BUCKNELL SHARES ITS RESEARCH WITH THE WORLD
by Andrew Asher, Scholarly Communications Fellow

Last fall, Library and IT implemented Bucknell Digital Commons as a new online space to display, disseminate, and preserve the academic and artistic output of Bucknell’s faculty, staff, and students. The repository plays an important role in supporting open access scholarship at Bucknell by providing faculty members a central location to make accessible journal articles covered by Bucknell’s open access policy.

In addition to hosting open access materials, Bucknell Digital Commons offers many additional functions that can be utilized by faculty members. The repository is able to collect materials in any electronic format, including images, films, and other media, and can be customized for use with specific projects or collections. For example, the Bucknell Dance Company recently added its archive of performances dating to 1987, including both digital video of the performances and images of their original programs. Similarly, Professor Eric Faden used a custom collection to support research in his Pre- and Early Cinema course. Students in this course researched contextual and interpretive information about early cinematic technologies using objects from the David Francis Pre-Cinema Collection. The results of this research were posted on Bucknell Digital Commons along with original films of objects. Adding this research to the repository makes it easily discoverable via Google and other search engines, and provides a valuable service both to other students and scholars as well as to the general public.

Bucknell Digital Commons also offers “Selected Works” pages to help individual authors manage and showcase their work. Selected Works pages are easily customizable and allow authors to organize materials into whatever descriptive categories make the most sense for their research and disciplines. To help authors communicate with their audiences, these pages automatically generate RSS feeds and provide mailing list functionality so that other scholars can be notified when new materials are available. Finally, the repository has built-in support to enable faculty members to easily set up new scholarly journals, including a suite of submission, peer review, and editorial workflow tools to manage the publishing process from beginning to end.

For more information about how to set up a project-specific collection or for any other questions about submitting materials, please contact Andrew Asher, Bucknell’s Scholarly Communications Fellow at andrew.asher@bucknell.edu.

visit Bucknell Digital Commons at http://digitalcommons.bucknell.edu

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FROM THE VICE PRESIDENT FOR LIBRARY AND INFORMATION TECHNOLOGY

My colleagues in Library and Information Technology and I were discussing the initiatives for this year, and it became pretty clear that most of what we discussed revolved around how technology and library services will impact the teaching and learning at Bucknell.

Technology is transforming how students learn and how we teach. But the question is how can liberal arts institutions like Bucknell integrate technology in academics and student life without compromising the residential student experience, and at the same time, allow students and faculty opportunities which they would not otherwise have without technology? How do we need to think about classroom spaces and furniture that enhance small group class discussions that use technology in active learning? Increasingly, students are coming to campus with a smartphone or a tablet, but how do we leverage these tools for enhancing their campus experience?

The consumerization of technology is a great opportunity for us to focus on the academic applications of the technology instead on the technology itself. Most students use social media, but can we use this for academics and student engagement? We use Blackboard and Moodle on campus for our learning management system, but how can we use the data on these systems to predict student engagement? This can be a powerful tool to monitor student progress and align it with curricular outcomes.

We have been closely following the Project Tomorrow survey of K-12 students and their parents for the past few years. Below is a sample from last year’s study on access to mobile devices by K-12 students.

<table>
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<tr>
<th>Device</th>
<th>K-2</th>
<th>Gr. 3-5</th>
<th>Gr. 6-8</th>
<th>Gr. 9-12</th>
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<td>Cell Phone (without internet access)</td>
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<td>29%</td>
<td>51%</td>
<td>56%</td>
</tr>
<tr>
<td>Smartphone</td>
<td>16%</td>
<td>19%</td>
<td>34%</td>
<td>44%</td>
</tr>
<tr>
<td>Laptop</td>
<td>37%</td>
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<td>60%</td>
<td>67%</td>
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<td>85%</td>
</tr>
<tr>
<td>Tablet device (iPad)</td>
<td>10%</td>
<td>8%</td>
<td>13%</td>
<td>10%</td>
</tr>
</tbody>
</table>

(Source: Project Tomorrow (www.tomorrow.org))

The New Media Consortium, an international community of experts in educational technology and the EDUCAUSE Learning Initiative recently released its 2012 Higher Education report. This report is designed to identify and describe emerging technologies likely to have an impact on learning and teaching in higher education. The report identified six key trends likely to impact higher education in the next five years**.

