

Collections Budget Update

This year we face a significant shortfall in the collections budget. In the past, the University has generously provided a \$200,000 base increase to the budget, enabling us to partially address inflationary increases in journal costs. This year the annual increase will likely not be forthcoming. Therefore, we will need to work with academic departments to plan for a cut in the collections budget.

Since there is not sufficient time to consult with departments to make cancellation decisions for 2006 by the September 1 deadline we have from our journal vendors, we are taking immediate measures to try to get through this next year. This temporary "fix" will increase the size of the cut that must be planned for and completed by September 2006. We will use the next academic year to plan for a cut projected to be as high as \$590,000.

We regret the need to make a cut of this magnitude because of the loss of access to scholarly resources that it represents. This comes at a time when it will also be necessary to pick up the subscriptions for several essential databases that are being cut by OhioLINK due to its own funding difficulties. I wanted you to be aware of the situation as we now understand it and to assure you that we will work with school and department representatives to make this difficult process as consultative as possible.

Mark Weber, Dean of Libraries & Media Services



Collaborative Learning Spaces in the Main Library

Plans are underway to create collaborative learning spaces in the Main Library that can be ready for use by classes in Fall 2005. Faculty will be able to schedule these spaces for a given number of class meetings during the term. This may be of particular interest to faculty who wish to integrate the Libraries' print collection into their instruction or to work with students on research assignments. The goal is to provide furnishings and a setting that are flexible and allow students to be able to work together in a variety of ways. The areas will have some supporting computer technology and presentation capabilities. When not in use, the spaces will afford students with additional group meeting spaces.

The planning for these spaces has been guided by the input received through a Web survey this spring plus three focus groups. More information will be available at the beginning of fall semester. Contact Barbara Schloman (bschloma@kent.edu) with any questions.



Impressions of May 4 in the Arts—Selections from the May 4 Collection

In support of this year's Symposium on Democracy theme of "Democracy and the Arts," the Department of Special Collections and Archives has mounted an exhibition of paintings, books, poetry, sheet music, posters, comic strips, and other artistic expressions related to or inspired by

the May 4, 1970 shootings at Kent State University. Also included are original design entries from the Memorial Design Competition held to select a design for the University's primary May 4 memorial, dedicated in 1990.

The exhibition runs from March 1, 2005, through July 1, 2005, and is located in the gallery cases outside the Special Collections Reading Room on the 12th floor of the Main Library. It is free and open to the public Monday through Friday from 1:00 to 5:00 p.m. For more information, please contact Curator Cara Gilgenbach at 330-672-1677.



Preparing for Fall

This issue of *Footnotes* focuses on what Libraries & Media Services has to offer for faculty and students. We want to highlight these services so that you might consider how to incorporate the use of any of them into your fall classes. Also, we give suggestions on how we can best work with you to achieve the best experience for your students.

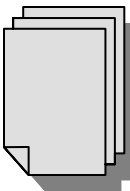
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Assisting Students

PErsonalized Reference Consultations (PERC)

Reference Services will once again be offering PERCs during the 2005-2006 academic year. Students needing research help can sign up for a one-hour PERC with a Reference Librarian during the fall and spring semesters. PERCs are available to all students, but are designed for those students needing research assistance. Therefore, we strongly discourage requiring all students in a particular course to attend. Although PERCs are not offered during the summer semesters, students and faculty can receive personalized research assistance by scheduling an appointment with the Liaison Librarian serving their academic department. The listing is available at: <http://www.library.kent.edu/liaisons>.



Reserves: Electronic and Print

It's never too early to start thinking about course reserves for fall semester. The new version of the ERes Electronic Reserves system has a new look and offers more search options. You may link to ERes from your WebCT Vista pages to provide your students seamless access to course readings.

Up to 50 copyrighted items may be placed on ERes. The Libraries will seek copyright permission for you and will absorb up to \$300 in copyright royalties per course section, per semester. There is no limit to the number of non-copyrighted materials, such as PowerPoint presentations, course notes, or sample tests that may be placed on ERes. Although any number of books may be placed on regular print course reserve, please note that only 10% of a book or 2,500 words (whichever is less) can be digitized in order to comply with copyright laws and guidelines. For further information, please see <http://reserves.library.kent.edu>.

