Fall 2015

Newsletter, Fall 2015

Colgate University Libraries

Follow this and additional works at: http://commons.colgate.edu/libnews

Recommended Citation
http://commons.colgate.edu/libnews/15

This Newsletter is brought to you for free and open access by the University Libraries at Digital Commons @ Colgate. It has been accepted for inclusion in Library Newsletters by an authorized administrator of Digital Commons @ Colgate. For more information, please contact skeen@colgate.edu.
New Student and New Faculty Orientations

Peter Rogers, Data Librarian, and Matthew Smith, Head of User Services

The University Libraries are fortunate enough to have tremendous support for our fall orientation programs where we welcome all first-year students and new faculty into our facilities. This programming represents a significant investment from the Libraries and the broader university. To do this we coordinate with deans in the Provost’s Office.

New Faculty Orientation

The joint Libraries and ITS New Faculty Orientation is a half-day program where librarians and academic technologists, jointly or separately, host a series of short informational sessions so that faculty:

- Learn how the Libraries support research by providing access to materials from our own collections and through purchase, or access to resources from other libraries.
- Learn about the programs and services that the Academic Technology team offers faculty members to support both the meaningful and exploratory use of technology to enhance teaching and learning.
- Learn how librarians apply their pedagogical background and technological understanding to help students develop transliteracy and engage with the curriculum multimodally.
- Learn how two important tools, Course Reserves and Moodle, support their teaching and where they intersect with Copyright.

New faculty are escorted through the sessions by their Library Liaisons who support their departments’ instructional and collection needs. The program ends with a casual lunch where faculty who have joined Colgate in the last two or three years tell their new colleagues of their own experiences with the Libraries and ITS.

Each year we collect feedback from participants and assess our own needs to refine the program. For the Fall 2015 program our most significant revision was to shift away from a general ITS/information security session to the Academic Technology session, which focused on the use of technology to enhance teaching and learning.

This year we welcomed 30 new faculty to Colgate.

New Student Orientation

The University Libraries New Student Orientation program is one of, if not the most, ambitious among comparable institutions in the Oberlin Group consortium of liberal arts college libraries. Over the first two weeks of the fall semester, we welcome every member of the incoming class with an hour-long orientation session that introduces these new students to the librarians, library resources, and library facilities of Colgate. To do this we coordinate with the Dean of the College Link staff. Each Link schedules his/her FSEM for an orientation session, helps facilitate the session and speaks of their library experiences to their new peers. This year, the librarians and links organized 30 sessions for the 772 students of the Class of 2019.

New Student Orientation is the first step in the Libraries’ Information Literacy Curriculum. What students learn during their library orientation prepares them for more class and assignment-specific information literacy instruction in their FSEM and Core CI classes. Since 2012, the Libraries’ have been conducting a qualitative assessment of the degree to which New Student Orientation meets the goals set for it. Based upon these assessments, we have fine-tuned these orientation sessions. For example, we have added a photo safari element where students actively explore Case Library and Geyer Center for Information Technology, and we have also set aside time for students to sign themselves up for RefWorks and Interlibrary Loan accounts.

This year, we learned that Kit Kat Bars are the favorite candy of the Class of 2019 as we ran out of these faster than any other items we offered to students at the end of the orientation sessions.
Libraries External Review

“All departments and programs at Colgate undergo external reviews on an 8–10 year cycle. The goal of a review is for a department to engage in a self-study of curriculum and pedagogy, receive external feedback and assessment, and to initiate improvements based on both the self-study and the external feedback.”
— Colgate University External Review Procedures

Throughout spring semester and during the summer, the Colgate University Libraries have been preparing for our first external review. Our charge was to write a self report with the purpose being to describe our mission and services, map them to university strategic goals, provide a preliminary assessment regarding how well we have done, consider how we have adapted to changes in digital scholarship and the curriculum, and identify specific questions for the team to address.

To do this we identified major areas of library practice to consider which are:

- Research Services and Information Literacy
- Special Collections and University Archives
- Digital Initiatives and Systems
- Borrowing Services
- Collection Development and Management
- Cataloging and Metadata
- Government Documents
- Organization and Staffing
- Partnerships and Collaborations

All library faculty and staff were invited to participate and teams with members from various parts of the Libraries were formed to examine these areas of practice and draft narratives that would briefly describe the work involved as well as strengths, challenges, weaknesses or constraints, and needs.

