. Schneider

Mapping the Libraries to Living the Liberal Arts, 2014–2019

On May 28–29, 2014, library faculty, administrators and staff participated in a two-day strategic planning retreat. We reviewed the university’s strategic planning documents, established goals and objectives, and revised our mission statement to better reflect our support for the academic program.

University Libraries Mission

The Colgate University Libraries advance the university’s educational programs by providing information resources and services that support the curriculum, faculty research, and the creation and dissemination of knowledge. The libraries foster the development of students who are independent, self-directed learners able to make critical, informed, and sophisticated use of information in their courses, independent inquiry, and life after graduation.

Strategic Goals and Objectives

1. Provide users with ubiquitous access to strong, sustainable collections locally and through consortial relationships in support of a dynamic curriculum and research at Colgate.
   - Includes aiming for greater consistency in material descriptions, assessing commercial options to enhance online and mobile discovery of scholarly resources, and improve print collection management.

2. Enhance and promote programs in instruction, research support, and outreach that are integrated into the University’s evolving educational efforts.
   - Includes further development of the Information Literacy Program curriculum, developing new digital learning objects, evolving collaboration with IT and CLTR to support digital scholarship and engage in enhanced outreach and promotion.

3. Advocate for a new scholarly communication model.
   - Includes fully implementing the new Copyright Guide and membership in the Copyright Clearance Center and explore the meaning of Open Access, author rights, and intellectual freedom for Colgate.

4. Collect, organize, preserve, and communicate the history of the University, particularly in regard to the 2019 Bicentennial celebration.
   - Includes further digitizing collections with historical value such as Salmagundi and The Scene, creating a digital preservation program and implementing the faculty syllabi and senior theses projects in Digital Commons, Colgate’s scholarly repository.

5. Strengthen the Libraries’ internal structures, processes, and infrastructure to succeed in an environment of continuous change.
   - Includes creating an internal professional development program, updating and promoting clearer and more concise library policies, increasing cross-department communication and coordination, and developing clearer and more explicit internal governance processes.

These goals have been shared with academic administrative staff and faculty members elected to the Library Advisory Committee and I invite comment from all faculty members. While we in the Libraries seek to be proactive in supporting the university’s academic program, it is clear that we will need to reconsider our priorities and add new ones as faculty and administrators implement the university’s goals.
All library collections should be reviewed regularly to optimally manage physical space, aptness of content and format, and curricular relevance. The Cooley Science Library has recently done so in preparation for renovations now planned for summer 2015. The latest review addressed both journal and book collections.

As journal literature both old and new is increasingly digitized, librarians identified print journals that are duplicated in either JSTOR or another online resource with perpetual digital access rights for deacquisition. Additionally, print journals that are duplicated digitally but lack guaranteed perpetual access rights were transferred for storage in Case-Geyer’s LASR. We completed the deacquisitioning and transfer of printed journal collections last summer. Librarians then focused attention on older monographs available through ConnectNY that were unused or used once since 1991.

There are significant differences between book collections kept at college and university libraries. Large universities collect for breadth and depth of subject coverage because doctorate and masters research programs across large numbers of subject domains require extensive resources. Additionally, universities usually have greater infrastructure support for research needs. Institutions like Colgate develop book collections to support smaller curricular programs and the general research needs of undergraduate students and faculty. Still, all libraries eventually fill up to the point where there is no space for additional materials.

Librarians address this matter regularly to slow the rate of filling up a library long before it happens. The process is called deacquisitioning or weeding. Neither library users nor librarians like weeding. Still, it is necessary, barring perpetual growth of support infrastructure. How is this disliked task carried out?

Use records are a primary measure for book retention. Books that are used are kept. Books that are unused for long periods of time (decades) are considered for deacquisition. Computerized use records for books in Colgate collections go back to 1990. Checkout cards in the backs of books provide use records prior to that time. However, not all non-circulated works are candidates for weeding.

Classical works may not have circulated in a lifetime, but their presence is requisite to insure the quality of an academic institution collection. Darwin, Nietzsche, the Koran, and all other important works may get little or no use over long stretches of time. However, ready access to them needs to be maintained. Similarly, there are great numbers of books that have importance in academic domains that are not readily available online. So librarians endeavor to save relevant and needed works for local use irrespective of circulation history.

However, librarians lack absolute knowledge regarding what works are important and essential to curricular study and research. Faculty members are enlisted to review materials identified by librarians for potential deacquisition. This insures that materials that are important to the curriculum or research needs of the community are retained.

