Spring 2017

Newsletter Spring 2017

Colgate University Libraries

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Dr. Oakleaf to Present at Libraries’ Spring Colloquium
Lynne Kvinnesland, Information Literacy Librarian, and Jesi Buell, Instructional Design & Web Librarian

On Thursday, April 13th, the University Libraries will sponsor and host our Spring Colloquium speaker, Dr. Megan Oakleaf, Associate Professor at Syracuse University’s School of Information Studies. She will address how departments within institutions can measure their impact on student learning and faculty research, specifically focusing on the Libraries’ contributions to Colgate scholarship.

Dr. Oakleaf’s areas of expertise include outcomes assessment, evidence-based decision-making, information literacy instruction, information services, digital librarianship, and academic library impact and value. Additionally, she is the author of the Value of Academic Libraries Comprehensive Review and Report published by the Association of College and Research Libraries (ACRL).

We hope that this discussion will benefit the Colgate community both within and outside the Libraries as we move forward with assessment efforts for Middle States.

This event is free and open to all. Luncheon will be provided. If you are interested in attending, please RSVP to Wendy Falls, wfalls@colgate.edu.

Gate Goals: Learning Literacies, & Institutional Goals
Thursday, April 13th, 2017
12:15-1:15 PM
Case-Geyer Room 560

The Space in Case: Space Survey Results
Matthew Smith, Head of User Services

During the spring semester of 2016, the Library Assessment Committee conducted an assessment of student satisfaction with Case-Geyer Library as a physical space. We used a model known as the Tool for Evaluation of Academic Library Spaces, or TEALS, which was developed by Librarians, Architects and Space Planners of Deakin University. TEALS uses a simple structure built upon a set of ten evidenced-based Criteria of Quality against which physical spaces of any academic library can be assessed.

Overall, we received 294 valid responses to the survey, of which 26.9% were First Years, 22.6% Sophomores, 17.4% Juniors and 32.9% Seniors. In addition to the survey, we conducted focus group sessions to both assess our Criteria of Quality as well as to garner ideas about improving our spaces. The responses to our focus group sessions were rich and varied and greatly exceeded our expectations -- all while affirming of the work we do. Throughout the survey, it has become very clear to us that we should continue to focus our effort on enhancing the library as an intellectual space. 76% of respondents name Case-Geyer Library as their top choice of location to work and study. While 75% feel it is a center of student life and 84% indicate that using Case-Geyer Library make them feel a part of the Colgate community, 82% do
Library Reflections on External Review Recommendations

In last spring’s newsletter I wrote about the work underway with noted library consultant Maureen Sullivan to help guide the Libraries through a number of sweeping recommendations made in the October 2015 report of the Libraries external review committee.

In describing the major points made in the report, I first would to state how both humbled and pleased we were to note the following finding:

We consistently heard positive comments and stories from faculty and students about the Library’s commitment to students. Students clearly support, appreciate, and even love the library, its staff, its building, and its resources. Most faculty outside the library support the libraries and the university librarian.

Although we would like to think we fully address the majority of faculty, student, staff and other patrons needs, there were a number of recommendations for us to consider that are described below.

One very important suggestion involved our reexamining the proper level of budget support for faculty research. As many of you know, there has been a crisis in scholarly publishing for decades involving annual cost increases for journals of 6%-7% and higher. While annual library budget increases over the past decade have generally surpassed the average consumer price index and many have actually met this exorbitant rate of inflation - all incremental funds have gone towards paying price increases for existing journals and not towards new subscriptions. This situation also has forced us to focus on subscriptions with a lower cost-per-use ratio and these typically relate more to the curriculum. This has been frustrating and I have repeatedly sought the counsel of the academic administration and the Library Advisory Committee to discuss the situation and attempt to develop creative solutions. One has been to use modest one-time funds to purchase access to low-cost journal backfiles in new JSTOR series with minimal on-going expense. This approach has added 1,080 titles, many of which have supported faculty research according to the feedback we have received. This also has increased dates of coverage for 157 previously held journals.

Related to support for faculty research are efforts toward providing “impact” bibliometric data for tenure dossiers underway prior to the external review committee’s visit. In October 2014, a Libraries Promotion and Tenure Assistance Policy was created. More recently, in response to faculty requests for help, a library faculty member has drafted a Library Guide on assessing the impact of faculty publication that has been submitted it to the Faculty Affairs Committee for future feedback. With a search underway, we also expect the new Head of Research and Instruction to work with the academic faculty on this topic.