Initial team reports were due by May. These were discussed in three all staff meetings and nascent question topics were identified. Team leaders refined each report by May 22. The reports were integrated into a final draft document that was further discussed by all library staff and faculty in the June 9–10 annual strategic planning retreat. The draft was shared with Provost Connie Harsh, Associate Dean of the Faculty Ken Belanger, and members of the Library Advisory Committee (LAC) for comment. I would like to acknowledge the useful feedback provided by Connie and Ken as well as the work of Associate Professor of Geography Bill Meyer, last year’s chair of the LAC, who provided a close reading of the report and many helpful suggestions and corrections.

The questions we are asking are:

1. How do we create the best organizational structure and communication protocols for us to meet strategic goals?
2. How do we build organizational capacity and trust that includes improving our ability to successfully engage in conflict resolution and in teamwork?
3. How do we strengthen the library leadership team and build robust management skills while effectively communicating critical information?
4. What are your recommendations about library faculty status and mentoring new librarians?
5. As we anticipate the retirement of two longtime librarians in the positions of head of cataloging and metadata and head of government documents/research librarian, how do we best utilize these 2.0 FTE positions to meet our needs?
6. Related to question 5, what is the appropriate role of government documents given the existing collection size and level of use?
7. It is clear that the university is in a steady state or even slightly shrinking budget and staffing period. Are we maximizing our overall staff resources? How do we best determine what we no longer should do to free up precious time to devote to new needs?
8. With library faculty turnover a major issue, how do we best develop an effective retention program?
9. How may we improve diversity hiring?
10. What is the appropriate balance of resources — budget, staff, and programs — that should be devoted to support the curriculum as well as faculty research?
11. The Libraries have largely met our longstanding mandate to collaborate with IT to support digital learning, teaching and research. While this environment is rapidly changing, how can we sustain, improve, and evolve this partnership, particularly regarding the future of CEL? 
12. With Special Collections and University Archives staff, collections and instruction activities distributed throughout the building, how important is it that we collocate them in an expanded, renovated space?
13. How do we achieve greater organizational recognition for our achievements including leadership for collaborative initiatives?
14. What do you recommend we do to build a robust digital infrastructure for digitized materials and born-digital records?
15. Middle States and the university administration have asked all academic departments to develop assessment plans. We have one largely in place for student learning. How do we foster a greater culture of assessment and routinely evaluate patron satisfaction?
16. How do we best approach the Open Access movement with the campus?

The external review team is composed of library directors:
K. Matthew Dames, Syracuse University; Bryn Geffert, Amherst; Clem Guthro, Colby; and Peggy Seiden (chair), Swarthmore.

I look forward to reporting on the findings of the external review team in the spring issue of the Libraries Newsletter.
The Cooley Science Library is Renovated!

Peter Tagtmeyer, Science Librarian

The Cooley Science Library was renovated in a very short time relative to the preparations needed to make it possible. The project took a year and a half from start to finish. The actual facility renovation was accomplished in less than 12 weeks this past summer. Preparations for the loss of space and reductions in collection sizes began in January 2014 and concluded in June 2015.

Librarians had to responsibly identify materials for relocation or de-acquisition so that remaining collections would fit into Cooley’s renovated space. Librarians were careful in making decisions regarding which materials were removed from Cooley so that access to what was removed is maintained. Additionally, careful planning was required to optimize student seating. The identified materials were then processed. In all, approximately 31,000 volumes spanning about 3,000 linear feet were either transferred or discarded. The government documents collection was also transferred to Case-Geyer.

Several fortunate circumstances made the project possible. Many of the removed paper journals are available digitally with perpetual access guarantees. There was enough space in the LASR facility in Case-Geyer to relocate paper journals that do not have perpetual access guarantees. Additionally, a recent review of all book collections in the ConnectNY consortium made it possible to identify titles in the Cooley book collection that had little or no use in the past 20 years that are also available in other ConnectNY collections.

