

ANNOUNCING THE NEW DIGITAL VIDEO EDITING LAB

by Debra Sarlin, Assistant Director for Instructional Technology,
Deb Balducci, Instructional Technologist and Erin Murphy, Video Production Specialist



In early January, the Library opened its new digital video editing lab (DVEL). The creation of this facility is a direct response to the growing video needs of faculty and students, as faculty across campus have been increasingly integrating video into their course work and research. Professor Diana DiStefano's students produce documentaries exposing some of the environmental issues in the Susquehanna River Valley. Kelly Knox's dance history students create "danceumentaries," video essays interpreting archival dance footage. Professor Eric Faden's Intro to Film Studies course requires his students to produce short films in lieu of written essays.

Last spring, Library and IT surveyed these and other video users at Bucknell and it quickly became clear that more support was necessary for this technology. After several meetings with Networking, Classroom Support and Apple representatives, ITEC developed plans for an editing lab. BERT 018 was chosen as a location and the room underwent major renovations. Facilities transformed the room by replacing the HVAC, adding a new ceiling with recessed lighting, painting and carpeting the room. Classroom Support installed the high end computers, monitors and a sound system. The Network Team worked closely with Apple to install fiber cable from

the computers to the server.

The lab is equipped with eleven dual-monitor Mac workstations and an instructor's station. Above each workstation are monitors displaying the instructor's screens. Each computer is connected to an Xsan server. This set-up enables multiple users to share storage over a high-speed Fibre Channel network. Every user can read and write directly to the centralized file system. In other words, all files are stored centrally, eliminating the need for an external hard-drive. Users will have access to the server, Final Cut Studio 3 and the Adobe software suite.

Students using the lab will work on all types of video projects, from video essays and commentary to documentaries and instructional videos. Professors will have access to the lab for their work and research. The lab is open during regular library hours, and is staffed by experienced student proctors. Help is also available evenings and weekends.

Students and professors are invited to call on qualified video support from two ITEC staff members, Erin Murphy and Deb Balducci. They are available to discuss ideas you may have for class projects, and for research or technical questions. Scheduled software workshops and camera tutorials will also be announced. Faculty and students may contact Erin and Deb at itec@bucknell.edu.

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FROM THE CIO



GREETINGS FROM THE BERTRAND LIBRARY!

In the Spring 2010 issue of The Next Page, I started a discussion of core and commodity services. I had stated that more was to come in the next year. I would like to share some of the developments in Library and IT (L&IT) that I believe have served Bucknell particularly well as we have followed this model. The L&IT staff has done a great job in the past year to shift our focus to core L&IT services.

Bucknell faculty have long had an interest in grounding their research efforts locally – using the physical, cultural, historical and sociological landscapes of the Susquehanna Valley region as a living laboratory. Faculty with local research interests share many overlapping questions and goals, yet often lack a common point of reference. The work of our GIS Specialist in L&IT has helped bridge that gap, and also to provide appropriate resources for faculty and students with Geographic Information Systems (GIS) interests. GIS at Bucknell certainly falls in the core initiatives category, which is having a broad impact on the work of our faculty and students.

Second, L&IT undertook a study on the use of digital media and video by faculty in courses. It was clear that an increasing number of faculty are having students do video projects as an integral part of their course work, but we did not have an effective strategy for supporting them. As an outcome of the video study, we created a state of the art digital video editing lab in Bertrand Library, and also created a new position for an Instructional Technology Specialist with specialization in video, to work with faculty and students on academic projects.

Third, we are in the mist of the Business Intelligence and Data Warehousing project. Today, we often find ourselves in situations where answering basic questions requires asking more than one person for the relevant data, and then spending hours trying to reconcile and analyze data from disparate sources. The goal of the Business Intelligence project is to have a common data set, which is easy to analyze, and also is available to the appropriate members of the Bucknell faculty, staff and administration.

We have received a ton of positive feedback from students, faculty and staff on the migration to Bmail (Google Apps for Education). By forming a strategic partnership with Google, we are able to provide a robust technology environment for the campus community for e-mail, calendar, document sharing, mobile support and an ever-expanding list of other offerings. The reason I have it on this list is because this migration has the added benefit of allowing L&IT staff to focus on strategic core initiatives such as GIS, the Digital Video lab and Business Intelligence, and not spend precious staff and budget resources on managing commodity services. In addition, we get greatly enhanced services from Google over what we were able to provide locally. I want to be clear, commodity services are an extremely critical part of our portfolio of library and IT services, but we can leverage partners to provide those services and allow us to focus on strategic initiatives that will distinguish Bucknell.