For example, the Cooley Science Library recently identified about 2,600 volumes that have been in the stacks for 15 years or more that have one or no checkouts or use in the library since being added to the collection. Those volumes were segregated from the collection. Faculty associated with the subject matter of the candidate works were subsequently asked to review the selection and identify works that should remain. Despite a lack of use for a very long time, librarians and faculty members identified approximately 550 volumes for retention.

Finally, there is also a backup plan for access to deacquisitioned materials. Colgate is a member of ConnectNY, a group of 18 college and university libraries that share books using a common online catalog. A recent analysis of all members’ collections identified which libraries have copies of all works. Two or more other libraries in the group also hold all of the volumes selected for deacquisition, thereby assuring that continued access to deacquisitioned volumes will be available to Colgate users through the ConnectNY system.
Digitized Salmagundi Yearbooks Available Online

Rachel Lavenda, Special Collections Librarian

Salmagundi: a hodgepodge or mix of widely disparate things, ideas, or people; a miscellany or medley; a popular salad dish from the 17th century; a yearbook. This spring Colgate University’s Salmagundi yearbook will be accessible online for the first time. The entire run of yearbooks, beginning in 1884, has been digitized into high quality, full-color scans and will be available through the Libraries’ Digital Collections.

The major reason why staff in the Libraries Special Collections and University Archives (SCUA) recommended that the Libraries undertake the task of digitizing the yearbooks is access. We want to allow people off-campus to be able to utilize the yearbooks to their full extent for either scholarly or nostalgic research. SCUA staff regularly field requests from alumni, relatives of alumni, or former faculty looking for information about their or their relative’s time at Colgate. The Salmagundis are popular resources for these requests since they offer many insights into student life and highlight the trends and important issues of the day. In addition to pictures of faculty and classes, the yearbooks may also contain class histories (written by the classes), memorials to students who died in wars, polls and opinions, as well as advertisements for local businesses. By removing the obstacle of distance and location, we hope to make it easier and faster for researchers to utilize the rich resources that are the Salmagundis.

Over the years, Salmagundi has changed and there are a few quirks worth noting before embarking on a project into the past. Until 1934, the focus of the yearbooks was on the junior class, because they were responsible for putting it together. The senior class was still pictured, but it was the juniors who had the spotlight with bigger pictures and more personal details. During World War II there was no production of Salmagundi, which is why there are no yearbooks for 1944, 1945, and 1946. Also, don’t forget that until 1890 the school was called Madison University.

As we embark on this new age of digital yearbooks, a quote from the very first Salmagundi seems appropriate,

“If, then, the pages of Salmagundi bring back to our alumni some reminiscences of their college days, some recollections of their classmates and professors, some feelings of love and gratitude for the college which did so much for them, we shall feel that our work has not been useless” (Editor’s note, 1884 Salmagundi).

In a similar vein, we hope that by widening the reach of Salmagundi past and present, we are able to allow more alumni the chance to reminisce, and recollect their time at Colgate.

To view the digital collection of Salmagundi, visit the Libraries’ website http://exlibris.colgate.edu and click on the Digital Collections link. The yearbooks are text searchable and can be viewed as individual images or as an online flipbook. Physical copies of Salmagundi will still be available through the University Archives as well as in the main stacks on the 4th floor of Case-Geyer (LD1088 .S25).

NEW STAFF SPOTLIGHT

Thomas Cardamone

Thomas Cardamone is a Colgate University class of ’13 alumnus. He studied English and Creative Writing and graduated magna cum laude with departmental honors. His fiction has appeared in the online journals Necessary Fiction and decomP. He currently holds the position of Weekend/Evening Circulation Supervisor at Case-Geyer Library and previously worked for Colgate’s Department of Summer Programs. His favorite pastimes include reading, writing, and eating sweets.
Colgate University Libraries and the First-Year Experience

Peter Rogers, Information Literacy and Social Sciences Librarian

Every fall, a new crop of eager, nervous, and talented first-year students arrives at our campus, and every year, Colgate University Libraries plays an important role in welcoming them to the world of academia. The Libraries’ Information Literacy Curriculum places a great emphasis on our work with first-year students, and we provide them with an initial orientation to the Libraries and subsequent introductory information literacy instruction through their First-Year Seminar with the second designed to build upon the first.

Goals for our First-year Library Orientation Program

- Awareness of key library information resources
- Awareness of librarians’ ability to support student work
- Knowledge of the physical layout of the libraries
- Preparing students for FSEM-based information literacy instruction

We work with the Dean of College’s Office and the First-Year Links to hold twenty plus orientation sessions with new students in late August and early September. In recent years, the centerpiece of these orientation sessions has been a “photo safari” where students explore Case Library, taking “selfies” of themselves as they discover the library’s various features and services. We developed this approach due to our assessment of our previous, less interactive approach to orientation.