Cooley re-opened to the community on the first day of classes, and changes to the facility have much improved the space. Gone are the hot half-foot long sodium light bulbs, replaced with bright, energy conserving LED lighting. Additional enclosed study room carrels were added. The bare cement ceilings were painted and given panel treatments. Carpets were replaced using a tile system to make upkeep easier. The circulation desk was modernized. The new tables and study carrels are larger and include USB power outlets. Air conditioning was installed. The new drinking fountain sports a water bottle filling station. During the coming year wall treatments will be added to further enhance the facility’s ambiance. All of these improvements make for a very inviting place to study and do research, individually or in groups.

During renovation several traffic flow barriers in the building were also remedied. In the past, people who wanted to get off of the McGregory elevator on the library floor had to obtain and use a key to do so. There were also accessibility issues in getting to the elevator from outside the building. An extended, beautiful portico now crosses between the two northeast entrances to McGregory and provides direct access to the elevator from outside the building.

Extensive planning and preparations for the Cooley renovation were carried out in a very short time. However, when the work was finished and the facility completed, all the collections fit into the space. Additionally, the seating and ambiance of the library is much improved, making Cooley a very attractive place to do study and research.
Facility Development Workshops

Debbie Krahmer, Digital Learning and Media Librarian, and Peter Rogers, Data Librarian

In August, Colgate University Libraries offered four faculty development workshops. Associate professors Debbie Krahmer and Peter Rogers worked with faculty on Wikipedia, media projects and mapping. These workshops, a tradition for many years, have been part of the CU Libraries mission to provide resources and services that support the curriculum, faculty research, and the creation and dissemination of knowledge and are based on our accumulated experiences from working with many Colgate faculty.

The workshop sessions were held in the weeks leading up to the new academic year. If you missed out on a session, you can reach out to us to schedule a meeting. Our librarians have training and experience in developing student assignments that bring together multiple elements of information literacy with media-based projects. We can also connect you with faculty peers who have successfully managed these assignments in their own classrooms.

Debbie focused on academic rigor in media projects for the first workshop. This has been a topic of interest for many years at Colgate. “It’s not that assigning a video project is any better than assigning a research paper,” Debbie said. “It’s really about focusing on the goals and objectives, particularly involving student learning, and then designing an assignment that can help your students demonstrate meeting those goals and objectives.” A few things that were discussed in the workshop were being clear about the objectives of the assignment, establishing milestones to prevent procrastination, and ensuring there is support along the way. As one professor said, “This is pretty much what I expect from my students in their research papers.”

A second workshop, a general introduction to Wikipedia, was more popular with students than it was with faculty. As is often the case at Colgate, students are surprised to have a librarian talking about Wikipedia. While it is true that anyone can edit it, there are cultural and community norms that dictate the information structures of Wikipedia—norms that change depending on which language of Wikipedia you are using. The workshop focused on correcting information in Wikipedia, as well as understanding how the information is developed and communicated by the Wikimedia community. “Wikipedia is one way you can make the process of scholarly communication tangible and real to students,” Debbie said. “It’s a great platform for discussing evaluating information as well as communicating to a general audience—[which are] some of the basic skills of information literacy.”

Peter, who is transitioning into his new position as Colgate’s Data Librarian, organized two workshops that focused on Teaching with Data and GIS Lite. Doug Higgins and Dan Wheeler from ITS Academic Technologies participated in presenting the information to participants. Each of the workshops had two major sections - an overview of existing Libraries’ resources that support these activities and a look at selected examples of projects done by Colgate faculty and students.

Peter created library online resource guides that focus and support each topic. See the Teaching with Data page, http://libguides.colgate.edu/ResearchDataServices/teachingdata of the library’s Data Guide, http://libguides.colgate.edu/ResearchDataServices. Also, a guide to interactive map tools is available at http://libguides.colgate.edu/MapsAndGeospatialData/interactivemapping.

Following these activities, each workshop included a significant amount of time for the attending faculty to explore how their classes could incorporate these pedagogical approaches. Doug Higgins and Dan Wheeler from Academic Technology also assisted with the running of these workshops and have been involved in a number of joint Libraries-IT data and mapping projects.