These are just a few examples of strategies we are using in Library and IT to leverage core and commodity services to focus even more so on academics, partnerships with faculty in their teaching and scholarship, and with the administration on improving business processes.

Cheers, *Param*

the Next page

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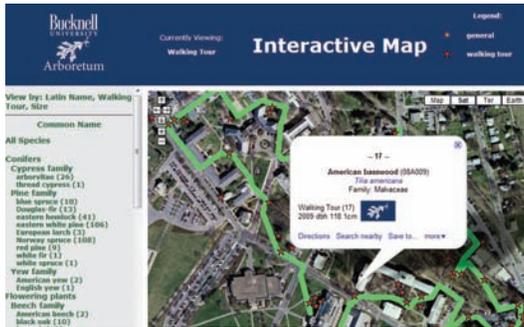
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WHERE TO SPEND MY TIME: REAL WORLDS? VIRTUAL WORLDS? WHY NOT BOTH?

by Mike Weaver, Senior Instructional Technologist



The Bucknell University Arboretum is an ongoing project to maintain the legacy of the magnificent trees and landscape of the Bucknell campus. Many of the trees on campus predate the founding of Bucknell, and are over 150 years old.

Professors Mark Spiro (Biology) and Duane Griffin (Geography) have led an effort to identify, measure, and map over 1,700 trees on campus, relying on the help of students Daniel Wang '10, Nick Gonsalves '11 and Giorgina Alfonso '12. Bill Kuntz, John Testa, and Bill Zimmerman from the Bucknell Facilities staff also played a role in the development of the Arboretum.

The Arboretum includes a 1.5 mile walking tour, which highlights more than 70 trees of special interest on campus. The tour is a fabulous way to explore the campus. It includes the academic quad, the Bucknell Grove, the area behind the Ziegler Health Center and other interesting places. Each tree of special interest is labeled with its species name and a number for reference if you want to learn more.

If you are off campus, and you want to remind yourself of that flowering tree in front of Bertrand

Library or that tree with the pungent odor in front of the President's house, you can visit the virtual world of the Bucknell Arboretum website. The site includes, among other things, a virtual map of the Arboretum. Using Google Maps, the Arboretum map is built on the data collected by the students, which includes all 1,700+ trees. Just zoom in on an area of the campus, and click on the marker for a particular tree. You can find such information as its common and scientific names and its size. (That odoriferous tree in front of the President's house is a ginkgo tree!) There are links you can follow if you want to find out more about a particular species. The walking tour is also mapped, so you can virtually trek the mile and a half around campus. If you are particularly interested in finding an example of the English yew, limit the map to a specific species. (There is only one English yew on campus, located near the Gerhard Fieldhouse.)

The grand opening for the Bucknell Arboretum was held on October 1, 2010, when Bucknell was designated as an "arboretum campus." The ceremony included the planting of a new tree near Bucknell Hall. In December 2010, the Bucknell Arboretum project received the Maxwell Award for exceptional collaborative effort by a cross-functional project team (faculty, students, physical plant staff and Library and IT staff).

When you are on campus, you can explore the real world of the Bucknell University Arboretum. When you are not, or if inclement weather forces you inside, visit the virtual world of the Arboretum website at www.bucknell.edu/Arboretum.

Mike Weaver, a member of the ITEC Team in L&IT, developed the Arboretum website.

The tour is a fabulous way to explore the campus.

GET THE 'GIST'? WE DO.

On December 1, Bertrand Library's interlibrary loan department implemented GIST (Getting It System Toolkit, developed by librarians at SUNY Geneseo). The ILL request forms were dramatically enhanced to provide patrons with a more user-friendly layout with additional capabilities. Users can enter the book's ISBN, which simultaneously fills out the request, checks to see if the Bertrand Library owns that specific edition, searches for full-text online and provides Amazon.com and Google Preview information. The new form also gives library staff instant access to pricing, availability and reviews, providing us with the opportunity to make quick decisions on purchasing vs. borrowing. All purchasing will be expedited to match turnaround time for borrowing requests. As ILL requests tend to identify gaps in our holdings or areas of scholarship we need to bolster, this process affords us the chance to strengthen the Bertrand Library's collection.