Placing Required Readings on Reserve

Remember to place periodical articles and books that your students are required to use on reserve. This will ensure their availability for your students and give them one place to go in the library. Most materials from the Reference Collection are also eligible to be placed on reserve. Consult Judy Midamba in Reserves (jmidamba@kent.edu, 330-672-7906) or the Liaison Librarian serving your department if you have any questions.

Writing and Math Tutoring in the Library

Writing and math tutoring will once again be available in the Information Commons during the fall semester. These services are provided by the Academic Success Center and the Writing Center. Both are drop-in services. The math tutors help with Math courses 10004 through 12003. Writing help will be available Monday through Thursday evenings. The exact schedule for each will be available at: <http://www.library.kent.edu/hours>.

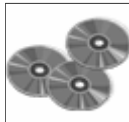


Ask a Librarian

Do inform your students that librarians are available to guide them in doing their library research. This may be in person or by email, phone, or chat. With the chat service, live online assistance is available from a librarian seven days a week, 24 hours a day. Chat with a Librarian is a perfect service for students working from home or accustomed to using instant messaging to communicate. For more information about how librarians can help or to provide a link from your WebCT and Vista sites, consult the LMS Web site at <http://www.library.kent.edu/askus>.

Services to Distance Learners

The Libraries provide services to assist both students and faculty with online or distance learning. The goal is to provide equitable library services for students and faculty both on and off campus. Services include free photocopy and book delivery services to off-campus students. See <http://www.library.kent.edu/DL> for options and more information.



Using Data in Your Courses and Research

The Libraries are a center for data-driven research and coursework. Memberships in the Inter-University Consortium for Political and Social Research (ICPSR) and the Federal Depository Library Program (FDLP) provide access to excellent sources for data sets for use in secondary data analysis. Additionally, students wishing to work with data in innovative ways can take advantage of geographical information system (GIS) workstations and support offered in both the Main Library Information Commons and the Map Library.

If you are interested in incorporating secondary data analysis into your course, assistance with assignment design and instruction are available. If you are already using data in your research or course, we can help you identify and acquire the data sets needed. Contact Joe Salem (jsalem@kent.edu, 330-672-4440) if you have any questions or want to get started for the fall.

Update on Instructional Services



Planning Instructional Sessions with Special Collections and Archives

The Department of Special Collections and Archives provides instructional sessions for courses in a variety of disciplines. These sessions often take the form of a basic introduction to resources available, as well as how to approach research with rare and primary sources. Often this introductory session is followed by students' work on individual projects requiring their return to Special Collections to engage in research on their own time. Special Collections librarians can provide in-depth research assistance to students individually or in small groups through scheduled research appointments.

In order to optimize students' experiences with both the instructional session and any follow-up projects, we urge faculty to contact us in advance of the start of their course (at least two weeks in advance is preferred). Special Collections librarians can meet with classroom faculty in person or through email in order to understand the desired outcomes and how best to meet course goals. We have experience with various types of assignments based on primary and/or rare sources and can help faculty determine what type of assignment might be most effective, based on class size, student level (e.g. undergraduate, graduate), and academic discipline. We also urge all faculty to explore the Department's website before scheduling a session in order to determine which specific portions of the collections might best serve their students' needs (<http://www.library.kent.edu/specialcollections>).

For more information on the instructional programs of Special Collections and Archives, contact Cara Gilgenbach, Curator and University Archivist (cgilgenb@kent.edu or 330-672-1677).



Instruction Toolbox under Development

Library faculty will be working over the summer to develop a toolbox that can be used by faculty to help students learn how to locate, select and evaluate information, as well as to provide guidelines on using information ethically. The toolbox, which will be housed on the Libraries and Media Services Web site, will provide links to instructional learning objects, tutorials, an assignment calculator, information on how to help students avoid plagiarizing, and more. More information will be forthcoming!



Incorporate Library Instruction Into Your Course Planning

Do you feel that your students could benefit from instruction on how to use information resources in your discipline? Then you might want to consider incorporating a library instruction session into your syllabus. The Liaison Librarian for your department can work with you to tailor instruction to your students' needs. Library sessions can range from a twenty-minute review to a full class period with time for hands-on work. Librarians can introduce students to general databases like *Academic Search Premier* or show them more advanced databases in their field. The instruction session can even be scheduled in the library so that students have immediate access to the materials. Plan ahead -- your students will benefit from the instruction and you will get papers that use better quality sources. For more information on the Libraries' instructional programs, contact Mary Lee Jensen, Head of Instructional Services (mjensen@kent.edu, 330-672-1661).