Debbie has been the co-chair of the Collaboration for Enhanced Learning group (CEL), along with Sarah Kunze from ITS Academic Technologies, at Colgate since 2012, and has been at Colgate since 2008; prior to that, Debbie worked in other libraries focused on helping students create media-rich projects. Debbie has 15 years of experience as a professional librarian working with digital video, and has taught students from six years old to 70 years old how to use multiple technologies.

Peter started as the Information Literacy and Social Science Librarian in 2012 and became the Data Librarian this past July. Before entering the library world, Peter taught environmental studies, GIS, political science, and African studies over a period of 20 years. He has mixed-methods research experience, both on his own and in collaboration with undergraduates, in the United States, Tanzania, Uganda, and South Africa.
Rachel Lavenda, Special Collections Librarian

Special Collections and University Archives (SCUA) continues to acquire new and exciting items for its collections. This past year, in addition to new purchases, the department received some fantastic donations from alumni. Many of SCUA’s treasures come from alumni, such as the Elmer Sheets ’26 collection of James Joyce and the Orrin E. Dunlap, Jr. ’20 collection on radio and television history. This year’s new additions are as follows:

Jeanne Huber-Happy (Class of 1975) donated over 65 religious books to Special Collections last January. Many of the books date from the 19th century, and a few are even older dating from 1653. The collection includes several Bibles that add to SCUA’s strong holdings documenting the history of the Bible’s printed form.

Jane Porter (Class of 1974) donated a selection of sheet music to SCUA. The collection from which the sheet music comes was part of a larger collection compiled by her parents, Christine Najarian and Stephen M. Najarian (Class of 1950). The selection of materials given to SCUA contains civil war music, humorous music, and a few reference books about late 18th century and 19th century American music. There is also sheet music of famous poems set to music, such as Edgar Allan Poe’s The Raven.

SCUA also received donations from individuals not affiliated with Colgate. Book collector Jerry Henderson donated a complete collection of first editions of the novels by the late Colgate emeritus professor of literature, Frederick Busch. Most recently a local community member, Earl Ewing, donated a run of mid-19th century “Cheap Editions” of serialized works of Charles Dickens. In terms of purchases, SCUA added two miniature Qur’ans to the collection as well as a facsimile of a Roman wax tablet. The department acquired additional materials, such as comic books and action figures, for the Walter R. Gibson ’20 collection to support the fall exhibit about Gibson’s creation The Shadow.
University Libraries Colloquium Series

Peter Rogers, Data Librarian

Fall 2015 welcomed the second year of Colgate University's Libraries Colloquium Series. Created and led by librarian Peter Rogers, the colloquia provide an opportunity for Librarians to share current issues pertaining to information literacy with Colgate faculty, staff, and students over lunch.

Last year, we hosted four unique talks. The first was by Professor Bob McVaugh from Art & Art History on his work in the Colgate University Libraries’ Special Collections and University Archives department. It was entitled “From Colgate Farm to Colgate Campus: Insights into our early History from University Archives.” Later that semester, Geography Professor William Meyer, chair of the Library Advisory Committee, Head of Library Patron Services Matthew Smith, and University Librarian Joanne Schneider contributed to a discussion with George A. McGuire from Bond Schoeneck & King’s Intellectual Property Group on using copyrighted works in teaching. Bryn Geffert, the Librarian of the College at Amherst College, presented “Towards a New and Distributed Economics of Scholarly Publishing” in the Spring and was followed by a panel discussion on Public Scholarship, co-sponsored by the Upstate Institute. Contributing panelists were Professors Ellen Kraly (Geography/Environmental Studies), April Baptiste (Environmental Studies, Dan Schult (Mathematics), and Nicole Simpson (Economics).

We recently hosted the first colloquia of 2015 with Visiting Assistant Professor of History and Colgate Bicentennial Research Fellow Jason Petrulis. Not only this talk gave great insight into fascinating elements of Colgate history, Professor Petrulis introduced several projects that involve numerous departments across campus in preparation of the Bicentennial, all of which heavily utilize the staff and unique holdings in Special Collections and University Archives.

Our next discussion will be led by Curtiss Cobb, Facebook social researcher, on “Using Social Media to Measure Public Opinion: Why Facebook Hasn’t Abandoned Survey Research.” It will be held on November 18 from 12:15–1:15pm in Case-Geyer 560 and lunch will be provided. For those of you interested in Social Network Analysis, data, or social media, please RSVP to Karen Johnston (x7361) or Peter Rogers (x6544).