BERTRAND LIBRARY HOSTS FINE ARTS EXHIBITIONS

by Judy Zebrowski, Librarian for the Arts and Humanities

Where can you find engaging art and learn about it too? Bertrand Library is currently assuming the identity of a micro art gallery. We are hosting a Bucknell student art exhibit and a visiting exhibition by a Gettysburg College art instructor. Both exhibits have enticed library goers to linger and ponder the meaning behind these captivating works of art.

Early in the semester, the library showed *State of the Art*, an exhibit featuring the recent artwork of four Bucknell students in the Department of Art and Art History. Undergraduate Johnny Picardo and graduate students Justin Sorensen, Aaron Meyers and Anikke Myers showcase a gallery of course projects with a broad range of artistic forms encompassing photography, sculpture and printmaking that excite the imagination.

The commanding main staircase on level one of the library, with its sprawling surrounding display area, provides an open and light-filled space for displaying the works and celebrating the talent, creativity, and imagination of these artists. Johnny Picardo, the lead artist who shows photographs from his *Forma* and *Voyager* series, a stunning collection of the exploration of the human form, states:

Exhibiting my work in the library offered a unique space to show my work. The location on the main

level draws a great population of the student body and faculty each day, many of whom have never attended an art exhibition. Hopefully the exhibition has sparked new interest in fine art and those who saw the artwork will visit the Annual Student Show at the Samek Art Gallery in April.

Also at Bertrand Library for a limited showing is guest artist John Kovaleski's intriguing exhibit *Unbound*. Kovaleski used discarded academic journals from Musselman Library at Gettysburg College to create a piece that both reuses and recontextualizes printed matter. Removing individual pages from withdrawn volumes, Kovaleski highlighted a word (or words) in the text and used that as inspiration for a drawing directly on that page. The pages were then attached in a long banner and hung in the stairway to become interactive with the space and the viewer. Kovaleski is an adjunct instructor at Gettysburg College in both the Art and Film departments. He also created the syndicated comic strip "Bo Nanas" and is a contributor to *Mad Magazine*.

Both exhibits have captured the imagination of students, faculty, staff and visitors. We invite you to stop by the Bertrand Library to visit these and other engaging exhibits located throughout the library.

Exhibits have enticed library goers to linger and ponder the meaning behind these captivating works of art.



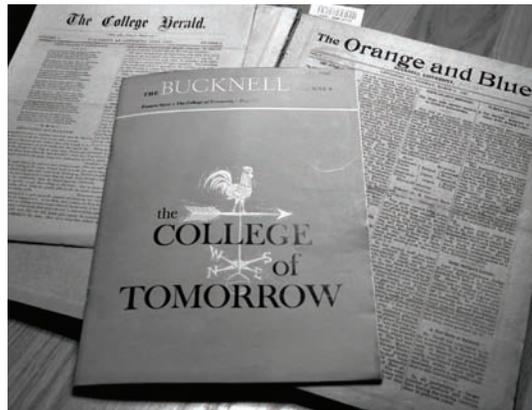
DIGITIZATION PROJECTS AT BERTRAND LIBRARY

by Lynda Thaler, *Cataloging and Acquisition Specialist*
and Isabella O'Neill, *Curator of Special Collections/University Archives*

Special Collections/University Archives has been involved with digitizing many of the University's important, early publications, including the *L'Agenda* yearbook from the first edition in 1889 through 1960. Other early Bucknell publications that have been digitized from either print or microfilm include *The College Herald* (1870-1880), *The Commencement Daily News* (1887-1951), *The University Mirror* (1882-1893), *The Bucknell Mirror* (1893-1896), *The Orange and Blue* (1897-1915), *The Bucknellian* (1915-1950), *Bucknell Alumni Monthly* (1920-1944) and *Bucknell Alumnus* (1944-1972).

Access is available to the public, thus serving the information needs and curiosity of researchers, including Bucknell alumni. To view these collections, visit the Bertrand Library's Digital Projects and Collections site at www.bucknell.edu/x11999.xml, select "Bucknell University Publications" and open the list of titles. Once inside a publication, you are redirected to the Internet Archive, a free-access digital library that is the host site for Bucknell's content. You can choose from a variety of formats. You can read online or download in PDF format. You can even conduct searches within the full text.

The digitization project was made possible through the LYRASIS Mass Digitization Collaborative, a Sloan Foundation grant subsidized program which has made the work easy and affordable for libraries and cultural institutions across the country. Through the Collaborative's partnership with Internet Archive, all items were scanned from cover to cover and in full color.