It is important to emphasize that this orientation is NOT instruction. Orientation is a friendly and fun introduction to the Libraries and librarians. Effective instruction has to take place in the context of specific class assignments, and it should arise out of the collaboration of library and teaching faculty.

Goals for our FSEM information literacy instruction program

- Use reference works such as subject-specific encyclopedias
- Develop researchable questions
- Move from research question to effective keyword searches
- Distinguish between scholarly and non-scholarly sources
- Distinguish between reference, secondary, and primary sources
- Become familiar with general purpose online academic databases such as ASP and JSTOR

- Be aware of more specialized online academic databases (which one(s) depends on content of FSEM)
- Be able to find books and other material through the catalog and physically in the library and through ConnectNY
- Learn how to do interlibrary loan
- Understands the basics of citations and references
- Learn how to use RefWorks

In order to accomplish this ambitious agenda, we rely on a combination of face-to-face instruction and a variety of online instructional resources. Each FSEM has an assigned library liaison who creates a class-specific library resources course guide in consultation with the FSEM professor. Our experience and research on student learning has shown that lower-level students are much more likely to use and understand course-specific guides than discipline or subject-specific ones. Links to these guides are placed on the FSEM Moodle page, if one exists, and on two different pages in the Libraries’ website. Our goals is to give first-year students multiple entry points to their FSEM guides.

Whenever possible, we try to arrange for an in-class instruction session which uses and builds upon the information resources presented in the online guides. Last year, we taught information literacy instruction sessions in 38 out of 45 FSEMs. These sessions are scheduled right around the time students are being asked to turn in an initial research assignment so that the instruction is relevant to the students’ immediate needs.

Our newest instructional tool is the Digital Learning Object (DLO). DLOs are interactive, online lessons which can be assigned to students before a class or used during a class. Currently, the Libraries have three active DLOs:

- **Quest for Questions** which teaches students how to move from a broad research topic to a focused research question
- **Unlocking Keywords** which assists with the generation of keywords for database and catalog searches
- **Academic Honesty** which introduces students to the Colgate Academic Honor Code

Links to these can be found on our Beginning Research webpage http://exlibris.colgate.edu/help/guides/getting-started.html.

With this combination of First-Year Orientation and a blended learning approach to FSEM information literacy instruction, we hope to be one of the first steps on the road to academic success and lifelong learning.
Copyrighted Works and Teaching: Colgate’s New Copyright Policy

Matt Smith, Head of User Services

A strategic direction of the University Libraries is to advocate for a new scholarly communication model at Colgate in areas such as copyright, open access, multiple literacies, and academic honesty. Beginning with this academic year Colgate University now has a new copyright policy in place, in the form of the Using Copyrighted Works in Teaching guide, and the Copyright Clearance Center’s (CCC) Annual Copyright License for Academic Institutions. At first glance, it would be an easy assumption to make that the subscription to the license and the conservative limits of the guide are contrary to this strategic direction. While I wouldn’t completely disagree with that assumption, I would also state the issue is more nuanced than that. To truly be an advocate for a new model, we must understand how the existing model affects us.

Copyright law has been crafted over decades; author rights have been established and defensible uses tested through litigation. Revision of the law has been primarily handled through omnibus legislation such as the DMCA and TEACH Act. As the law continues to lag behind desired use and technological advancement, institutions have few options but to take on legal risk or purchase negotiated rights. Our negotiated rights with the CCC, which supercede the legal “baseline” of copyright and fair use, include over 1400 publishers and provide extensive coverage for text-based materials to be shared, reproduced and distributed freely. This could be via course reserves, email, print, or even in a discrete repository (such as a shared network folder). We haven’t given up any rights in exchange for this contract; all that has been established in terms of fair use or our other negotiated rights still apply.

With the unveiling of Using Copyrighted Works in Teaching, Colgate University, for the first time, came in compliance with the DMCA of 1998 which requires institutions to have a copyright policy to enjoy the protections (safe-harbor provisions) of the law. The policy as outlined in the guide is based on the principle that using copyrighted works through license, through classroom or online teaching exceptions, or fair use is allowed. Using works beyond that scope is an infringement and against University policy. As an outgrowth of this policy, the University Libraries and ITS will implement new procedures to receive and assess film/video course reserves digitization requests and make suggestions for compliance. The goal is to have this process in place for the start of the Spring 2015 semester.