- People expect to be able to work, learn, and study whenever and wherever they want to.
- The technologies we use are increasingly cloud-based, and our notions of IT support are decentralized.
- The world of work is increasingly collaborative, driving changes in the way student projects are structured.
- The abundance of resources and relationships made easily accessible via the Internet is increasingly challenging us to revisit our roles as educators.
- Education paradigms are shifting to include online learning, hybrid learning and collaborative models.
- There is a new emphasis in the classroom on more challenge-based and active learning.

This is an exciting time to be a part of a team that is exploring these opportunities at Bucknell.

**Source: www.nmc.org
DON’T WORRY, B-BUY: EPROCUREMENT AT BUCKNELL
by Bud Hiller, Manager of Technology Desk

B-buy, Bucknell’s new one-stop purchasing system, formalizes the way the University approves, analyzes, and organizes its departmental purchases. For much of the university, this is a huge change in day-to-day operations, but going into the future, the aggregate advantages of B-buy will quickly justify the investment.

A core team from Finance, Procurement and Library and IT began the process of implementing and piloting B-buy in mid-2011. In January of this year, Procurement and Library and IT entered phase one, utilizing the system for its purchases and test-driving B-buy for the rest of campus. Phase two will see a progressive roll-out to various departments across campus throughout the rest of the year, with the goal of having the entire university on-line by the end of the fall semester 2012.

Don Krech, Director of Procurement Services, says that one of the prime advantages of B-buy is the consolidation of accurate purchasing history within a single database. In addition, Krech notes that “B-buy has a single sign-on for multiple vendors. You can place individual orders for Office Max, CDW-G and Dell without ever having to leave the B-buy site.”

B-buy also looks to improve operating efficiency within the University by streamlining the entire process. By introducing various roles, as well as well-defined and easily accessible documentation, B-buy transforms a widely divergent set of procedures across campus into a coherent mechanism that offers a clear timeline between the initial request and the final approval. For Shoppers, who will make up the majority of B-buy users, the system will answer the all-important question of “What is the status of my order?” with a couple of clicks on the B-buy pages within myBucknell.

Other roles in the system include Requester and Approver at various levels. Email notifications will inform people in these roles of shopping carts that need action, including reminders if the necessary action hasn’t yet occurred, and once the cart has been approved or rejected, the shopper will also receive an email update. Shoppers can easily check the status of their requests online, but for Requesters and Approvers, B-buy provides a quick summary of purchases and expenditures both for their own departments and across campus.

For Heather Williams, Library and IT Technology Project Manager, who is overseeing the implementation of eProcurement at Bucknell, B-buy offers a benefit that everyone at the University will immediately recognize. She appreciates the Bucknell discounts and special pricing we’ve been able to negotiate and leverage through the site, saying “We’ve already received some better pricing through Office Max and only expect that to continue there and with other vendors as we roll out to the remainder of campus and increase usage in phase two.”

B-buy aggregates University-wide volume discounts by preferred vendors and utilizes our University-negotiated contract pricing. Currently, these vendors include OfficeMax, Dell, CDW-G, Fisher Scientific, SHI International, McMaster Carr, Sigma Aldrich, GovConnection, Grainger, and VWR Scientific. Phase two will see additional suppliers, but in Library and IT’s experience during the first months of implementation, several of the current vendors have provided outstanding pricing on some frequently used items.

Over the years, the manner in which departments purchased supplies depended in large part upon stand-alone systems, suppliers from across the internet, and personal knowledge that existed in the heads of long-time employees. With the development of eProcurement, Bucknell can save money, operate more efficiently, and access more and better data about what is bought, and from whom. The collaboration between Finance, Procurement and Library and IT has produced a winning combination of long term benefits for the University.
I don’t know where I’m going to be next year, but I assume it won’t be in an environment like this, and I don’t think I will have a chance to do something like this again.” These are the reflections of a senior enrolled in Professor Carmen Gillespie’s course, “Extreme Creativity,” which was offered for the first time at Bucknell in Fall 2011. Working with Professor Gillespie, ITEC (Instructional Technology Enhancing the Curriculum) produced a documentary, “Experiencing Extreme Creativity,” which charted the experiences of the students and faculty participating in this innovative course.