If you have questions about the digitization project and the works that have been digitized, please contact Special Collections/University Archives at scua@bucknell.edu.



THE DANCING MIND CHALLENGE

by Martha Holland, *Research Services Specialist*

Can you imagine a day without your laptop or cell phone? Can you imagine a day devoted to reading without any interruptions? That is just what the Griot Institute for Africana

Studies challenged the Bucknell campus to do on a Saturday last November. Inspired by Toni Morrison's essay, "The Dancing Mind," Carmen Gillespie, Director of the Institute, devised the Dancing Mind challenge, which invited members of the Bucknell campus to "unplug" from all electronic devices

for eight consecutive hours and to "dance" with a book instead.

In response, 118 students, faculty, staff and community members took the pledge. Many readers chose to read in the Library living room while others chose the Community Room of the Bucknell Barnes & Noble Bookstore or the lobby of Dana Engineering. Many, feeling that they could not be away from family or school commitments for eight hours, chose to read at home or in other locations. Others, unable to commit to eight hours of reading, pledged to be technology free for that amount of time.

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NEW LIBRARY AND IT STAFF

by Jason Snyder, Librarian for Online Services



CARRIE PIRMANN, Social Sciences Librarian

Carrie Pirmann joined the Research Services staff in January as the new Social Sciences Librarian. A native of Boyertown, PA, Carrie returns to Pennsylvania after eleven years in the Midwest/Great Lakes region. Her undergraduate degree is in psychology and women's studies from Gettysburg College. She also holds a Master's in Liberal Studies/Women's Studies from Eastern Michigan University, and her MLS is from University of Illinois at Urbana-Champaign (UIUC). Before coming to Bucknell, she worked for eight years at Borders, both in retail and at the home office. She most recently worked at UIUC in Reference, where she taught library information sessions, and was a subject specialist for social work and anthropology. Carrie brings to her new position a wealth of subject knowledge, and is excited to be working with students and faculty. In her spare time, Carrie enjoys travel, her two cats (whom she says keep her on her toes!) and is an avid book collector with a collection containing over 1,400 books.



JON HAGOFSKY, Technology Support Specialist

Jon Hagofsky '08 rejoins Library and IT as Technology Support Specialist, in the User Services group, where he worked as a casual employee after his graduation. Jon returns to Bucknell after working in the Lewisburg area for MePush Technologies. He most recently worked in the Clarion, PA area in his family's business as a technology consultant. Jon's new position with Technology Support is a dynamic one; he will be working across platforms, with a specialty in Macintosh support. He is excited to be back at his alma mater and hopes to pursue additional coursework here at Bucknell. He would like to broaden his studies, possibly delving more into the sciences. Even though he is a recent graduate, Jon is amazed at the changes that have taken place at Bucknell. He says, "so much is different, yet everything's the same."



ERIN MURPHY, Instructional Technologist/Video Production Specialist

Erin Murphy joins the ITEC group of Library and IT as Instructional Technologist/Video Production Specialist. Originally from southeast Virginia and North Carolina, Erin will be helping to oversee the library's new digital video lab, and she will be available to students and professors using video projects in their classes. Previous to Bucknell, she worked at Teachers College, Columbia University, where she was the managing editor of video. There, she oversaw all video production at their library's education lab. Erin says that she is most looking forward to working with faculty to help them integrate video and multimedia into the classroom experience, and exploring ways that multimedia can be used to educate. In her spare time, Erin enjoys producing independent documentary films. When asked about making the transition to Lewisburg from New York City, Erin says that she misses riding the subway, but is enjoying walking to work and being near downtown businesses and restaurants.



Check out Bucknell Mobile Web on your handheld device: <http://m.bucknell.edu>.
Access course schedules, dining menus and other vital information! For more information,
see www.bucknell.edu/x67251.xml.

MIGRATING THE CAMPUS TO GOOGLE APPS FOR EDUCATION

by Bud Hiller, Technology Support Specialist

6500 accounts. Nearly 24 million e-mail messages. Half a million contacts. 637,000 calendar entries. These are the numbers involved in our production of ‘Goodbye, Zimbra; Hello, Bmail!’

