FOOTNOTES[1]

OhioLINK Electronic Journal Center Budget Cuts

Due to cuts to the OhioLINK budget, journal packages from seven publishers have come under review for elimination or reduction for calendar year 2010. This October, OhioLINK member institutions participated in a blind-bid process to increase their local financial support for these journal packages, with the hope of retaining them in the OhioLINK collection. Local "bids" were affected by variables including former price, list price, cost-per-download, and the value of the convenience and stability of OhioLINK access.

As of November 9, 2009, three of these packages have been retained, and four of them are still under negotiation. OhioLINK staff continues to work with the publishers to obtain lower prices and with local library staff to further increase institutional support for these packages.

These journal packages have been retained: Association of Computing Machinery (ACM), Emerald Group Publishing, and Project Muse. Those still under negotiation are: Cambridge University Press, Duke University Press, PCG (Ingenta), and Royal Society of Chemistry (RSC).

At this point, our price "bids" increase our Kent State costs for all seven of these journal packages by $68,988. This total is subject to change when the negotiations on the outstanding four packages are settled. If these fail, we can expect our local costs to increase as we are forced to start up local subscriptions for the titles that we need.

Watch for the conclusion to this tale in the January edition of *Footnotes*. In the meantime, send questions to Tom Klingler (tk@kent.edu), Assistant Dean for Technical Services.

University Libraries Fall 2009 Report

The Libraries wish to share the report recently given to Chairs, Directors, and Library Representatives at their annual fall meeting. The report highlights recent activity with regard to collections, services, and facilities. It is available at: *http://www.library.kent. edu/2009report*.

EXCELLENCE *in Action*

Survey on Library Quality

In Spring 2009, members of the University community were asked to respond to the LIBQUAL survey, a nationally recognized measure of users' opinions of service quality. The Kent campus had 357 respondents, made up of 124 undergraduates, 70 graduate students, and 163 faculty. They answered questions grouped into three general areas: affect of service, sense of information control, and library as place. In responding, they were to choose the minimum level of acceptable service, their desired level, and their perceived level of service currently provided.

Although overall respondents indicated that their perception of the service, collections, and facilities was lower than their desired level, we were pleased to see that it was well above their minimally acceptable level.

There were three overall measures of satisfaction measured on a nine-point scale:

1. overall quality of service provided by the library: 7.44

2. general satisfaction with the way I am treated at the library: 7.80

3. general satisfaction with library support for my learning, research, and/or teaching needs: 7.24

The results also showed frequency of use of web (non-library and library) and the physical library. The majority (72.4%) reported daily use of non-library gateways (e.g., Google) for information. The use of resources on library premises was weekly for 36.2% respondents or monthly for another 30.7%. Access of library resources through a library web page on a weekly basis was 45.9%.

The comments are also informative. There were concerns about deficiencies in the collection, the dingy and dated appearance of the physical space, and the difficulty in navigating the Libraries' website and online resources. There were many that lauded the service received from staff and the importance of the library to their work.

More details from the survey are at: *http://www.library. kent.edu/libqual2009*.

Inside this Issue

Resource Updates

Free Online Training for ArcGIS

Geographic information system (GIS) is a computerized environment that allows users to enter, manage, analyze and display information that is geographically referenced. Kent State University has a site license that will enable faculty and students to install the software, ArcGIS 9.3, to any University-owned computers for research and to those that faculty and students use for educational purposes.

As the first step to using this software, the vendor, ESRI, Inc., has given the University access to free online courses for learning ArcGIS. Any interested faculty or students can email Dr. Jay Lee (jlee@kent.edu) with a statement explaining the use of software and/or to request a registration code for free online courses.

ArcGIS is also available at the two library GIS workstations, one in the Main Library Information Commons and the other in the Map Library. Library staff can assist users with discovering GIS data sources (in person and through the Map Library website). Also, some Census data and other local data is available for loan through the Map Library (and KentLINK).

Treasure Trove of Multimedia Resources Available through the Libraries

The Libraries have a large array of multimedia resources made available through both OhioLINK and local subscription. These include audio, video, and images. These are available for educational use, although it is always wise to read the provider's acceptable use guidelines. To review what is available, two web pages have been created:

- Multimedia by format (*http://www.library.kent. edu/multimedia_format*)
- Multimedia by subject (*http://www.library.kent. edu/multimedia_subject*)

Encyclopedia of Animals

The former *EBSCO Animals* is now called *Encyclopedia of Animals.* Previously, this was a stand-alone database. It now is part of *Middle Search Plus* and *Primary Search.* It can be searched through the regular EBSCOhost interface or by using Searchasaurus. Each entry now has added subject headings and an abstract and includes a Lexile value.