NEW AND RETIRING FACULTY

Cindy Li

Cindy Li, Associate Director of Library Technology and Digital Initiatives, came to Colgate this past March from Sacred Heart University where she served most recently as Director of Digital Library Technology and Services. Her prior positions at Sacred Heart included Head of Digital Library Development and Systems. She was also an adjunct faculty member of Computer Science Department in Sacred Heart University. Cindy has MS in Library Science from University of Pittsburgh, MS in Computer Science from Sacred Heart University, and BA in English Language and Literature from Liaoning Normal University, China.

Ann Kebabian

Ann Kebabian, Head of Cataloging and Metadata and Professor in the University Libraries, will retire at the end of December. She is our “Create Lists” expert, able to extract all manner of data from our online catalog, and can explain just about anything about cataloging to anyone. She shepherded our catalog database through many versions of our online catalog, III Inopac, through GuiCat and Millennium, to Sierra. She gave back to the profession in many ways, including beta testing and bug reporting GuiCat, as a consultant on cataloging to other libraries, as a frequent contributor to cataloging and Innovative Interfaces lists, and through presentations at III User Group conferences. Her legacy is a clean, beautifully controlled database and well-trained, meticulous staff.

Mark Sanford

Mark Sanford joins Colgate as the new Systems Librarian from The William Paterson University of New Jersey where he had been the Special Formats Cataloger since 2006. In addition to his cataloging duties, he served on and chaired several faculty committees, taught bibliographic instruction, conducted professional workshops for catalogers and assisted in the implementation of several technologies for a statewide consortium. Mark grew up on Long Island and received his MLSIS from Long Island University’s CW Post Campus. He also holds a MA in English with a concentration in creative writing from William Paterson University and an AB in English from Lafayette College.

Mary Jane Walsh

Mary Jane Walsh, Government Documents and Reference Librarian and Professor in the University Libraries, will also retire at the end of December. Mary Jane has served Colgate for 31 years in various roles, including Coordinator of Bibliographic Instruction, Head of Government Documents, Maps, and Microforms, and Coordinator of Undergraduate Research. She has been the ENY ACRL Treasurer and a member of the Program Committee. In 2014, she was the recipient of the NYLA GODORT Mildred Lowe Award for her contributions to government documents librarianship, particularly her work within the 18-member ConnectNY consortium of academic libraries. Over the years she has provided support to faculty and students working in Political Science, International Relations, Music, and to the Athletics division.
Don't let the “beta” on some of the voice versions fool you. Ivona Voices is a very high quality, well-developed text-to-speech app that is available free for most Android devices. Ivona Voices are one of many high quality, human-like text-to-speech voice technologies available to replace the more stilted/machine voices that are installed as a default. I've been using Ivona on my mobile for about two years now, and I continue to be impressed with the quality every time I'm forced to use a device with only default voices.

Ivona is compatible with the text-to-speech (TTS) apps I've tested it with, including FBReader, CoolReader, Moon+ Reader, ezPDF, and the system default TalkBack service. Ivona includes several English voices with various accents (Welsh, UK, American), as well as Spanish, French, Italian, Romanian, Polish, Welsh, German, and Icelandic.

In order to use an Ivona voice, you must download and install the “Ivona Voice” app. Once installed, open the program and select the voice you want to download. This does mean you'll have two apps on your device (the voices won't work without the default Ivona Voice app installed), but it's easy enough to hide the icons so they're not filling up your screen. Once installed, go to the accessibility menu in your device to switch the default TTS to Ivona.

I currently have the UK Amy voice installed on my Android tablet and set as the default. I find the accent helps to mask the few times the voice drifted into a metallic/synthesized tone, leading to a much more satisfactory and smooth experience. (My co-workers have said that it now sounds like Helen Mirren is reading to me.) It’s made using TTS a much more accessible and enjoyable feature of my mobile life.