Other recommendations focused on the Libraries’ internal operations. One involved reexamining the organizational structure, governance and decision-making protocols and staff communication practices. As a result, we rejected undergoing a reorganization and affirmed the existing organizational structure with minor changes such as creating the position of Associate University Librarian to assist with administrative responsibilities, focus on scholarly communication involving understanding and supporting open access publishing efforts of interest to the academic faculty and significantly enhancing the professional development program to include support staff. We also created a new governance and decision-making process to clarify roles, inclusivity and transparency. Another suggestion was to clarify what librarians having faculty status really means.

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After much discussion, the librarians unanimously voted to accept the longstanding definition of library faculty status as stated in the Colgate University Faculty Handbook and the Library Faculty Handbook. We also affirmed the university’s terms that are also applied to administrative staff, including base hours of work, paid time off and leaves. Moreover, we drafted the document Colgate Librarianship and Professional Commitment that describes the appropriate expectations for librarians around scholarship, university service and contributions to the library profession.

Another recommendation was that the Libraries should work with Human Resources to ensure that it can offer enticements sufficient to attract diverse staff. This, and retention, has been and continues to be an important priority. All search committee chairs, supervisors and I have worked closely with HR and academic and EEOC/AA deans to establish inviting, flexible work expectations and conditions. We look forward to the recommendations that will be made by the IBIS Consulting Group regarding Colgate’s diversity practices as announced recently by President Casey.

A full written response from the Libraries is currently under discussion with the Dean of Faculty/Provost as well as with the Library Advisory Committee. As always, the librarians, library staff and I are devoted to working with the academic administration and other senior administrators, academic faculty, and all other stakeholders to review and amend existing library policies and practices and create new services to best address the strategic needs of Colgate. I welcome all faculty to contact me with any comments they may have.
not view Case-Geyer Library as a place to socialize. While not seen as a place to socialize, an encouraging 86% strongly agree and agree the library environment is conducive to creativity and generating new ideas and 90% strongly agree and agree that technologies in the library support individual learning and support research. Very importantly, the majority of responses indicated there are enough study spaces and 88% indicated that the can often or very often access their preferred study space. Comments to the survey acknowledged that the library is busy during peak periods, such as midterms and finals, and access to preferred study spaces can be a challenge during those times. Also encouraging, 85% indicated that they can access both quiet and not so quiet spaces when they need to (with 78% indicate preferring quiet study space). 78% agree that regular library hours meet their needs.

Examining safety and environmental comfort, we were very encouraged that 98% strongly agree and agree that they feel safe and secure from harassment in the libraries; 91% agree and strongly agree that there is a good balance of natural and artificial light; 90% that they can find an area in the library with appropriate sound levels and 99% agree the library restrooms are clean and neat. Also in terms of comfort and cleanliness, 78% indicate they like to eat where they study, 89% like to eat where they socialize and 78% like a separate area such as the cafe or Flex Room to eat and socialize. Certainly a tough range of preferences to accommodate in one building.

An area of improvement that the library will potentially explore is creating more or improved space where furniture can be moved around as 76% indicated it is important to be able to work in such a space and the library really only presently accommodates this in the Flex Room. And surprisingly a majority, 71%, indicates they don’t use the Flex Room. As well, we came to recognize that our 24/7 spaces (the cafe and Flex Room) may be underutilized with only 64% of users indicating awareness of them and only 51% find access to be apparent. In terms of environmental comfort while 80% agree and strongly agree that temperature, humidity and general air quality in the library meet or exceed their expectations, 36 of 44 open comments on that topic (the most of any in the survey) indicate that the library was too cold. This is, of course, challenging to address. The libraries recognize the limitations and shortcomings of our HVAC systems as they were built. It will be a major capital project to address this and we welcome your continued feedback with the understanding that it will take us some time to address this.

Since the survey, Case-Geyer Library has implemented 24/7 printing in the Flex Room with help from our ITS colleagues. We also have begun collecting feedback on how to improve the Flex Room. While we can observe the use of it in terms of headcount, we are seeking to gain a more in depth understanding of what people do there and what they need to better help them do it. Once we develop this understanding, we will begin to determine how we can best enhance the space.
Honors Theses in Digital Commons @ Colgate University

Steve Black, Associate University Librarian

The purpose of Colgate University’s scholarly repository is to provide an efficient, cost-effective platform to showcase and preserve scholarly content contributed by Colgate University faculty, students, and staff. Digital Commons @ Colgate is hosted on Bepress’s Digital Commons platform and administered by the University Libraries. The Bepress platform fulfills accepted standards for secure digital storage and is a major trusted source for preserving and providing access to scholarship. A signed license agreement insures that intellectual property ownership is secured by Colgate University, so Bepress may not use the content in any manner not agreed to by Colgate University.

