

From the University Librarian

Joanne Schneider

Happy New Year! This is the time when we traditionally assess events from the past year while also planning for the ones ahead. I am reminded of the mythological African bird, the "Sankofa," that flies forward with its head turned back, its beak holding an egg representing the "gem" or knowledge of the past upon which wisdom is based.



In October I visited South Africa as a member of a delegation affiliated with the Office of Women in Higher Education at the American Council of Education (ACE, <http://www.acenet.edu>) on a trip

organized by the People to People Citizen Ambassador Program, which was established by President Eisenhower. In meetings with faculty at six academic institutions in Durban and Cape Town, we discussed issues involving women in higher education in post-apartheid South Africa.

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Fulbright Scholar Visit

by Clarence Maybee

Dr. Hilary Hughes, an information literacy researcher on the faculty of the Queensland University of Technology (QUT) in Brisbane, Australia, visited Colgate while in the United States on a Fulbright Scholarship. During the visit, Dr. Hughes met with a number of Colgate faculty and staff and discussed her views on information literacy and pedagogy. She introduced "informed learning" as a framework for understanding student information literacy. Developed by her QUT colleague and information

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Six Frames of Informed Learning Workshop

Information Literacy and Media Assignments

by Clarence Maybee

The Libraries have been very involved in Collaboration for Enhanced Learning (CEL) projects during the last two years. CEL, a program jointly offered by the Libraries and ITS, works to embed technologies into course curriculum with the intention that it will enhance learning. Less recognized, but equally important (certainly from my perspective), is that these projects do enhance learners' information literacy. In fact, although usually the specific information literacy impacts might be different for each project, building learner capacity with information use is a fundamental focus of all CEL projects.

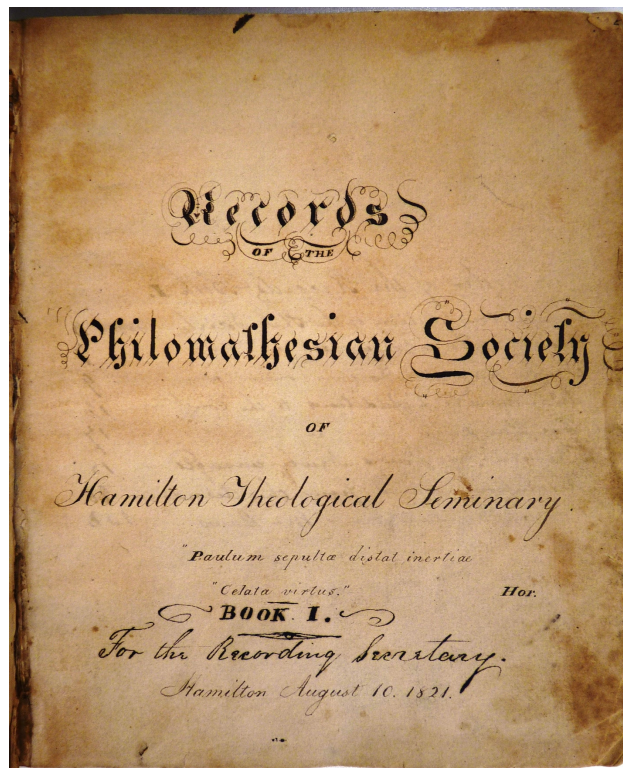
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Records of Colgate's First Student Group

by Sarah Keen

Special Collections and University Archives recently acquired a second volume of records of Colgate University's first student group, the Philomathesian Society of Hamilton Theological Seminary, formed in 1821. A "philomath" is a lover of learning and the students in the society gathered to "avail themselves of every advantage for improvement and every opportunity for becoming acquainted with the most eligible fields for ministerial labor." The weekly meetings consisted of a lecture by a member "subject to such criticism as shall be deemed proper." The group acquired books and periodicals to form a small library to support their activities. In 1831 the group merged with another student organization, the Missionary Society. In 1832 the name was changed to the Society for Inquiry.

