

SUMMON TIME AND THE SEARCHING IS EASY

by Kathleen McQuiston, Assistant Director for Research Services

It happens all the time. Faculty want students to use authoritative resources and are disappointed when students seem to rely primarily on Google and Wikipedia. Students want good sources for their papers and projects but become frustrated by an array of complex database interfaces and confusing search protocols.

The Bertrand Library is pleased to announce Summon: a new search service that we hope will end some of this frustration. Summon is a web-based discovery tool that brings together information from our library catalog as well as articles from tens of thousands of scholarly journals, newspapers, magazines and other items into a central database.

Since Google searching is so widely used and understood, Summon's simple search box makes it easier to start your search, and then refine your

results by content type, subject, language or date. You can limit your results to scholarly articles or expand your search beyond the library's collections. There is also an "advanced" search option for more targeted searching.

Summon will be a great tool for students to begin their research since it integrates the Library's physical and virtual collections with an interface that students should find familiar and intuitive. As a single starting point for scholarly inquiry and discovery, Summon will significantly enhance the ease with which students and faculty alike can access the Library's extensive collections.

Summon is currently available on the Library's Research by Subject guides, and will be integrated into a new version of Research by Subject, which will launch in late May.



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FROM THE CIO



STAFFORD SMITH

GREETINGS FROM THE BERTRAND LIBRARY!

In 2007, I was teaching Management Information Systems to MBA students. In the first class, after the students (all working professionals) introduced themselves and when they found out that I was the VP for Library and Technology at the university, one of the first questions I was asked was “What is the most challenging and exciting part of your job?” I didn’t have to think about my response, as I live it everyday. I said to the student that it was being multi-lingual. I was not referring to the different languages I can speak, but to the way I need to relate to faculty, students and staff on campus. They all use technology and library services in different ways and for different reasons. As the CIO, I need to find common ground for delivering technology and library services to the campus constituents. It is not fair to group students or faculty in a single category either. Seniors and first-year students use technology in very different ways. We need to start monitoring the trends and habits that the students are developing in elementary schools. They will come on our campuses with very different expectations than the students we have on our campuses today. In fact, we’ve tasked our Library & IT Student Advisory Group with brainstorming the types of technology they expect to see on campus when they return in the fall.

Library & IT administered the EDUCAUSE Center for Applied Research (ECAR) Study of Undergraduate Students and IT for the first time in spring 2009. We participated in this survey in order to gain understanding of how our students use technology, how our students evaluate their use of technology, the extent to which they use technology in their courses and their perspectives about how using technology affects their academic experiences.

Survey highlights:

- More than 75 percent of Bucknell senior respondents and more than 70 percent of Bucknell first-year student respondents use text messaging daily for school, work or recreation.
- More than 60 percent of Bucknell senior respondents and more than 80 percent of Bucknell first-year student respondents use social networking websites (Facebook, MySpace, Bebo, LinkedIn) daily for school, work or recreation.
- More than 85 percent of Bucknell senior respondents and more than 90 percent of Bucknell first-year student respondents used the college/university library website for courses during the semester/quarter surveyed.
- More than 90 percent of Bucknell senior respondents and more than 60 percent of Bucknell first-year student respondents used presentation software (PowerPoint) for courses during the semester/quarter surveyed.
- More than 80 percent of Bucknell senior respondents and more than 70 percent of Bucknell first-year student respondents did not use social networking websites for any of their courses during the semester/quarter surveyed.

The question I often ask my team is “Are we ready for future Bucknellians?” One way to get ready is to define our services into two buckets — core and commodity. More on this subject in the future articles.

Cheers, Param

MAJOR TECHNOLOGY INITIATIVES ENHANCE INFORMATION MANAGEMENT

by Gregory Amarante, Assistant Director of Database Integration

As University operations become more complex, the need for analyzing and visualizing information for decision making has become necessary. While administrative offices can get most of the operational information they need from Bucknell’s administrative information system (Banner), we need additional functionality for our decision support systems. Following an extensive review by Library & IT, along with ad hoc committees with representation from most administrative offices, Bucknell has decided to implement SunGard’s Operational Data Store (ODS) and Enterprise Data Warehouse (EDW) solutions.