The Library Advisory Committee approved in 2013 to include faculty research papers, outstanding student multi-modal work (e.g. posters), and faculty course syllabi in Digital Commons @ Colgate. At the same time they approved a pilot project to include student senior theses. The pilot program resulted in the addition of thirteen honors theses from Women’s Studies, Anthropology, and Sociology. Sociology faculty have expressed appreciation of this as a means of educating their incoming seniors, and Women’s Studies faculty report positive outcomes and support adding future honors theses. During the course of the honors theses pilot program the Geology and Biology faculty identified three potential problems with posting Natural Sciences theses in Digital Commons: 1) the quality of data provided may not meet the disciplines’ standards; 2) authors may get scooped by other researchers; and 3) the student author may not own the data upon which the thesis is based. Fortunately there are features built into the Digital Commons platform to help address these concerns.

One option is to restrict access to only the Colgate community. Another option is to embargo a thesis for an appropriate number of years, perhaps five (the platform allows embargo periods of up to twenty-eight years). If either or both of these options are chosen to restrict access to a thesis, a citation and abstract for the thesis will be freely available online, but with no link to the full text. Of course departments may choose to not have their students’ honors theses posted at all. The library is providing these options for archiving honors theses as a service to departments, nothing is mandatory. In February 2017 the Library Advisory Committee agreed that the pilot program was a success and approved the voluntary inclusion of all honors theses in Digital Commons @ Colgate. Honors theses are in the purview of individual academic departments and programs. Discussion at the February 2017 meeting revealed there is currently no Colgate-wide inventory of honors theses. To ascertain the scope and breadth of theses housed within departments and programs, Associate University Librarian Steve Black and University Archivist and Head of Special Collections & University Archives Sarah Keen are surveying administrative assistants. The questions being asked of the administrative assistants are:

- Approximately how many honors theses are completed each year in your department/program?
- Does your department keep a collection of honors theses?
- If yes, how many print theses do you have? Where are they kept?
- If you do keep a collection of honors theses, how many digital theses do you have? Where are they kept? What format(s) are they in (e.g. Word, PDF, other)?
- Would your department be interested in preserving print versions of your honors theses in the University Archives?

Once the libraries have completed this environmental scan we will devise a strategy to solicit honors theses for inclusion in Digital Commons @ Colgate. Any questions or concerns about Digital Commons @ Colgate should be directed to Steve Black, Associate University Librarian seblack@colgate.edu. Questions or concerns regarding the preservation of print theses should be directed to Sarah Keen, University Archivist and Head of Special Collections & University Archives skeen@colgate.edu.
DIGITAL DEVELOPMENTS

Mike Poulin, Head of Collection Management

New Digital Resources

Slavery in America and the World: History, Culture & Law
- HeinOnline
- a collection of legal materials on slavery in the United States and the English speaking world. Also includes legal commentary published before 1920 in journals and pamphlets.

JSTOR XIII
- Included titles in language and literature, art & art History, philosophy, and religion.

JSTOR XV
- Includes titles in literature, film music, religion, classical studies, and mathematics and statistics.

Print Collection Maintenance in the University Libraries

Mike Poulin, Head of Collection Management

The libraries are continuing to assess its physical collections in order to optimize the use of items in the print reference collection relevant to Colgate’s curriculum and research activities. We also want to insure sufficient circulating shelf space is available for new print acquisitions as well as accommodate for the possible expansion of the Special Collections Department.

Use of the print reference collection has dramatically declined and many academic libraries have significantly reduced its size. Continuing reference collection maintenance started in 2012, librarians have been reviewing titles and making recommendations on the location of materials currently in reference. The most frequent recommendation will be to transfer many low use titles to open stacks in Case Main with a small number of titles transferred to LASR (in many cases where an online equivalent exists). For a very few which are obsolete or available online and showing little, if any, print use, the advice will be to weed them. Librarian liaisons will consult with faculty on titles where the recommendation is to weed them prior to taking action. The result will be a significantly smaller reference collection with titles that are easier to browse and more frequently used.

