

FOOTNOTES¹

News from University Libraries
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24/5

Expanded Hours Coming in the New Year

Beginning with Spring semester, the Main Library will be open twenty-four hours a day, Sunday through Thursday. On Sunday the building will open at noon and will remain open continuously until Friday, when it will close at 8:00 p.m. Saturday hours will be 9:00 a.m. – 8:00 a.m. These additional hours will provide students with a safe, comfortable, quiet facility for study as well as added access to information resources and public computers. We are in the process of hiring two full-time, third-shift staff, and additional campus security aides will also be on duty. Security aides also provide an escort service on campus between the hours of 8:00 p.m. and 4:00 a.m. For more information, please contact Cindy Kristof at ckristof@kent.edu.



Speak Easy Now Available

University Libraries opened the Speak Easy on the second floor of the Main Library. The room provides a space for language tutoring and conversation tables. Modern & Classical Language Studies presently provides tutoring in French and Spanish with the possibility of adding tutors for additional languages as needed.

Tables are also available for students who wish to practice their conversational skills in another language. When the Speak Easy room is not in use for these purposes, it will be open for library patrons to do group work.

Greater Access to Study Spaces

The Main Library now has four rooms that can be reserved for group study. Groups of two to four can reserve the rooms for up to two hours at a time. The rooms are available for use when not reserved, but reservations are strongly encouraged! Also available is the Presentation Practice Room, complete with computer and large digital display.

Additionally, Room 152 (Emeriti Room) is available for open study when not otherwise reserved.

EXCELLENCE *in Action*



Book Delivery to Offices

Delivery of library materials to departmental offices began in October. This service is open to any faculty, staff, or graduate assistant with a Kent Campus office. If you can receive packages at your departmental office, you can use this service!

Simply select “Kent - My Departmental Office” as your Pick Up Location when requesting books on KentLINK or OhioLINK. These items will be checked out to you and delivered to your department’s office location. Deliveries will be made Monday through Friday, once per day. Materials will arrive in interdepartmental mail envelopes or boxes, depending on item size.

In order to ensure we have your correct departmental address, we invite you to update your information on FlashLine. A small amount of loan period time will be lost while materials are in transit, typically no more than 24 - 48 hours. For this reason, materials with short loan periods such as DVDs are not recommended for delivery. Items that are too fragile for delivery will be held for pick-up. Circulation staff will contact you about such items.

Materials will not be picked up for return to the Libraries. Borrowers may return materials to the Main Library or any of the Branch or Regional Campus locations. Borrowers may return materials through Campus Mail at their own risk.

Please contact the Circulation Desk with any questions, at 330-672-1641.

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Student Multimedia Studio

Five Tips for Building a Multimedia “Bicycle”

Just because you know how to ride a bicycle doesn't necessarily mean you know how to build one.

To successfully build a bicycle you need the right tools for the job, like the right screwdriver or even the necessary specialized tools. But without the other key elements--a parts list to make sure you have everything you need, schematic diagrams to show you how the parts fit together, and step-by-step instructions to make sure you assemble critical parts in the right order--most people are generally lost.

The same holds true for students working with multimedia. They can just go out and buy a bicycle, but that's not true (we hope) for the multimedia project you assigned. Remember...just because students “ride” the multimedia wave with smart phones and Facebook, they generally need help when it comes to building their own multimedia from scratch.

1. The right tool for the job

Technologies advance so rapidly that it's difficult for anyone except the most diehard techno-geek to keep track of all of them. At the SMS, we not only do our best to stay abreast of new and developing technologies and tools, but we also try them out to make sure that they will work in an academic setting by a wide range of users. This includes the “specialized” tools needed to acquire and convert video, audio and images from among the dozens of different types of recording equipment with as many different types of formats into the ONE format that can be used for a specific type of project. If you haven't done so already, you might want to contact the SMS to verify that the software “tools” that you're having your students use is in fact the best and easiest tool for your particular assignment and to find out if your students will need to have any specialized equipment or software for acquisition or format conversion.