The course was the first of its kind at Bucknell. Gillespie staged the class in the Samek Art Gallery and used photographic exhibitions from Timothy Greenfield-Sanders and Myra Greene as jumping off points for discussions on race, gender, class, and the creative process. The five-week course—a sponsored partnership between the Griot Institute for Africana Studies, the Samek Art Gallery and the Presidential Arts Initiative—brought together several faculty members and artists for individual class sessions on sociology, photography, poetry, performance art, music, and dance. Professor Gillespie wanted students to understand “the ways in which art is created, the social significances of it, and the intersections between questions of self-identity and art history.

[In this course], we are examining all these ideas broadly and then asking them to engage specifically and self-reflexively during the class on the creative process.”

Instructional Technologist Erin Murphy worked with Professor Gillespie to assemble a production team—undergraduates Diego Chiri and Jose Valdivia and graduate student Anikke Myers—who developed the 28 minute documentary from over 25 hours of filmed footage of class sessions and interviews with participating faculty and artists. Gillespie’s students used this footage in their final installation piece. The process was an enlightening one for Diego Chiri, who recalls, “I wasn’t enrolled in the class, but from working on the video I might as well have been. I learned a lot about the importance of applying creativity in everyday activities, and I think it actually made me a better filmmaker and person.”

The collaboration between the course and ITEC speaks to the different ways video can play a role in the process of curriculum development. The documentary will be used to start discussions about class design and to inspire others to rethink their courses and the possibilities of collaborative teaching. “I hope we have been an ice breaker, ground breaker, trail blazers in that respect,” Gillespie says.

Link to film: http://tinyurl.com/extremecreativity
SPECIAL COLLECTIONS IN THE CLASSROOM
by Isabella O’Neill, Curator of Special Collections/University Archives

Several new acquisitions have been added to the Bertrand Library’s special collections to support teaching and learning across the disciplines, including English, Italian, and Art History. These and other materials from the special collections provide students with exposure to unique and rare materials that support their classroom learning. We encourage faculty to contact the Curator to discuss their class needs and ways that the Special Collections/University Archives collections can provide support for their classes through instruction or through the acquisition of materials.

1564 edition of Dante Alighieri’s *The Divine Comedy with commentary*

A rare first edition of Dante’s *The Divine Comedy* by the Florentine editor, Francesco Sansovino, brings together in one edition the Christoforo Landino and Allesandro Velutello’s critical commentary about Dante’s work. It is a folio edition in fine condition with the original vellum binding, calligraphy title on the spine, and over 90 fine woodcuts illustrations. The edition is known for printing the first portrait of Dante on the title page, often referred to as the “big nose” portrait.

Both Italian and Art History students visited Special Collections/University Archives to study the woodcuts illustrations of the work and to compare this 16th century edition with contemporary illustrations of Dante’s *The Divine Comedy*.

Pirated edition of James Joyce’s *Ulysses*

This scarce, first American printing of James Joyce’s 1922 novel *Ulysses* was produced by Samuel and Max Roth during the time Joyce’s work was censored in the United States and other countries outside of France. In 1929, Roth printed between 2000 and 3000 copies of *Ulysses* from the 1927 authorized edition published by Shakespeare and Company. The majority of Roth’s pirated work was seized by the Society of Suspension of Vice, making existing copies of this printing difficult to locate.

Roth’s printing showed little concern for the literary merits of Ulysses and included numerous instances of corrupt text, proving the copy was unedited and did not mirror the 1927 Shakespeare and Company edition on which it was based. Adding further to the publishing history of *Ulysses*, Roth’s 1929 printing was mistakenly used by Random House to publish the first authorized edition of *Ulysses* in 1934 when the United States censorship ban was lifted.

The James Joyce Seminar class used the edition to introduce students to the publishing history of *Ulysses* and the controversy over its censorship. Professor John Rickard and his students had the opportunity to see and touch this rare edition, bringing the textual controversies that plague the novel to life.