The first volume of the Philomathesian Society records contains several iterations of the group's constitution, lists of members, and meeting minutes. The second volume contains membership lists and records of the Corresponding Secretary and the Treasurer. Some of the first members included Jonathan Wade (the first graduate of Colgate), Eugenio Kincaid and John Glazier Stearns. ●



Mellon Foundation Supports Joint Libraries-ITS MediaShare Project

by Joanne Schneider

The New York Six Liberal Arts Consortium recently received a \$600,000, three-year grant from the Andrew W. Mellon Foundation to support collaborative programs in the areas of library collections, information technology, faculty and student development, and diversity. The grant will provide significant funding for the Consortium's MediaShare Project, a joint library-information technology initiative designed to facilitate the sharing of media collections and technologies, leverage resources, and enhance services through cooperation and coordination. At Colgate, David Gregory, Chief Information Officer, and Joanne A. Schneider, University Librarian, have taken leadership roles in developing the MediaShare proposal. ●

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We learned that higher education structure and policy in South Africa is highly centralized and controlled by the national government. Since 1996, the goal has been to provide equitable, representative educational opportunities reflective of the 80% black African demographic. To achieve this, institutions have been combined and curricula restructured. A major issue is that black African women are significantly underrepresented in higher education with few senior educators available to take on leadership roles or act as mentors for younger women. A “war for talent” lures the few black African women with doctorates to work in government or the private sector for higher pay. Leaders at the Andrew W. Mellon Foundation-funded Higher Education Resource Services -- South Africa (HERS-SA) established in 2000 at the University of Cape Town believe it will take 50-70 years for the majority of academics to be black.

An interesting development in improving higher education is the national government mandate for each academic institution to establish a research directorate and how this has impacted libraries. Before apartheid was abolished in 1996, research was not an established process at the post-secondary education institutions called “technikons” which had been established as vocational education centers primarily for black African students. Since, they have evolved to offer graduate degrees up through the doctorate with university status and all faculty and graduate students are expected to do original research. Because the South African government performs annual audits of research and publishing and cash is awarded based on publishing outputs, most libraries have implemented digital repositories to capture the cumulative annual scholarship produced.



Delegation affiliated with the Office of Women in Higher Education at the American Council of Education (ACE) on a South African trip organized by the People to People Citizen Ambassador Program

My discussions with librarians in South Africa have provided me with the additional motivation to move forward on this at Colgate where the Libraries have been exploring a number of digital archiving options for the past two years. We have made some progress with the implementation of the CONTENTdm high-performance storage and retrieval software. This sustains the Libraries' Digital Collections (<http://exlibris.colgate.edu/digital/>) containing highly selective digitized works from our special collections and the university archives that support the curriculum and the preservation of fragile materials. However, a number of more cost-effective options are available to provide storage for Colgate's scholarly output. Like the Sankofa bird, while we have reflected on options for some time now, as we begin the new year, the Libraries will move forward to test the most promising solution among them for archival digital storage. ●

Fulbright Scholar Visit continued from page 1

science luminary, Christine Bruce, informed learning supports a pedagogic approach for learning that focuses on both subject content and using information simultaneously.

Lunchtime Discussion of Information Literacy Needs of International Students

On the first day (Nov 1) of Dr. Hughes' visit, she attended a lunch with faculty hosted by the Libraries' in Merrill House to discuss the information literacy needs of international students. While focusing on the need to consider the strengths that each individual student brings to the classroom, Dr. Hughes described the informed learning pedagogy.

...we are constantly inundated with information, both sought and unsought, in multiple forms and of widely varying quality. Identities, relationships and boundaries are blurring, as we move from being information consumers to *prosumers*, and from users to *producers*.

From Dr. Hughes' Talk on Nov 2

6 Frames Workshop with Library Faculty

On Tuesday (Nov 2), Dr. Hughes conducted a three-hour workshop for the library faculty called the Six Frames of Informed Learning, which focuses on different ways of thinking about information literacy in relationship to teaching, learning, and assessment. Also attended by visiting librarians from Hamilton and Middlebury colleges, the workshop examined how information is defined and students are taught to use information differently depending on a teachers' views of learning.

Hilary's Talk on Informed Learning

Tuesday afternoon, Dr. Hughes gave a talk titled *Informed Learning as Social and Educational Capital*. Explaining the principles of informed learning, Dr. Hughes spoke about leveraging informed learning to address the needs of learners immersed in today's rapid social and technological changes. Explaining that informed learning is grounded in the flow and use of information, she linked the construct to notions of social cohesion, productivity, and social rights and responsibilities.

On Nov 3, Dr. Hughes headed back to Denver to resume her Fulbright funded project work. However, the ideas she shared with us during her visit have inspired new conversations! ●

More information on Hilary Hughes' Fulbright project is available at <http://www.fulbright.com.au/scholars/australian-scholars/2010/Hughes.html>

For more information on informed learning, read:
Bruce, C.S. (2008). *Informed learning*. Chicago: ACRL (Case Main, LB1060 .B775 2008)

May I have this dance? 1899 Dance Card Donation

by Sarah Keen

Before there was a Spring Party Weekend, students celebrated the Junior Promenade and Junior Week. The event was first held in 1894 as part of a week of special events in honor of alumni patrons and supporters of the University. By 1910 Patrons' Day was no longer celebrated and the Junior Prom became the spring social event.