An ODS allows us to reformat and consolidate the current data from various integrated or unrelated source database systems into a single structure on a regular basis. This consistent view of institutional data empowers users to generate operational and ad hoc reports that will be more meaningful and accurate because they are based on common business concepts established across the institution. As a result, departmental leaders will be able to make more informed strategic decisions that affect Bucknell’s bottom line.

The EDW is an extension of the ODS providing detailed, historical data transformed to support ease of analytical reporting and analysis. Because an EDW allows us to store data relative to time, our administrators will be able to perform complex business analytics such as trend analysis and forecasting. Ultimately, decision makers at every level will have ready access to data and the analytics that transforms this data into business intelligence for informed strategic planning.

Currently, members of the Library & IT staff have received training regarding the technical architecture and procedures for enhancing and extending the SunGard product. Key functional users have been trained in the new Cognos Business Intelligence tool set. Functional areas are starting to assess current Hyperion Reports for migration to the Cognos environment. Concurrently, they are gathering requirements to enhance and extend the ODS/EDW products to meet Bucknell information needs.

University administrative operations have also become increasingly information-dependent, creating a significant need to enable online access to targeted administrative information. There is an equal need to provide a common information architecture or frame-

work for attributing, organizing, retrieving and securing this information. With these goals in mind, Library & IT has partnered with NOLIJ Corporation to introduce the NOLIJ Web document management/imaging solution to Bucknell.

In addition to making scanned document resources available on-line in a structured, secure manner, NOLIJ Web provides some secondary benefits: reducing paper-based operating costs, enhancing workflow, content management, form design, reporting, messaging, storage management, data modeling, collaboration and integrated administration. NOLIJ Web’s companion module, NOLIJ Connect, provides the ability for non-programmatic integration with Banner and other business systems.

At present, we plan to electronically capture the various types of documents submitted to the university from The Common Application for Undergraduate College Admission and store those images for viewing. By fall 2010, these documents will be able to be read by admissions counselors on their computers, without the need to make paper copies. Eventually, we expect to make all admissions forms electronic and to provide integrated processes for our Admissions Office, Registrar’s Office, Office of Financial Aid and the Deans’ offices.

Running at the same time is another project designed to make some constituent information, currently only on paper, available for viewing to users in Development and Alumni Relations via Banner. These imaged documents provide additional details to data captured in Banner and provide data to employees regardless of their location. No longer do they need to walk to the paper files.

Altogether, the implementation of an ODS/EDW and NOLIJ will put Library & IT well on the way to meeting two goals that will affect Bucknell’s bottom line: (1) To serve the administrative units of the University by providing opportunities to increase efficiency and productivity, and (2) to provide increased ease of access to information.

Ultimately, decision-makers at every level will have ready access to data and analytics that transforms this data into business intelligence.

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ePortfolio: BUILDING LINKS TO ASSESSMENT AND EVALUATION

by Debra Sarlin,

Assistant Director of Instructional Technology

Our basic models for assessment and evaluation in higher education have been subtly or forcibly re-examined over the past two decades. Some of the changes we've seen in assessment have been mandated by accreditation needs; some innovations in evaluation have emerged from faculty committee and additional acceleration has formed as we've increasingly recognized that students' experience of integrative learning in the digital age impacts our shifting plans for both assessment and evaluations.

Some of our currently forming questions regarding assessment and evaluation may seem daunting. Grades, standardized tests and measures ranging from the *Academic Proficiency and Progress* to the *National Survey of Student Engagement* do not directly assess students' ability to do integrative work (Miller, R., 2006. *Fostering Integrative Learning through Assessment*. Association of American Colleges and Universities), so we're often left asking: what is authentic assessment of learning?

Well-crafted, reliable and customizable student surveys are becoming slightly "better," or more valid indicators for gathering thoughtfully collected data on teaching. Some current survey tools enable faculty to articulate their own teaching priorities and goals as an initial part of a survey process. In trying to answer the question — What is the most grounded form of evaluation — many across the higher education community are seeking a manageable qualitative element to marry creativity and accountability or to interconnect rich narratives and increasingly sensitive quantitative survey reports.