During the past 10 years, the libraries have added over 100,000 print volumes to the collection leading to crowding in many areas of the Case Main stacks. We have targeted approximately 40-60,000 older, low use circulating titles (about the number added over the past 5-6 years) to move into the LASR storage system and have begun storing them. Selected materials such as art books and musical scores which need browsing for effective use have been exempted from transfer. This will create space for newly added titles (we continue to purchase approximately 9,000 new print volumes per year) and the transferred reference titles to be integrated into the stacks.

With the documented support of a number of academic faculty, the libraries have been planning for the possible expansion of the Special Collections and Archives on level 2. If approved, the expansion would displace shelving for 45,000 books requiring a shift of the entire collection to distribute the material evenly on the remaining shelving. The shift can proceed only after low use titles from reference are integrated and will take many months to complete. Taking the preliminary steps by transferring low use material to LASR and from reference to the Case Main stacks will allow the libraries to progress more swiftly if SCUA expansion is approved.

The libraries have added eight new JSTOR archival journal collections since 2013. At that time, the library liaisons consulted with faculty about the need to retain print for earlier JSTOR collections and over 16,000 volumes were withdrawn. For the titles in the new collections where we also have print, faculty will be surveyed this spring about the need to keep the print for those titles. Titles with significant graphical content will be retained in print. Titles added to the JSTOR archives have shown little if any continued print use and should a print edition be needed, our membership in the Center for Research Libraries provides access to a print archive. Following consultation, titles not needed in print will be withdrawn to create space to store titles not available online or where print is required. This project entails no loss of content to library users. The Colgate community will have immediate access to online versions of all journals withdrawn.
Steve Black, Associate University Librarian

Steve Black comes to Colgate following twenty-two years as a reference, instruction, and serials librarian at the College of Saint Rose in Albany, NY. He holds a Master of Library Science degree from the University at Albany and a Master of Education from the University of Virginia. Steve taught high school social studies before becoming a librarian. His current research interests focus on applications of educational psychology to reference and instruction in academic libraries. Steve’s wife Mary is a Girl Scout leader and is a librarian, too. Steve has an 18-year old son about to graduate from Duanesburg High School and a 10-year old daughter who keeps busy with Girl Scouts, gymnastics, and playing saxophone. He enjoys gardening, fishing, running, and otherwise enjoying the outdoors.

Brendon Fox, Evening/Weekend Circulation Assistant

Brendon moved to Hamilton from Washington DC in 2009. He has a BA in Political Science from Le Moyne College and an AAS in Renewable Energy Technology from Morrisville State College. He works part-time as a circulation assistant at Case Library and full-time in the solar energy industry as a certified Photovoltaic installation professional where he designs, sells and installs residential and commercial solar electric systems. Brendon lives in the village of Hamilton with his wife and two children.

Erin Patterson, Processing Archivist

Erin comes from a small town in rural Georgia called Warm Springs. She recently graduated with her MLIS from the University of South Carolina with a concentration in Archives and Preservation (Go Gamecocks!) and has her BA in Political Science from Mercer University (Go Bears!). While studying at UofSC she worked as a graduate assistant in Rare Books and Special Collections department in the Hollings Library and in the IT Department for the School of Library and Information Science. When she has the time, Erin enjoys traveling, reading wonderful books, and baking.

Jim Pollock, Evening/Weekend Circulation Assistant

Jim is an Air Force veteran who holds a B.A. in Counseling and a M.A. in Religious Studies/Pastoral Minister. He is a High School teacher at New Life Christian School in Hamilton on a sabbatical from 30 years of Pastoring. Jim lives in West Eaton, and is married with 3 grown children, one grandson and another on the way.

Rachel White, Head of Metadata and Cataloging Services

Rachel White began in March 2016 as the Head of Metadata and Cataloging Services. She received her MLIS at Dalhousie University in Halifax, Nova Scotia before working for 15 years in North Dakota in positions in government documents and technical services.