2. “Parts Lists” and “Schematics”

Providing a detailed description of the requirements for a project and a grading rubric goes a long way toward helping students understand what they have to do. After helping thousands of students in the SMS, we've discovered that students who arrive with detailed project guidelines and rubrics do far better than students without them. “Parts lists” and “schematics” might include a list of software and equipment and places where they can access them (like the SMS or labs in your department), web links for downloading their own free software, and project description outlining all the required elements for your project.

3. Step-by-Step Instructions (i.e., tutorials)

Having simple, easy to follow step-by-step instructions is essential for many students to advance through unfamiliar and complex multimedia production processes and terminologies. Illustrations can also make the difference between success and failure, especially when words can't describe what's happening.

If you find that your students are having difficulty with the multimedia assignments, refer them to the SMS website page, www.library.kent.edu/smstutorials for a tutorial on general project assignments or specific tools. These include audio essays using *Audacity*, digital storytelling using *PhotoStory* or *Windows Movie Maker*, *PowerPoint* essays and presentations with multimedia components, and ePortfolios using Google Sites among dozens of others.

4. Get “expert” advice

When your “bicycle” ends up looking like a “unicycle” and you have lots of parts left over, it may be time to go to an expert for help. SMS student consultants can be your students' last resort and, in some cases, might be their first. SMS consultants are available to help your students with almost any technical difficulty relating to multimedia software or equipment. Often this means retracing the original directions with the student just to make sure they didn't skip any steps or followed each direction carefully. But sometimes it suggests they need access to the vast array of specialized software and equipment only available in the SMS or that they need help installing and configuring a “free” program that they downloaded from one of our website's “Free Software” links. No matter what they need...we can help!

5. Request a specialized tutorial or in-class workshop

If you can't find a tutorial on the SMS website that works for your project, contact the SMS manager, Gary Mote. He may be able to create a tutorial specifically for your class or arrange to come to your classroom for a quick hands-on workshop. Additionally, he might even be able to suggest an easier-to-use software or work-flow that will achieve the same or better results.

Find out more...

Visit the Student Multimedia Studio website for links to tutorials or free software or for other information about the SMS: www.library.kent.edu/sms. You can also contact the manager at gmote@kent.edu or by phone at 330-672-1851.

A Note from the Dean

James K. Bracken, Dean of University Libraries

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Planning Space and Access

For the last three months (my first months at Kent), I have been giving my stump speech to any group of faculty, staff, or students that will listen. These groups have included the deans, chairs, and faculty of several colleges, as well as, most recently, Undergraduate Student Government. The intention is to put everything out on the table for all to see. There are no secrets.

My stump speech begins with President Lefton's vision for the University Libraries, specifically the Main Library, as an optimized "learning resource center." In his 2010 State of the University Address, President Lefton put our Libraries "At the Heart of it All," charging me "to develop a plan to remake our libraries using a 21st-century model." I can assure you that the University Libraries is more than capable of meeting this charge. But such a plan cannot and should not be developed without broad understanding and input; hence, my stump speech to anyone who will listen.



Earlier in 2010 the University commissioned the Baltimore architectural firm of Ayers, Saint, Gross (ASG) to study the Main Library. The study's intention was to provide a 10-year "road map" describing what the Main Library could do to give "better support for the University's evolving academic programs." It is a very insightful study, albeit at a very high level. Here think of zooming out to the max with Google Maps: a view of the Main Library from maybe 100 miles up in space. The study is a road map, not a set of blue prints; and, not surprisingly, it calls for additional study of the Main Library. I describe it as a feasibility of a feasibility study. Add more "feasibility's" if you like. The main take-aways from the ASG study, completed in September, are three.

The first (#1) is that there is a need for a "next level of study." The ASG study tried to determine what the ideal renovated Main Library might contain, but did not really attempt to reconcile the ideal with realities. In short, what the study describes is still too big for the existing building. We can all agree, I think, that everything now in the Main Library does not fit very well. The study concluded that everything proposed for the improved building does not fit all that much better, even with removing some stuff now in the building.

The second take-away (#2) is that there is a need for "extensive improvements to the building's infrastructure" – mechanical, electrical, plumbing, and fire protection systems, elevators and stairs, and building accessibility "do not comply with contemporary standards." Ultimately, regardless of the building's use, the University will have to make improvements of this kind for the building to remain usable as a building, let alone as a library.