Recently Mr. and Mrs. Joseph T. Earle, Class of 1960, donated a dance card from the 1899 Junior Promenade that belonged to Mrs. Earle's great-aunt. The dance card lists the music and order of the dances – all waltzes and two steps – that would be played that night. The attached pencil was used to write the name of the dance partner next to a particular dance. ●



New Online Materials @ CU Libraries

- Academic OneFile (Gale) - from NovelNY
- Africa and the Americas : culture, politics and history: a multidisciplinary encyclopedia
- Asian American History and Culture
- Booms and Busts
- Early Republic and the Antebellum America
- Eighteenth Century Collections Online (ECCO)
- Encyclopedia of conflicts since World War II
- Encyclopedia of death & the human experience
- Encyclopedia of Environmental Ethics and Philosophy
- Encyclopedia of global warming and climate change
- Encyclopedia of Political Theory
- General Onefile (Gale) -- from NovelNY
- Illustrated London News
- Japan
- Modern Sports Ethics
- Monthly Catalog of U.S. government publications, 1895-1976
- OECD iLibrary of books, papers and statistics
- Oxford Dictionary of the Middle Ages
- Oxford International Encyclopedia of Peace
- Slavery and Anti-Slavery: a Transnational Archive : Part 1 Debates over Slavery and Abolition
- Women's Rights: People and Perspectives
- World Newspaper Archive - African Newspapers

E-Books at Colgate

by Emily Hutton Hughes

The Colgate University Libraries' e-book collection has been growing since 2001 and there are at least 355,919 titles in our collection. E-books are conveniently accessible "anytime and anywhere" (even when you are off campus) and in many cases are available to multiple users at the same time.



Most of these titles are listed in our online catalog. After you conduct an online search, look for an option to refine your search by "online resources." E-books come into our collection in a variety of ways. We have a growing list of individually purchased reference e-books. We also purchase collections of e-books. A majority of

these provide access to rare primary resources which were previously out of reach for our community. The ability to rapidly search the full text in a variety of ways allows the researcher to analyze historical events and trends in ways previously not possible without a lot of travel and days poring over brittle texts.

Examples of collections of historical documents acquired:

- Early American Imprints (titles published in the U.S. prior to 1820)
- Early English Books Online (titles published in English prior to 1700)
- Eighteenth Century Collections Online (titles published in England 1700-1800)
- The Rotunda Collection – America's Founding Era (the writings of the early U.S. presidents from Washington through Madison)

Other collections that have enriched the collection are:

- Netlibrary (our earliest collection of e-books in the humanities and social sciences)
- Humanities E-Book Project
- OECD iLibrary (data and analysis of trends in OECD countries)
- Books24x7 (computers science and information technology books)

A complete list of e-book collections is available at <http://cu-cel.org/library/subjectsplus/subjects/Ebooks>.

Recently the ConnectNY consortium piloted a shared e-book collection using a model called patron initiated purchasing. Records for 3,030 e-books have been loaded into our catalog. The consortium only pays for these books if the full text is opened a certain number of times.

Sometimes access to e-books requires registration (Netlibrary, Bks24x7 for example), but the process is easy and there is no charge to you. If you have difficulty accessing any of our e-books please Ask a Librarian (<http://exlibris.colgate.edu/services/reference.html>). ●

Library Staff News

Ann Ackerson - Attended: New York State Library Assistant's Association (NYSLAA) Conference, Corning, NY, Jun 2010

Karen Austin - Attended: Innovative Users Group (IUG) Annual Conference, Chicago, IL., Apr 2010; NYSLAA Annual Conference, Corning NY, Jun 2010; ConnectNY Annual Meeting, Buffalo, NY, Sep 2010; Disney's Approach to Quality Service (seminar), Clinton, NY, Sep 2010