Mike Zombek, Late Night Circulation Assistant

Mike Zombek born and raised in Deansboro, New York. He spent the previous ten years working in higher education including Maryland Institute of College of Art, Mohawk Valley Community College, Bard College, and Westfield State University. Mike produces digital video in a freelance capacity for a variety of clients as well personal projects with an emphasis on sustainable agriculture. He and his partner Alicia, along with Zelda the dog, have recently relocated from Western Massachusetts with great interest in the possibilities of developing multifaceted local food systems. Mike is also currently apprenticing with Douglas Swarthout of Berryhill Book Shop in all things antiquarian book related.
Steve Black, Colgate’s new Associate University Librarian, presented a paper at the Association of College and Research Libraries (ACRL) biennial conference on Friday, March 24, entitled “Enhance Your Reference Skills by Knowing the Four Phases of Interest Development.” The goal of the presentation was to relate psychologist K. Ann Renninger’s model of interest development to librarians’ practice of reference and instruction.

Learners in any phase appreciate having their efforts acknowledged and respected, but those whose interests are just emerging should be given fewer, more carefully selected suggestions for how to proceed. A student beginning to develop sustained individual interest needs appreciation, too. But they also require affirmation of their own ideas and feedback that assists in attaining personal goals. The third phase of emerging individual interest can be challenging for librarians trying to help, because students in this phase tend to want to pursue their personal interests. They may balk at following course requirements and tend to avoid critiques of their strategies for learning. Only at the final phase of well-developed individual interest is a student really ready to be challenged by the standards of a discipline.

The presentation included suggestions for how to best respond to student needs in each phase of interest development. The paper will be published in the forthcoming ACRL conference proceedings. Steve (seblack@colgate.edu) is glad to share the PowerPoint and paper with anyone who is interested.

**LASR Maintenance in June**

Beginning late May 2017, we will begin a series of maintenance and upgrade procedures to our Library Automated Storage and Retrieval (LASR) facility that will help keep its operations functioning optimally for years to come.

While our usual maintenance procedures require minimal system downtime and result in minimal or no service interruptions, this upgrade procedure will involve significant system unavailability. We are undergoing substantial upgrades to the crane controllers which retrieve bins from the storage racks. This involves replacing software and hardware.

Beginning June 5, the LASR facility will be offline between 10 and 15 days. We will not be able to fill requests from LASR during that time. Please plan accordingly and retrieve any items you will need for your research before that time. We can utilize interlibrary loan services to fill emergent needs, but please be aware that does take time. Therefore, it is best to be proactive in requesting items from LASR. We plan to send out a reminder to the campus community in advance of the work.

Please contact Cindy Li, xli@colgate.edu, with any questions.
The Association of College & Research Libraries (ACRL) has outlined seven components in their Visual Literacy Competency Standards for Higher Education. It is expected that students are competent in these seven areas in order to be able to “critically view, use, and produce visual content.”

They state:
In an interdisciplinary, higher education environment, a visually literate individual is able to:
- Determine the nature and extent of the visual materials needed
- Find and access needed images and visual media effectively and efficiently
- Interpret and analyze the meanings of images and visual media
- Evaluate images and their sources
- Use images and visual media effectively
- Design and create meaningful images and visual media
- Understand many of the ethical, legal, social, and economic issues surrounding the creation and use of images and visual media, and access and use visual materials ethically.

http://www.ala.org/acrl/standards/visualliteracy

The NY6 Blended Learning Consortium is a four year-old collaborative working group composed of librarians from Colgate, Skidmore, Union, Hamilton, and St. Lawrence. We have successfully co-created several DLOs (Digital Learning Objects – i.e. interactive online tutorials), many of which are displayed amongst our own in-house creations on this Library Tutorials page (http://cul.colgate.edu/content/library-tutorials).

Our next significant undertaking will be creating six interconnected DLOs – one for each Visual Literacy Competency Standard, with the exception of the first standard which our group has determined is contingent on individual class assignments or project needs.

So far, we have created a DLO for Standard #2 entitled “Finding Images”. This tutorial walks students through several major tools used for finding image resources. These include ArtSTOR, Wikimedia Commons, NYPL Digital Commons, and Google Advanced Image Search. You can access this DLO here – http://cul.colgate.edu/dlo/FindingImages/story.html.

I have also created a DLO for Standard #3, which deals with interpretation of visual media. This tutorial introduces student to the basics of Visual Grammar so that they can speak intelligently about what they’re observing as well as begin to analyze the meaning of an image. The tutorial for #3 can found here – http://cul.colgate.edu/dlo/VisLitInter/story.html.

The NY6 Blended Learning Consortium will be continuing our work on these DLOs this summer and we expect to finish them entirely by the end of next year. If you have any questions or suggestions regarding these tutorials, please reach out to me at jbuell@colgate.edu. I would also be very happy to hear suggestions for future DLOs as well!