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.
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 to 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
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 investigators of teaching, collaborative inquiry, processes visible and working to visualize our teaching practices, hoping this may lead to more authentic assessment and evaluation. A common theme in this current re-emergence of interest in ePortfolio seems to link visualization processes with efforts to characterize competencies and understandings. Geoffrey Woolf’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. 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.

http://gallery.carnegiefoundation.org/gallery/1739_castl_he.html
2. www.theospi.org
3. portfolio.edu
4. www.educause.edu/public
6. edcause.edu/2009/04 the buzz about ePortfolio was loud. EDUSCAPE published a summer issue of the EDUCUSE Review focusing solely on ePortfolios.
7. digitalcommon/bucknell.edu/blogs/ap/4

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 Huff, you may have seen his quiet love of fishing, he plans to spend much of his retirement on the water. For those who have 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 didn’t 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 program that was responsible for 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 personal issues with his 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

DERBA 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 Hack, 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 E-Learning 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.

DERICK 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 toward 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 that their courses require. Isabella and Derrick 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 hundreds of thousands of books on five floors and two mezzanines by Kathleen McQuiston, Assistant Director for Research Services

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!
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.”