Print study collection

Over the past few years, special collections has developed a study collection of early printed and illustrated leaves from books. Professor of Art History, Christiane Andersson, uses this collection to give students the opportunity to study early illustrative and printing techniques from original works.

Added to the print collection:

- *Five Children as a Triumph of Bacchus*, a 1545 woodcut by Hans Holbein the Younger from *Dance of Death*. A fine impression on a full sheet of laid paper with text and a single border.
- *Scene in a Mine*, an etching by artist Wenzel Hollar, from the first edition of the *Golden Remains of the Ever Memorable John Hales of Eton College*, published in 1859. Shown are two female figures, one labeled Reason, the other Revelation, with the bottom half showing men working in a mine topped with a quotation from Mr. Hales.
- 1569 Matthias Zundt etching, *the Coat of Arms of Seyfried Pfinzing of Hensenfeld*, laid on paper with a narrow white margin outside the borderline. A Latin motto is printed from a separate plate at the bottom of the page.
- *Silver Mining in the New World*, a 1592 engraving by Theodor de Bry with a full sheet of text on the front and back and a narrow right margin.

If you have questions about any of Special Collections/University Archive’s new acquisitions, please contact scua@bucknell.edu, or call 570.577.3101

Photography by: Deb Balducci
LIBRARY AND IT STAFF PRESENTATIONS AND PUBLICATIONS
compiled by Lisa Marquette, Administrative Assistant to the Vice President for Library and IT

Library and IT staff present at many conferences each year, sharing successes with others in the field. Here are some selected examples of their great work:

GREGORY AMARANTE
Upgrade Planning for the Enterprise, PA Banner Users Group: BOF Upgrade Planning, June 2011

ANDREW ASHER

PARAM BEDI
Keeping Pace: Mobile Application Strategy Evolution at Bucknell, EDUCAUSE Annual Conference, October 2011

NANCY FRAZIER
Making History: Supporting Classroom Scholarship through Innovative Campus Connections, a poster presented at the Association of College and Research Libraries National Conference, April 2011

DANIEL MANCUSI
Upgrade Planning for the Enterprise, PA Banner Users Group: BOF Upgrade Planning, June 2011

ERIN MURPHY

CARRIE PIRMANN

CARRIE RAMPP, BILL BURKHOLDER AND JENNIFER CLARKE
Moving Your Library to the Cloud, 2011 Charleston Conference, November 2011

HEIDI SCHUERGER
Enterprise Systems Modernization and Luminis, PA Banner Users Group: Luminis Upgrade BOF, June 2011

JASON SNYDER AND BRODY SELLECK

LISA VELOZ
Leveraging Portal Gadgets to Solve Campus Business Challenges, Educause MidAtlantic, January 2011

JAMES VAN FLEET
The Visualization of Database Search Results, a poster presented at the American Society of Engineering Education annual conference, June 2011

IAN WAT
Enterprise Systems Modernization and Luminis, PA Banner Users Group: Luminis Upgrade BOF, June 2011

JOHNNY WU
Upgrade Planning for the Enterprise, PA Banner Users Group: BOF Upgrade Planning, June 2011

MARK YERGER
Auditing Banner Security, PA Banner Users Group: Technical Track, November 2011
MAKING A DIFFERENCE BEYOND THE WORKPLACE
by Kathleen McQuiston, Assistant Director for Research Services, and Carrie Pirmann, Social Sciences Librarian

The Library and IT Staff are passionate about their contributions to the University. Whether they are helping faculty, staff or students use their computer or teaching people how to find and evaluate information sources, they all have a strong desire to reach out to help others. Many carry that passion into their personal lives as well. Here are some examples of Library and IT staff who are helping others in meaningful ways.