Follow-up to Framing Information Literacy

On April 1, the Information Literacy Learning Community, with generous support from Libraries and Media Services, the Provost's Office, and the Faculty Professional Development Center, hosted a morning workshop titled "Framing Information Literacy: What Do We Want Our Students to Learn and How Do We Get There?" The workshop provided an opportunity for faculty and librarians to discuss some of the assumptions that are routinely (and usually unconsciously) made about students' research abilities and about where they are getting the instruction they need to move beyond the free Web. Those who attended found themselves involved in lively conversation on this topic and discovered that faculty shared similar concerns across disciplines.

Recognizing that there is still much work to be done, the Learning Community would like to continue efforts to promote information literacy skills on campus. If you are interested in learning more about this topic, or would like to join the Information Literacy Learning Community -- either on a short-term or long-term basis, contact Mary Lee Jensen (mjensen@kent.edu, 330-672-1661) or Ray Craig, Associate Professor, English (rcraig2@kent.edu, 330-672-1741).



Have a great summer!

Media Services Highlights



Student Multimedia Studio (SMS)

First, the good news: Use of the Student Multimedia Studio is up!

During Fall 2004, 249 faculty from 49 different departments referred their classes to the "SMS" for support. These students signed-in more than 2400 times, with more than 60% asking for one-on-one technical support to create Web, multimedia and digital video presentations. Based on current statistics, usage is going to be even higher this Spring and, more than likely, even higher this coming Fall. That's fantastic!

Now the bad news: Use of the Student Multimedia Studio is up!

Obviously, as SMS use increases, access to limited resources and individualized staff support decreases. That's why it's becoming more and more important for faculty to contact the SMS prior to the beginning of the semester to insure that resources will be available for their students. Faculty can no longer assume that facilities and staff support will be available when their students walk in unannounced, especially during mid-end of semester crunch times when everyone's projects are due. During these times, students often incur a significant waiting period before someone can help them or they can access equipment.

Contacting the SMS in advance helps faculty and their students in 2 ways:

- The SMS manager can work with faculty to create tutorials specific to the digital presentation assignment and/or arrange for an in-class demonstration or hands-on workshops. This will prepare students either to complete projects on their own or require less intensive help from SMS staff.
- Faculty can reserve equipment and facilities in advance for their classes to insure that resources will be available when needed for class projects. This is especially important if students will need camcorders, video drives, or access to NLE workstations for digital video projects.

We are looking forward to seeing your students this Fall, but ...

we would be even happier hearing from you prior to the start of the semester. To make arrangement for SMS support for your class, contact the SMS manager, Gary Mote, (gmote@kent.edu, 330-672-1851). The SMS Web site is at <http://www.library.kent.edu/sms>.



To fulfill its primary purpose to support the academic mission of the University, Teleproductions provides a variety of services to support faculty and their courses.

Instructional Support (ITV): Video services that directly support classroom instruction are available, for free, to all KSU faculty. These are often provided by trained student employees supervised by production staff and may consist of recording classes, presentations, speakers and more with non-broadcast quality equipment. Typically the final product is played back in class or made available as a web stream. For more information contact Dave McCoy, Production Manager (dmccoy@kent.edu or 330-672-1871).

Faculty full-serve: This provides script-to-screen support. The service includes studio and remote location production, digital videography, graphics creation, scriptwriting, and video editing with the assistance of professional staff. Fees will apply. The contact is Dave McCoy (dmccoy@kent.edu or 330-672-1871).

Faculty self-serve: Kent State faculty can create and work on their own digital projects. If a project involves video, faculty have access to both digital recording and editing equipment through Teleproductions.

- **Equipment:** Faculty may reserve and check out video cameras, tripods and microphones to enable them to produce their own video projects. Contact Dan Tonelli, Manager of Operations (dtonelli@lms.kent.edu or 330-672-1874). As long as the use is for a Kent State project, there are no fees.
- **Faculty Edit Suite:** After the video and audio are recorded, faculty have access to the Faculty Editing Suite (FES) to assemble the project. The FES has three complete **non**-linear editing workstations. Each workstation has *Apple Final Cut Pro*, *Adobe Photoshop*, *Apple iMovie*, *Apple iDVD*, and *Media Cleaner*. Although the faculty members will be expected to do the editing themselves, training is provided. To reserve time in the Faculty Edit Suite, contact Jason Forbes (jforbes@kent.edu or 330-672-1872).