Charlotte Droll - Attended: Disney's Approach to Quality Service, (seminar), Clinton, NY Sep 2010; Eastern New York Chapter of the Association of College and Research Libraries (ENYACRL) Annual Meeting, Hamilton, NY, May 2010; Blended Librarians Online Learning Community webcast, 2010; Association of College and Research Libraries (ACRL)/Library Leadership and Management Association (LLAMA) Joint Spring Virtual Institute, Apr 2010; Association for Library Collection and Services (ALCTS) webinar, Apr 2010; **Presented:** New England Library Instruction Group (NELIG) Annual Program, presented *Crossroads of Learning: Librarians and IT Professionals Banding Together to Embed Information and Technology Literacies into Undergraduate Courses* (C. Maybee co-presenter), Orange, CT, Jun 2010

Alli Grim - Attended: Archival 101 and Disaster Planning workshop, Cazenovia, NY, Oct 2010

Cindy Harper - Attended: IUG Annual Conference, Chicago, IL., Apr 2010

Emily Hutton-Hughes - Attended: ConnectNY E-book Steering Committee, Jan 2010; Meeting of the NE Oberlin Group Collection Developers, Williamstown, MA, Jun 2010; ConnectNY Annual Meeting, Buffalo, NY, Sep 2010; Issues in Book and Serial Acquisitions, Charleston, SC, Nov 2010; ENYACRL brown bag, Utica, NY, Nov 2010

Debra Ivarson - Attended: ENYACRL Annual Meeting, Hamilton, NY, May 2010

Ann Kebabian - Attended: Cataloging Outlook With 2020 Vision Conference (Nylink), Syracuse, NY, May 2010; New England Technical Services Librarians (NETSL) Conference, Worcester, MA, Apr 2010; IUG Annual Conference, Chicago, IL, Apr 2010

Debbie Krahmer - Attended: American Librarians 2010: Faster than the Speed of Bytes conference, Ithaca, NY, Jun 2010; NITLE ITS Camp, (Digital Storytelling track), Greencastle, IN, Jun 2010

Sarah Keen - Attended: New York Archives Conference, Poughkeepsie, NY, Jun 2010; Society of American Archivists conference, Washington, DC, Aug 2010; *To Preserve and Protect: Security Solutions for New York's Historical Records*, Utica, NY, Oct 2010; Mid-Atlantic Regional Archives Conference, Harrisburg, PA, Nov 2010

Francesca Livermore - Attended: ENYACRL Annual Meeting, Hamilton, NY, May 2010; Digital Storytelling workshop (CEL) at Colgate, Jun 2010; American Library Association (ALA) Annual Conference, Washington, DC, Jun 2010; Rare Book School – Special Collections Librarianship, Charlottesville, VA, Jul 2010; Eastern ContentDM Users Group Meeting, West Point, NY, Aug 2010; **Publication:** "What We Did Last Summer: Creating an Engaging Library Orientation for Summer Students" (co-authored with C. Maybee) (2010). *Loex Quarterly* 36 (4), 4-5, 10.

Clarence Maybee - Attended: ENYACRL Annual Meeting, Hamilton, NY, May 2010; **Presented:** NELIG Annual Program, presented *Crossroads of Learning: Librarians and IT Professionals Banding Together to Embed Information and Technology Literacies into Undergraduate Courses* (C. Droll co-presenter), Orange, CT, Jun 2010; Project Information Literacy (PIL) Symposium (reaction panelist), West Lafayette, IN, Oct 2010; **Publication:** What We Did Last Summer: Creating an Engaging Library Orientation for Summer Students. (co-authored with F. Livermore) (2010). *Loex Quarterly* 36 (4), 4-5, 10.

Anna Nicholls - Attended: Cataloging Outlook With 2020 Vision (Nylink), Syracuse, NY, May 2010

Mike Poulin - Attended: ALA Annual Conference, Washington DC, Jun 2010; ENYACRL Annual Meeting, Hamilton, NY, May 2010; Central New York Library Resource Council, Library Resources and Services Committee Meetings, Syracuse NY, May, Jul, Aug, 2010; Ebsco Software Advisory Committee Meeting, Washington DC, Jun 2010

Joanne Schneider - Attended: NY Consortium of Liberal Arts Colleges, Mediashare Planning Meeting, Hamilton, NY, April 2010; Connect NY Directors' Meetings, Sep and Nov, 2010; NYLINK Board Meeting, Albany, NY, June 2010; University of Maryland, Center for Intellectual Property, Hybrid @ Sustaining Culture in Copyright Symposium and ALA Annual Conference, Washington, DC, Jun 2010; Disney's Approach to Quality Service (seminar), Clinton, NY, Sep 2010; ALA Mid-winter Meeting, San Diego, CA, Jan 2011. **Delegate:** People to People Citizen Ambassador Program on Women in Higher Education, Durban and Cape Town, South Africa, Oct 2010. **Chaired:** External review committee, Skidmore College Library, April 2010