In January 2011, Library and IT completed migrating the campus from the Zimbra Collaborative Suite to Google Apps for Education. In planning for well over a year, this process began last May when the incoming students received their Bmail accounts and we started migrating the graduating seniors to Bmail. During the summer and into the fall of 2010, we moved the rest of the students and then opened the process to retirees, graduate students and courtesy accounts.

In order to complete the transition as quickly and painlessly as possible, we removed access to Zimbra on a Friday in January and started creating Bmail accounts for the last user group, faculty and staff. Just over a week later, the last e-mail message was transferred, the entire campus was on Bmail, and Zimbra was no more!

A tumultuous transformation of the entire e-mail and calendaring system is never undertaken lightly. In our case, we began exploring alternatives to Zimbra over two years ago when it became clear that many of the bugs and issues with Zimbra were not going to be resolved. Google Apps offers an enormous set of advantages for Bucknell, including:

- an immediate increase in mail quota from 1gb to 7.5gb for everyone
- a lifetime Bucknell e-mail account for alumni
- collaboration tools including Google Docs, Groups and Sites
- terrific mobile support
- outstanding disaster recovery options, since data is stored off-site

The cost savings are considerable, and they come from a variety of sources. We no longer need to pay for anti-spam software, servers or server maintenance, or licensing fees. In addition, unlike with Zimbra, all services are available to everyone with a Bucknell account without additional costs. So, for example, retirees and courtesy accounts have access to calendar,

groups and every other service available to the rest of campus.

Jennifer Harper, Assistant Director for Systems Integration, was one of the Library and IT staff who has been the most involved with the move from Zimbra to Bmail. When asked about what Bmail offers, she replied, “There are numerous advantages to Bucknell in moving to Google Apps for Education. The biggest is probably the variety of apps and features that we now have access to. Google is constantly expanding and improving their services and features. New features are added on practically a daily basis... and with such a large user base, if there’s something that you want to be able to do with a Google App, there’s a good chance that someone else wants to be able to do the same thing. So there’s a good chance the capability either already exists in Google Apps, or it will soon.”

The collaborative aspects of Bmail offer an ability to share documents and calendars with others, and this is an option that Bucknellians are just beginning to discover. Organizations can post a single sign-up sheet as a shared document, or faculty can post available times for advisee appointments. Groups can create e-mail lists or shared web sites for classes in a matter of minutes. A committee member can create a shared document collection and grant access to the other members for editing and storage, with the extra advantage that it is easily available to any member who logs into Bmail and clicks on Documents. Speaking from a support point of view, telling someone to access Bmail and click on a link is a much simpler process than talking someone through installing and using the VPN in order to access Netspace while traveling!

“Cloud computing” is sometimes thought of as a vague buzzword, but at Bucknell, with the move to Bmail and Google Apps for Education, the cloud is now a reality. Accessing your e-mail online, with your calendar and your documents, means that you are no longer tethered to a single computer. Instead, you can access your work from anywhere, on any type of computer, mobile device or smartphone.



...Dancing Mind continued

The participants met with varying degrees of success, and 20 wrote about how the day went on the Griot Institute's blog (<http://griot.blogs.bucknell.edu>). One participant, a first-year student, found it to be "extremely challenging," and had to turn on his computer after lunch. Another student, though, described the day as "a spa day for the mind and body" and said that the experience helped her to realize her lost passion for reading.

Others felt changed by the experience as well. One faculty member described "a shift" in the way she thinks about technology and how she is now committed to turn off the computer every evening at a reasonable time to read a book that expands her world beyond what she would normally study. Several participants talked about the "dancing part" coming after the reading, in how they continued to think about and process what they had read for days afterwards. Another interpreted the challenge as trying to do her academic reading in the same way

as she would do her pleasure reading. She discovered that without the distractions of a computer to take notes and to search the text, she could engage with the text in a deeper and more meaningful way. A student echoed this sentiment: "By attempting this challenge, I got to go back to a period of time where my favorite thing to do was sit in a treehouse and read for hours. ...I also realized that if you read just for the pleasure, you remember more ... than if you force yourself to struggle through the reading."

One of the participants, in her blog, cites a recent *New York Times* article, "Growing Up Digital, Wired for Distraction," which claims that the "lure of these technologies ... is particularly powerful for young people," and the risk is that "developing brains can become more easily habituated ... to constantly switching tasks and less able to sustain attention." She concludes, "the Dancing Mind Challenge was timely indeed, and needs to go nationwide!"

www.nytimes.com/2010/11/21/technology/21brain.html?hp