A Note from the Dean

Mark Weber, Dean of Libraries and Media Services
markw@lms.kent.edu

“A Piece of Lead”

“The liberal arts are not merely indispensable; they are unavoidable. Nobody can decide for himself where he is going to be a human being. The only question open to him is whether he will be an ignorant, undeveloped one or one who has sought to reach the highest point he is capable of attaining.” --Robert Maynard Hutchins

I. The other day, I noticed it for the first time in several years: a small piece of lead buried in the tip of my ring finger on my right hand. I got it in 1955 when I was in the third grade. An overweight kid named Arlen grew tired of me taunting him so he stabbed me with his mechanical pencil. I deserved it, but he got punished. Arlen was overweight, unathletic, and dreamy. In class, he always seemed to have his mind on far off vistas but rarely on what was going on. His grades were poor; yet somehow we knew he wasn't stupid. In high school during the summer, he worked in the town library while the rest of us pumped gas, caddied at the local golf course, or carried groceries at the supermarket. In my senior year, he and I almost became friends. We had one thing in common: in the judgment of school officials, neither he nor I were college material. After high school, we lost touch.

II. At a class reunion a few years ago, Arlen's name came up. Remember him? Has anyone heard from him? What's he doing? Did he ever amount to anything? Well, it turns out he probably did. Arlen went into the military after high school. This was during the Vietnam War; but his unit was not sent to Southeast Asia. After his discharge, Arlen went to college and graduated with a degree in (of all things!) classics. He got his master's degree a few years later and then seemed to disappear. Ten years later, he surfaced at a small religious liberal arts college in the Midwest where he served on the faculty and as a tutor, as did most of the faculty. They worked with students and taught courses centered around the great books of the Western tradition.

The textbooks that most colleges and universities use are soon outdated. When this happens, they are discarded and newer more “up-to-date” textbooks are used. Yet, for many years, educators and writers have acknowledged that certain books have an enduring importance and never really go out of style or out of date. Two thousand years ago, the Roman poet, Lucretius, wrote a tract entitled “On the Nature of Things.” This title could well describe most of the Great Books. These works – whether philosophy, history, drama, or sciences – describe things as they are. They reveal the reality and the complexity at the core of human experience that – regardless of time, place, or prevailing intellectual fashion – does not change. Young people who hunger for insight and wisdom, can return to these works long after their college experiences. These are the books that have the power to shape human events and to change lives.

These days, it seems that most traditional liberal arts curricula that focus on the Great Books or that are comprised of a genuine liberal arts core are found at “conservative” liberal arts colleges, most of which are religious.¹ Riley writes as follows:

In general, one is more likely to find Great Books or traditional liberal arts curricula at schools with strong religious identities. In the last few decades, the idea that there is a single, unchanging truth, about which one can be enlightened during college, has slowly eroded. What has taken its place is the idea that truth is something that depends upon one's perspective. The simplest and most obvious sign of this shift has been the addition of various disciplines – women's studies, African-American studies, queer studies, etc. – that

provide some of those other perspectives on truth, and the disappearance of core curricula, authors, and books that everyone was required to study in order to gain access to truth. But at religious colleges, the understanding that there is an eternal truth, however difficult it may be to find, has remained a part of their religious and their educational missions.²

It also appears that students at religious colleges are more self-motivated when it comes to learning. Perhaps, as one writer stated, this is because “intellectual life is not a game, it is a quest for truth – with no ironical scare quotes.”³ College is a kind of journey where life-changing learning experiences do occur. Another feature of this approach to learning is the presence of a common core of intellectual content around which discussions can be constructed and encouraged. In most colleges and universities, impromptu discussions and debates among students are discouraged by the fact that they each take different courses and read different books. Today's conventional academic wisdom insists that the academic diversity produced by the smorgasbord approach to liberal learning is always a good thing. Why? More than likely, these students, if they have any discussion at all, will briefly talk past each other with a brief description of what each student is reading and then move to more interesting topics. There is no chance to ask: “What do you think the author is trying to say in the second chapter,” because the students have read different books.