How does all this further our discussion on a new communication model? Up until now we, as an institution, were not complying with law and custom as well as we could have been. Thus, we could not know what a high level of compliance with law and custom really meant for us. The additional oversight and systematic tracking that has accompanied our new guide and subscription to the license will grant us better insight into what materials we are using, how we seek to use them and, perhaps most importantly, when and how we are unable to use them. Having that information available to inform our decision making will support us in our effort to advocate for a new scholarly communication model at Colgate.

For more information on Copyright Support Services, please visit our website http://exlibris.colgate.edu/borrowing/copyright.html
DIGITAL DEVELOPMENTS

Mike Poulin, Head of Collection Management and Acting Head of Digital Initiatives

New Digital Resources

Adforum
A searchable library of advertising creative work, Adforum contains images and videos with examples of international advertising.

Drama Online
The online resource for plays, critical analysis and performance, Drama Online features the pre-eminent drama and reference titles from the Methuen Drama, The Arden Shakespeare and Faber lists, it offers unique functionality for studying theatre.

JSTOR Arts and Sciences XII
This collection expands our coverage of the social sciences, and comprises disciplines with high usage and broad appeal. Law, political science, and education content anchors the collection, and other titles in criminology and criminal justice, history, social work, psychology, and sociology complement JSTOR’s offerings in the social sciences. Additional titles span African studies, Asian studies, language and literature, and Middle East studies.

MEMSO — Medieval and Early Modern Sources Online
A digital library of historical sources for the history of Britain and Ireland in the medieval and early modern periods to the late 18th century, this work is principally drawn from the major collections of governmental records of England, Scotland and Ireland published during the 19th century, such as the Calendar of Close Rolls, Calendar of Patent Rolls, and Calendars of State Papers, Domestic and Foreign.

Proquest C19 Index
Drawing on the strength of established indexes such as the Nineteenth Century Short Title Catalogue (NSTC), The Wellesley Index, Poole’s Index, Periodicals Index Online and the Cumulative Index to Niles’ Register 1811–1849, the C19 Index provides integrated bibliographic coverage of over 1.7 million books and official publications, 70,000 archival collections and 22.7 million articles published in over 2,500 journals, magazines and newspapers. It also provides integrated access to 13 bibliographic indexes, including more than three million records from British Periodicals Collections I and II.

Punch
Often noted as the most famous magazine of humor, Punch published some of the finest comic writers in the English language — from W.M. Thackeray to P.G. Wodehouse. Its celebrated cartoons swayed governments and captured the vast shifts in life over two centuries. Recording the impact of rapid technological and social change and commenting on momentous events at home and abroad, Punch is an unrivaled resource for 19th- and 20th-century political and social history.

Krahmer Spreads the Wikipedia Word

Debbie Krahmer, Digital Learning and Media Librarian, serves as the co-chair of CEL (Collaboration for Enhanced Learning) as well as a Colgate Wikipedia Campus Ambassador. Many academic librarians and faculty members find that student research assignments that incorporate an online platform like Wikipedia motivate students to do better work and deal with issues of voice, knowledge and community. This has been the case at Colgate and student authoring in Wikipedia has become a recognized information literacy assignment. As a result, Debbie has reached out to the broader academic community in Upstate New York to share this information.

In September, Debbie presented a workshop for the Central New York Library Resources Council (CLRC). “Learn to Edit in Wikipedia” was an introductory workshop geared towards librarians, archivists and local historians who were interested in connecting their users (or themselves) to Wikipedia’s resources. The three-hour workshop covered the GLAM (Galleries, Libraries, Archives and Museums), WikiProject, editing and uploading images. Much of the discussion centered on improving or creating Wikipedia articles with unique images, biographies, bibliographies and data local groups have in their collections.

In October, Debbie gave the keynote speech for the Northern New York Library Network fall conference. Debbie discussed using Wikipedia in libraries, and gave a quick demonstration on the editing interface. Questions centered on possible projects for libraries, as well as the appropriate time to introduce Wikipedia in the classroom.

In February, Debbie will be revisiting the CLRC workshop with the Madison-Oneida BOCES, focusing on librarians supporting teachers using Wikipedia effectively in the classroom. Examples of projects to be discussed include evaluation and comparison between scholarly encyclopedias and Wikipedia, discussing how information is created and shared through Wikipedia, and critical skeptical thinking with information resources.

If you have any interest in receiving training on or support for using Wikipedia in the classroom, please contact the Colgate Wikipedia Campus Ambassadors Debbie Krahmer, Jesi Buell, or Sarah Kunze, or you can email us at CEL@colgate.edu