And finally, the third take-away (#3) is quite simply that there is a need to systematically de-accession (the librarian's word for "weed") a substantial portion of the print collections in order to fit anything close to the ideal program (#1 above) and the needed building infrastructure improvements (#2 above) into the existing space. Making infrastructure improvements, like adding or enlarging chases to accommodate better mechanical, electrical, and plumbing systems; adding a fire protection system where none now exists; building better, faster elevators that meet ADA (Americans with Disability) standards; adding bathrooms, like on the 1st floor where

none now exists, will require repurposing some of the space now used to store print collections or to support existing programs. Likewise, accommodating the growth of the School of Library and Information Science as well as the needs of the offices of the President, Provost, and others now in the building will also require more space, as will just adding more user seats with access to computers. In short, any plans to improve the Main Library must include carefully and systematically adjusting the print collection's size in order to accommodate these space needs.

This spells lots of work. On the other hand, it is important to keep in mind that the current Main Library, which opened in 1970, was built on at best a 19th-century model. Before the Internet or even the advent of electronic resource sharing, it was designed mostly to serve as a print collections storage facility: a tower full of print books and journals, which it is essentially today, and not as a space where people can comfortably use print--hence, the absence of a 1st floor bathroom and sufficient bathrooms in the tower. In contrast, the 21st-century model library is a place that is user-centered. It is a place where people do things with collections and other services that library users want and need to do the University's work of research, teaching, and especially learning. The 21st-century model library is space where faculty, staff, and students can use technologies (old print ones, like rare books and manuscripts as well as new virtual ones, like multimedia and other electronic resources), as well as just take advantage of the personal and communal social resources that are associated with a welcoming environment – coffee, comfortable chairs, etc.

Making choices about the selection and de-selection of materials for the collection as well as about the sizes of space to allow for other programs is not new either to University Libraries or to libraries in general. Few libraries have ever had all the space that was needed to accommodate either their collections or programs. Critical here is making the best and most informed choices, to get back to President Lefton's vision, about optimization of resources. The library planned on a 21st-century model will include just the right amount and mixture of spaces, collections, and programs (including technology and services) that can continue to support the University's evolving academic programs. Note the emphasis on "continue" here. Just as the Main Library has served Kent State well for 40 years, any improved Main Library should have the flexibility to serve the University for the next half-century.

I challenge you to think about the University in 2060. Over the course of the next several years, we will continue to openly discuss how the Library can best support the University in its achievement of excellence as we go forward. I ask you to think about the issues identified above. In the meantime, if you want to see and hear my stump speech, "Planning Space and Access," in a PowerPoint complete with voice-over, go to www.library.kent.edu/deanswelcome. And if you want me to make the presentation in the person, just contact me and I'll be there. I look forward to seeing you in the University Libraries.



FRIENDS'

CORNER

Kent Reads, Kent Writes!

Kent Reads, Kent Writes is a read-aloud series presented by University Libraries. The program features engaging and thoughtful Kent State University faculty, administrators, alumni, and current students reading aloud from meaningful works of literature, poetry, original creative writings, and non-fiction.

To date, the program has featured Professors Mwatabu Okantah, Pan-African Studies; Paul Gaston, Trustees Professor; David Hassler, Wick Poetry Center; Sharon Bell, Modern & Classical Languages; and Laura Dzurec, Nursing.

The Kent Reads, Kent Writes series is a free event open to the public. Readings are held on select Thursdays from 3-4 p.m. in the Main Library. Light refreshments are provided. For specific dates, check the "What's New" listing on the Libraries' home page (www.library.kent.edu).

Giving to University Libraries

University Libraries (UL) continues to adapt to address the challenges of the present and the opportunities of the future. We are committed to student success and work actively with faculty to develop the information literacy skills students need to succeed.

Donor gifts can make a difference for students in the services we offer and with scholars in the resources we provide. Your gifts can help us in the areas of:

- Teaching and learning
- Facilities
- Programs and activities
- Collections

There are many ways to make a contribution to University Libraries, as well as rewards for doing so. Ways to give are outlined at www.kent.edu/advancement/waystogive. For more information, contact Christine Isenberg by e-mail (cisenber@kent.edu) or by calling (330) 672-2767.



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