Finally, what about the role of religion in higher education? We must begin by coming to terms with the fact that religion and religious values are part of the Western tradition.⁴ In the Jewish tradition, “Torah U. Mada” in learning seeks to join religious learning with a liberal education.⁵ In the Christian tradition, there is the integration of “faith and reason.” The rationale is as follows:

Instead of asking whether we, as individuals, should accept a proposition or an argument, the academy often discusses whether a person playing a particular professional role is supposed to subscribe to it. When students learn to think of themselves as role players, they gain insight into the process of communication, which contributes to effective expression and self-analysis. But focusing on such self-perception distracts us from the inner-directed questions: what do I say to myself? What are the truths worth living and dying for? To sidestep these ultimate concerns will disappoint students who need a good reason to sacrifice golden years to money making.⁶

Some of the academic life would ask why should students be expected to sacrifice the “golden years of money making?” Isn't it our goal to make certain that students can get good paying jobs? Of course, some of these men and women also decry the shallowness, impatience, and materialism found in higher education today. Clearly, a genuine liberal education should help students cultivate the inner resources needed for them to be effective citizens and to guide themselves in life.

III. I never saw Arlen again. I am told he teaches in a small “conservative” liberal arts college. Since the curriculum is

(Continued on page 6)

Guidelines for Creating Effective Library Assignments

Here are some tips developed by Kent State librarians for creating more effective library-related assignments. The information is based on experiences we have had with helping students. We hope you find them useful.

√ Provide a Clear Purpose and Instructions

Make sure your students understand what you want them to accomplish in the assignment. State your purpose and how it relates to the objectives of your course. Test the assignment for clarity by asking a student or librarian to read it and offer feedback. Verify your terminology. Remember: Library resources are constantly changing.

√ Do your Homework and/or Consult a Librarian

Review your assignment each semester. Be certain the library has the resources needed to complete the assignment. Question whether the assignment is too specific (if students all need the same resources at the same time, it may cause frustration) or too general (students will feel lost and lack direction). Librarians are happy to help you with this process. Feel free to contact your department's Liaison Librarian for assistance.

√ Be Clear about Your Terminology

Students who are told that they "can't use the Web," often mistakenly believe that this includes Web-based research databases to which the library subscribes (such as *Academic Search Premier* or the *Electronic Journal Center*). It is helpful to explain what you mean by "the Web." For instance, you may want to allow them to use government websites or those listed on the library's subject guides, (<http://www.library.kent.edu/page/10114>) but not personal sites. Provide students with Web evaluation criteria that they can use to tell the difference. A sample evaluation form is available on the Library's web site at: <http://www.library.kent.edu/webeval>.

√ Foster Critical Analysis

Design assignments that ask students to use the information they find in a meaningful way. Requiring students to analyze, evaluate, or comment on the search strategy they used and the information they find helps integrate information literacy skills into your course and makes students more likely to retain these skills. It also reduces plagiarism!

√ Prepare Students for Success in the Library

Survey your students' current understanding of the library to see if they might benefit from a librarian-led instruction session. As you know, if you ask "Do you know how to find articles?" or "Can you use the library?" most will answer 'yes.' Ask them to describe how they have found magazine and journal articles in the past. This should provide a better sense of their library "comfort zone." Provide links to resources on the library's Web site. Let them know librarians can help.

√ Discuss the Research Process in your Field

Each field has slightly different methods and approaches to the research process, and students need to be acclimated to the research environment of your field. Make certain your students are aware of key terms and concepts in the discipline.

(A Note from the Dean—Continued from page 5)

modeled on the Great Books approach to learning, he finds much reward and satisfaction from the very concrete and centered activity of working with students and serving as their guide when they search for truth. The piece of lead has been in the tip of my finger for 50 years. It is like many things, I guess. We carry them around for years...hardly knowing they exist. When the college experience becomes less like a bewildering buffet of enticing experiences and more like a search for truth, then the inner resources and values students carry around with them will help guide their lives.

¹For a discussion of this, please see *God on the Quad: How Religious Colleges and the Missionary Generation are Changing America* by Naomi Schaeffer Riley (St. Martin's Press, 2005).

²Ibid, page 80.

³"Higher Learning" by Mark C. Henrie. *Commentary*, (April, 2005), p. 81.

⁴I use the phrase "coming to terms" because some in academic life view the Western intellectual tradition as an entirely secular tradition.

⁵An excellent study is *Torah Umadda* by Norman Lamm (Jason Aronson, 1990).

⁶"Orthodox Judaism and the Liberal Arts" http://www.findarticles.com/p/articles/mi_qa3860/is_200101/ai_n8947246.

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