Voice Dream Reader
iOS, iPhone & iPad
Android
$9.99, plus in app purchases for high quality voices (NeoSpeech & Acapela = $3, Ivona = $5)

I've used several free TTS reading programs on my devices, as well as ones that cost a little extra. Right now, my favorite reader app is Voice Dream Reader. Originally iOS-only, Voice Dream Reader has been recently ported to Android.

I am not a fan of the default voices that iOS includes, especially after getting to use the high quality voices from Ivona on my Android. I was very excited when I learned that iOS had an app that would allow me to have TTS with an Ivona voice. In total, I paid about $15 for this app and the Ivona voice, but it was well worth it. By default, the iOS app comes with the “Heather” voice for US English. Heather is slightly better than the default iOS voices, but not to the quality of Ivona.

Voice Dream Reader allows you to import text files from a variety of sources in a variety of formats, including txt, pdf (as long as it’s been OCR’d), epub, docx, and more. You can adjust the speech rate, as well as add new voices and correct the pronunciation for words. I found the app to be fairly accurate, even at 450 words per minute. For PDF files, you can choose to view the file in the original PDF format or in a text-only format. As Voice Dream Reader reads aloud, it highlights the sentence as well as the word it is currently reading. You can format the highlights to any color you want, as well.

One very nice option is that Voice Dream Reader will continue to read aloud even if you open another app. You can listen to a document as you surf the web or play a game. I used Voice Dream Reader on my iPad to listen to the Colgate Reads text “How to Kill Yourself and Others Slowly in America” by Kiese Laymon. I had to set up the pronunciation for Kiese’s name (“Key-ay-say,” for those of you curious, worked out the closest to the actual pronunciation).

If you have a lot of text documents that are not available in audio formats, this is a great app to make reading easier and more affordable. After the initial $15 layout, I’ve been able to read everything from older ebooks to research articles. You can use iBooks to read aloud as well, but the default iOS voices are nothing compared to the high quality ones available through this app.

Voice Dream Reader for Android is still in development. The core of the program is there and working, but the more advanced settings still need to be added, including the ability to import .doc files. By default, the Android version comes with “Sharon.” I needed to go to the menu “Manage my voices” in the app in order to enable the Ivona voices I prefer using, but there was no extra cost on Android. I downloaded the Sept 21st update to the software, and it is still a little buggy. At this time, I can't recommend the Android version of this app, but I look forward to seeing the improvements and hope the app will reach the high quality level of the iOS version.
Intergroup Dialogue Guide

Debbie Krahmer, Digital Learning and Media Librarian

Intergroup Dialogue (also known as Intergroup Relations) is a research-based social justice education program developed in the 1980s at the University of Michigan. It combines theories of democratic education with experiential learning to facilitate difficult conversations between members of different social groups on controversial issues. This curricular program is gaining in popularity on campus. In order to facilitate faculty, staff and student research in this area, the Colgate Libraries has created a guide to books and articles on IGD. The guide is open to anyone with an interest in the topic, but many links to articles and books are only accessible to Colgate affiliates or on Colgate campus.

http://libguides.colgate.edu/IGD

DIGITAL DEVELOPMENTS

Mike Poulin, Head of Collection Management

New Digital Resources

Oxford Reference Online
A collection of over 275 Oxford University Press reference books along with access to 175 quick reference titles.

Loeb Classical Library
More than 520 ebooks in Classics with Latin/Greek text facing English translations. Epic and lyric poetry; tragedy and comedy; history, travel, philosophy, and oratory are all represented.

New Pauly Online
An online version of the encyclopedia devoted to Greco-Roman antiquity and covers more than two thousand years of history, ranging from the second millennium BC to early medieval Europe.

China Academic Journals – section F – Literature/history/philosophy
A collection of over 800 full-text Chinese journals in the humanities provides access to materials not readily available via Interlibrary Loan.

19th C British Newspapers part 4
A collection of British regional newspapers ranging from 1732 through 1950.

National Geographic Magazine Digital Archive 1888–1994
Access to the full text and images published in the National Geographic from its inception through 1994.

Jstor Arts and Sciences X
Includes titles in sociology, education, business and law.

Jstor Arts and Sciences XIV
Includes titles in culture, communications, anthropology and archaeology.

Jstor Jewish Studies
50 titles in Jewish studies dating back to 1889.