Peter Tagtmeyer - Attended: ALA Annual Conference (appointed co-chair of ACRL Instruction Section Policy and Publications Review Committee, and the Publication Policies and Procedures Manual Revision Task Force), Washington, DC, Jun 2010; Upstate New York Science Librarians conference, Rochester, NY, Oct 2010

Mary Jane Walsh - Attended: Federal Depository Library Program Meeting, Washington, DC, Oct 2010; RDA Cataloging Rules (3 webinars); LexisNexis Congressional Record (webinar); **Presented:** ConnectNY Annual Meeting, presented update on the government documents cooperative collection development project., Buffalo, NY, Sep 2010.

Information Literacy & Media Assignments continued from page 1

New Views of Information Literacy

In higher education we have tended to think of information literacy as a set of skills for finding source materials. However, information literacy researchers have been recasting the definition more broadly to include all of the ways we use information to learn and communicate. In this view, information literacy underpins learning. This definition is more in keeping with evolving theories of literacy. All of this is to say the obvious – that being information literate in the 21st century requires facility with a range of modes that information may take to reach us. Plus, as we continually hear from the business sector, one needs to be able to communicate via various means to engage in today's commerce. Increasingly, this seems to be true for other aspects of life as well, such as engaged citizenship.

Information Literacy in CEL Projects

Information literacy is using information to learn and communicate. CEL projects tend to focus on utilizing tools that enable contemporary modes of expression. Thus a happy marriage is made. Students, in classes with faculty

<p>Colgate University Libraries</p> <p>Regular Library Hours Academic Year 2010-2011</p> <p>Case Library and Geyer Center for Information Technology</p> <p>Monday—Thursday: 8 a.m.—2 a.m. Friday: 8 a.m.—10 p.m. Saturday: 10 a.m.—10 p.m. Sunday: 10 a.m.—2 a.m.</p> <p>Cooley Science Library</p> <p>Monday—Thursday: 8 a.m.—midnight Friday: 8 a.m.—10 p.m. Saturday: 10 a.m.—10 p.m. Sunday: 10 a.m.—midnight</p> <p>For exceptions to the regular hours see: http://exlibris.colgate.edu/about/</p> <p>Phone Numbers</p> <p>Case Reference: 315-228-7303 Case Circulation: 315-228-7300 Cooley Library: 315-228-7312 ITS/Source: 315-228-7111</p>	<p>members who have collaborated with the librarians and ITS staff of CEL, have encountered and created digital objects such as video narratives, audio podcasts, and digital collages employing video, photos, geo-tagging, and more. Having students become critical consumers and producers of information is one of the primary concerns of the information literacy program.</p>
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members who have collaborated with the librarians and ITS staff of CEL, have encountered and created digital objects such as video narratives, audio podcasts, and digital collages employing video, photos, geo-tagging, and more. Having students become critical consumers and producers of information is one of the primary concerns of the information literacy program.

But there is more!

In my experience, students believe that they are well versed in writing academic papers, but not necessarily in using new avenues of scholarly expression. The students we poll at the beginning of CEL projects seldom report using new technologies—let alone creating with them. I believe that one of the most successful aspects of these projects is that they place students in the sometimes uncomfortable position of being unsure how to communicate successfully in a new medium. This opens a door for a fresh discussion of what kind evidence to present and how to structure that evidence for the greatest impact to communicate within the new medium. The ensuing conversation is the heart of information literacy.

The information literacy opportunities, as they are intertwined with the overall learning goals for the project, are usually slightly different for each project. For example, an Introduction to Peace and Conflict Studies course had students create an audio podcast series that was aired in iTunes. In this case, one of the information literacy outcomes was that students know how to critique and create in a medium used by activists and increasingly by scholars in the field. In addition to being introduced to the content, students were also introduced to discipline-specific information practices. Another CEL project had seniors in history edit Wikipedia pages on Egyptian history. This project encouraged student reflection on the variations between presenting information to a broad, non-academic audience and their academically-focused work in their history courses.

Of course, any assignment has the potential of teaching students to use information more effectively, thus enhancing students' information literacy. CEL projects, however, tend to bring information use to the forefront, as students need to negotiate how to use information to be successful in a new mode of communication, or genre. Augmenting existing learning outcomes with the information and media literacy outcomes inherent in CEL projects makes these projects extremely rich learning experiences! ●



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