Param Bedi, Vice President for Library and IT, along with English professor Paula Buck, retired Biology professor Sally Nyquist, and other members of the Bucknell community, support the Jackfruit Project, an AID (Association for Indian Development) Lewisburg project which supports the Snehibhavan Home for Girls in Kerala, India. The Jackfruit Project provides the residents with shelter, food, and access to education and extracurricular activities. The AID Lewisburg chapter regularly holds fundraisers in support of the Jackfruit project and other endeavors. Param says the most rewarding aspect of being involved with AID Lewisburg is the sheer ability to make a difference in people’s lives. “With the Jackfruit Project, we can support the entire orphanage for $1000 per month and give the girls many opportunities they otherwise would not have.”

Todd Fogle, Senior Technology Support Specialist, is involved with ABATE (Alliance of Bikers Aimed Towards Education), a statewide motorcyclist education and rights organization. As a motorcyclist enthusiast, Todd was happy to translate a favorite recreational activity into something that helps other people. “I think it’s always rewarding to see any positive difference that you can make in some one’s life.” In addition to working with the statewide ABATE organization, Todd is a member of the Jack’s Mountain Riders chapter, which raises money for The Blue Butterfly Fund, Hunts for Healing, and the McClure Veterans Swimming Pool. They also provide situational help to local families and organizations in need.

Library and IT Senior Technology Support Specialist, Rob Guissanie, serves as a volunteer assistant coach for Bucknell’s women’s track and cross country teams. He previously coached at Penns Valley Area High School, and joined the Bucknell squad when he began working here ten years ago. While his main focus is to help team members to become better athletes, he often find himself using running as a tool to help them become better people. “If I can get the athletes to believe in themselves, they build their self-esteem. As a result they become happier, more confident people who make sound, responsible decisions.” In turn, Rob believes that the student-athletes have impacted his life as well. “They teach me as much, if not more, than I teach them. The added benefit is we all stay very fit in the process with our common passion for running!”

Instructional Services Librarian Nancy Frazier’s love of singing led her to join the Heart of Pennsylvania Women’s Barbershop Chorus. Nancy says that her involvement with the Heart of Pennsylvania has led her to “appreciate the historical roots that this form of singing had in the late 19th and early 20th century in American barbershops and on street corners. It’s also fun to meet and sing with people from all walks of life.” The Heart of Pennsylvania Chorus performs at various nursing homes, churches, town festivals and events, and other venues. For Nancy, an exciting aspect of singing is connecting with the audience members. “Most of the songs we sing are songs known and loved by older audiences. It’s very rewarding to sing at nursing homes because audience members often join in and sing along to familiar songs.”

LINKS FOR ORGANIZATIONS
AID Lewisburg: http://lewisburg.aidindia.org/
ABATE: Jack’s Mountain Riders Chapter: https://sites.google.com/site/jacksmountainabate/home
Heart of Pennsylvania Chorus: http://www.heartofpaa.org
Bucknell Women’s Track and Field: http://www.bucknellbison.com/sports/w-track/buck-w-track-body.html
Hi! My name is Oudam Meas, and I am the 2011-2012 Google Student Ambassador at Bucknell. I am from Banteay Meanchey, a province in the northwest part of Cambodia.

As the Google Student Ambassador, I act as the student liaison between Google and Bucknell. I also have duties to plan and host fun Google events on Bucknell’s campus, help students, staff and faculty in using Google products to enhance methods of learning and teaching, act as a campus contact for Google teams, and help Google better understand the University’s culture.

I’ve also hosted a Google Challenge, offered various workshops to help students, faculty, and staff better use Google Apps for higher education such as Bmail, Sites, Docs, Calendar, Presentation, and so on.

I recently hosted a week long Google Contest in the Lobby of Bertrand Library to encourage Bucknellians to better understand the benefits of Google Apps for higher education. I also helped train civil engineering senior design class students to create project websites using Google Sites.

The benefits of being the Google Student Ambassador include: having the opportunity to learn about innovative Google products and programs, and improving my professional development, leadership, and communication skills. Being a part of a reputable company like Google will surely enhance my working experience and future graduate school plans.

Overall, my most valuable experience as a Google Ambassador was the teaching experience I gained in the workshops that I organized for students.

I encourage students, faculty, and staff to come to workshops and training offered by Library and IT to learn how to enhance the experience of using Google Apps for higher education. Please feel free to contact me (oudam.meas@bucknell.edu) regarding questions or feedback on your experiences with Google products.