In the mid 1990s ePortfolio began receiving attention as a possible answer to some of the big questions framed around creating better, grounded, thoughtful assessment and evaluation strategies. Portfolios, of course, are commonly used to collect a range of different types of original documents in art studios, archives, finance and elsewhere. Yet paper portfolios are notoriously difficult for groups to review and are notably hard to compare. Beginning around 1995-96, stronger technical, information management and communication standards for our electronic spaces were developing. Stronger standards meant that more effort could be contributed towards finding common online methods for structuring, sharing and comparing complicated materials collected across departments or institutions.

In 1998 The Carnegie Foundation for the Advancement of Teaching funded The Knowledge Media Laboratory (KML). John Seely Brown and other notable educators worked to collectively advance options for collecting text, images, objects and artifacts

using various technologies and resources. Eportfolios at that point were excitedly imagined as spaces to ...display the inquiry, processes and reflections of faculty from disciplines including (but not limited to) mathematics, psychology and music. At the same time, they reveal some unique ways of representing individual faculty investigations of teaching, collaborative inquiry and disciplinary and interdisciplinary teaching and learning.^[1]

Seton Hall's ePortfolio initiative also began in 1998. Their project was initiated in response to NCATE accreditation needs in their School of Education. Mellon funding supported the foundational steps that led to fully supported ePortfolio use across their campus. The University of Rhode Island began developing ePortfolios in 1999, also supported with funding from the Mellon Foundation. They created an open-source portfolio product.^[2] The University of Denver launched their ePortfolio project in 1999 in response to faculty requests for a method to conduct wide program assessment.^[3] Around 2003-04 the buzz about ePortfolio was loud. EDCAUSE published a summer issue of the *EDUCAUSE Review* focusing solely on ePortfolio.^[4]

And then... the frenetic clamor cooled. The 2005-09 growth period for ePortfolio might be best characterized with a polite yawn. Many in the tribe disbanded, some links and tools disappeared, yet some institutions quietly tinkered on. In the past five years, while enthusiasm for ePortfolios across many campuses was not loudly proclaimed, two products seemed to emerge as higher education market leaders

(Taskstream and Chalk&Wire) and a few new notable consortia developed. Two places to visit to gain a good overview of this most recent development stage in the life-cycle of the ePortfolio can be accessed at the ePortConsortium Projects page^[5] and The Folio Thinking Project.^[6]

At Bucknell and elsewhere, interest in ePortfolio may be peaking again. Two pilots are currently underway here, one with students in the School of Education and one with a small group of faculty. Both of our pilots use the product Taskstream as a tool to create rich collection spaces.

A common theme in this current re-emergence of interest in ePortfolio seems to link visualization processes with efforts to characterize competencies and understandings. Georgetown's Visible Knowledge Project has posted a *Themes & Findings* report on how both expert and student use of new media has the capacity to make intermediate thinking processes visible.^[7] In the present ePortfolio landscape, if a new trend is emerging, we might say that many different groups are attempting to help make learning processes visible and working to visualize our teaching practices, hoping this may lead to more authentic assessment and evaluation.

1. http://gallery.carnegiefoundation.org/gallery_of_t/cast_he.html
2. www.theospi.org
3. portfolio.du.edu
4. www.educause.edu/pub/er
5. <http://eportconsortium.org>
6. <http://scil.stanford.edu/research/projects/folio.html> or <http://scil.stanford.edu/news/efolioThinking.html>
7. <https://digitalcommons.georgetown.edu/blogs/vkp/themes-findings>

... many across the higher ed community are seeking a manageable qualitative element to marry creativity and accountability...

A TRIBUTE by The Database Integration Team



This past January, **Dick Huff**, Team Leader of the Database Integration Team (DBIT), retired after 35 years of service to Bucknell. Although the winter weather has not accommodated his love of fishing, he plans to spend much of his retirement on the river. For those who never met Dick Huff, you may have

been touched by him in other ways: reminders to change your Banner password, requests for Banner downtime and help accessing information when you weren't sure whom to contact.

Like many Bucknell employees, he did not plan to stay for 35 years; nevertheless, Dick became an integral part of the Bucknell community. In 1975, when he started working for the Computer Center, he was handling data punched on cards. At that time, he managed the programming staff in support of Bucknell's administrative computing efforts. In 1995, when the Banner Administrative Information System came to our campus, he

became the Database Administrator of the new campus-wide system. From that point forward, he dedicated many hours to keeping Banner and other Oracle-based systems up and running. He sacrificed many evenings, weekends and holidays to provide upgrades and patches to these systems so as not to incur downtime for administrative offices.

Dick led his team with fairness, integrity and honesty. He was a mentor to many and served as a significant resource on many levels, ranging from technical topics to work relationships and career advice. He was always kind and approachable, and you could even discuss personal issues with him. In 2002, Dick was so well

appreciated that he received the University's Geiger Award, which is annually bestowed to an outstanding administrator. He was respected by his colleagues both on and off campus. His knowledge of the systems he supported as well as the people who needed those systems was just one of the keys to his success. Dick is well liked by all and is truly missed. Although others will take over his job responsibilities, Dick's unique personality, camaraderie and friendship can never be replaced.

So, the next time you're down by the river, if you see a tall man fishing wearing a pink hat, more than likely it is Dick enjoying his favorite pastime. If you call to him, just make sure you aim your voice at his left ear.

NEW LIBRARY AND IT STAFF

by Lynda Thaler, *Cataloging and Acquisitions Specialist*



DEBRA SARLIN, Assistant Director for Instructional Technology

Her career path has not been a straight one; in fact, the adaptability required of Debra Sarlin to work through obstacles along the way will be an asset in her new position as Assistant Director for Instructional Technology. With an undergraduate degree in Comparative Literature and Video Production from Hampshire College and an MFA in Film from Columbia University, Debra next had a fellowship in a foundry working as a welder and assisting in creating work for sculptors Audrey Flack, Kiki Smith, Frank Stella and the late Roy Lichtenstein. It was a stint as an educator and blacksmith that tested her metal when a shoulder injury made further work in the three-dimensional arts all but impossible.

Having been introduced to digital multimedia, Debra redirected her talents and earned a Ph.D in Curriculum and Instruction, with a specialty in Instructional Technology, from SUNY Albany. She's been on faculty at Pace University, Director of eLearning at Champlain College, and Curricular Computing and Instructional Technology Coordinator at Bard College. At Bucknell, she leads the Instructional Technology group (ITEC), skilled individuals dedicated to matching faculty needs with technologies that best support teaching goals. To assure that the teaching and learning experience is a comprehensive one, Debra coordinates with the library's Research Services team and the Teaching and Learning Center.

The history of instructional technology has expanded dramatically from the humble beginnings of chalkboards, film strips and overhead projectors (which are still useful) to the widening array of audio and visual possibilities. Pilots for ePortfolio and Moodle are currently being conducted. ePortfolio is a self-managed place to collect the digital images, audio files and electronic texts that proliferate in one's electronic universe; Moodle is an open-source course management system. In these efforts and others, Debra will take a proactive stance to ensure that technology is a meaningful and thoughtfully integrated factor in faculty/student interaction.



DERRICK HART, Assistant Curator, Special Collections and University Archives

Derrick Hart is a librarian with a specialization in archives management, making him well suited to serve as our new Assistant Curator, Special Collections and University Archives. While earning his graduate degree in Library and Information Science at Simmons College, Derrick discovered an affinity and aptitude for archives work, undoubtedly aided by undergraduate degrees in History and English and Textual Studies from Syracuse University. Derrick interned at Boston University and Suffolk University, later obtaining employment at Suffolk as archival assistant.

Derrick is committed to the mission of University Archives to collect and preserve the objective records that represent the history of Bucknell University. Without the photographs, office records, memorabilia and papers related to past administrators, faculty and distinguished alumni, university history would be lost. Without standardized organization, these valuable collections would remain largely hidden and inaccessible. Derrick's immediate goal is to work diligently towards improved accessibility. To accomplish this, items are sorted by originating office, arranged chronologically, housed in acid-free folders, clearly labeled and stored in a temperature and humidity controlled environment. This physical processing is a tedious and time-consuming one, but necessary for the ultimate goal of representing the general content of our archival collections electronically.

One must not think that Derrick spends his entire day shuffling old papers, though. Working with Curator, Isabella O'Neill, Derrick's skills as a reference librarian are often needed to field research queries from on campus and beyond. Even more rewarding to Derrick is his role in revealing to students the rich, primary sources of University Archives and examples of fine printing, rare books and manuscripts from Bertrand Library's Special Collections. By coordinating with faculty to conduct classroom instruction sessions and by displaying items in nearby exhibit cases, Derrick and Isabella demonstrate how these unique materials support the curriculum in surprising ways.

BUILDING BRIDGES TO AREA HIGH SCHOOL STUDENTS

by Kathleen McQuiston, *Assistant Director for Research Services*



For the past seven years, the Bertrand Library has played host to local high school students who are working on independent study projects. Berwick Area High School teachers, Allison Spencer and Bruce Guenther, accompany their students enrolled in the Advanced Research in Medicine course and in the Gifted Education program on a field trip to the Bertrand Library where they spend the day conducting college level library research.

Although their independent study projects can be on a variety of subject areas, all the students are required to do college level writing supported by extensive outside research. That's where the Bertrand Library and its librarians come into the picture. The librarians teach them the fundamentals of research and then spend the rest of the day with one-on-one consultations.

While the students quickly take to the various databases, they are often weighed down by the amount of information they find. Librarians consult with the students, providing guidance on how to refine their searches and how to evaluate what they find.

They also spend a good deal of time helping students navigate the building. Hundreds of thou-

sands of books on five floors and two mezzanines can be overwhelming for students not familiar with a college library.

Bucknell's librarians not only enjoy working with these highly motivated students, but find it helps them prepare for the incoming first-year students. These are the types of high school students that will be in Bucknell's future incoming classes. It is important for the librarians to be aware of the information literacy skills students are likely to have and where they might struggle when they come to college.

According to teacher Bruce Guenther, "Bucknell's librarians have been an invaluable resource for our students. Critical instruction on seeking out appropriate resources, especially those outside of the students' expertise (Google), and evaluation of the found information have been especially helpful. All of the librarians relate very well with our students and make every effort to ask questions and offer assistance to aid each individual's research." This yearly interaction not only benefits Bucknell's librarians, but also gives some talented students a preview of college level research and scholarship.



Questions or comments about the articles in The Next Page? Do you have ideas for future articles you'd like to see? E-mail the editor-in-chief at jcsnyder@bucknell.edu!



STAFF PROFILE: PATTY HOUSNER

by Jason Snyder, Librarian for Online Services

If the apocalypse happens and most of the library staff is wiped out, rest assured that Patty Housner could pretty much run the place by herself! In her forty-two years at Bertrand Library, Patty has worked in nearly every department. She started in 1968 in acquisitions, where she worked for fifteen years, ordering library materials using carbon paper forms and a typewriter, a method that seems horribly time consuming and inconvenient to our digital sensibilities. She then moved to Reference (now Research Services) where she has been an integral part of the team ever since. The department could not function without her day-to-day management of operations, statistics, staff calendar, event planning, library gifts,

training and supervision of student assistants, taking minutes at meetings, and other duties too numerous to mention. She also fills in at the Reference, Circulation, Equipment and Technology desks every morning.

Each year, Patty plays an integral role in the local community as well. During the holiday season, she organizes a massive effort to provide Thanksgiving food, coats, hats and boots, and holiday gifts to local needy families.

Because of her diverse duties and skills, many people depend on Patty every day. Patty takes this in stride and says that she “has always enjoyed a wide variety of responsibilities and tries to learn something new as often as she can.”