FACTOID: In October 2009, Kent State users downloaded 27,778 articles from the OhioLINK Electronic Journal Center.

Zoological Record Now Available Online

Zoological Record covers the world's literature on animal biology, providing a taxonomic record and unofficial register of animal names. The Libraries' now subscribe to this important resource online beginning with 2004.

The print edition goes back to 1864, complementing the online resource for years before 2004.

Safari Books Online

Safari Books Online provides access to more than 8,000 books on information technology and business. The redesigned user interface offers:

- simplified user interface allowing navigation anywhere within two clicks
- improved reading experience with improved scrolling and zooming
- optimized search offering new ways to search
- expanded user ratings and reviews

Titles newly added include:

- *Photoshop Elements 8 for Mac: the Missing Manual*
- *iPod: the Missing Manual,* 8th edition
- *Mastering Financial Calculations: A Step-by-step Guide to the Mathematics of Financial Market Instruments*, 2nd edition

Market Share Reporter

This is another new online resource available through the Libraries. Entries in this directory provide market share data and rankings of companies, products, and services. The database starts with 2010. Earlier years are available in print in the KSU Main Library.

Assignment Calendar Enhancement

The Libraries' Assignment Calendar now offers our students the choice of "studying for exams," in addition to "annotated bibliography" and "research paper." By selecting the type of assignment and its start and due dates, the tool will generate a listing of the steps needed to complete it and the target deadlines for each step. Students can request receiving an email reminder the day before each step is due.

The Assignment Calendar is available on the Libraries' website through "more" in the yellow Services block or directly at *http://www.library.kent.edu/ assignmentCalendar.php*.

Five Tips for Successful Student Multimedia Projects

Successful student multimedia projects start with a solid assignment. This is the first of a series of articles from the Student Multimedia Studio (SMS) intended to provide faculty with multimedia assignment tips. This article about general considerations will be followed in the future by tips for web projects, PowerPoint assignments, video projects, and more. All of these articles will also be available on the Faculty Support pages on the Student Multimedia Studio Website.

1. **Start with Pedagogy, not with Technology.**

Too often, multimedia projects start with the desire to use a specific technology then try to "fit" the pedagogy in later. This often results in disaster for both faculty and students since teaching/learning objectives are often diluted or completely missed. Make use of the Faculty Professional Development Center's team of professionals to help you develop a pedagogically sound approach to your multimedia assignments.

2. **Try it yourself.**

Start your project on one computer and then move it to another computer to finish it--just as many students will have to do when working both at home and at school. This is the point where many of your students' projects will start to fail. Then submit the finished project to yourself in the way you will want your students to submit their projects to you. This may be as an email attachment, saved to CD-R or jump drive, as an upload to your Vista Course or to the Kent Personal Server. Finally, open and view the "submitted" project on your own or your classroom's computer to see if it really works.

3. **Don't assume that your students know how to create a multimedia project from start to finish without help.**

From the SMS' experience of helping more than 4,000 students each semester, students will need help with at least one critical aspect of every type of multimedia project. Most students know the "basics" but very few have the advanced knowledge required to successfully incorporate multimedia components into their project. Providing your students with project specific tutorials or setting aside class time for a demonstration or workshop will build their confidence and start them on a productive path. Also, don't assume a common platform, the fact that students may be using PCs or MACs with totally different software and types of problems, needs to be in your planning process (i.e., assigning groups).

4. **Try to make use of readily available "freeware", MS Office and "i-Tools" as well as Web 2.0 resources.**

There's usually a way to create most multimedia projects without using expensive specialized software like Dreamweaver, Photoshop, Camtasia Studio, and similar "high-end" software packages that require students to work on their projects in the classroom or in specialized labs.   Also, confirm that specialized equipment like digital voice recorders, camcorders and scanners will be available in the quantities and for the duration needed by students to work on their projects.

5. **Contact the Student Multimedia Studio and make use of the SMS' website resources.**

Find out what thousands of students have taught us works best for both faculty and themselves. We're ready and willing to help you create assignments or solve any problems that came up when you tried to make the presentation yourself. Invite us to come to your class with a demonstration, or work with you to create a project-specific tutorial. Visit the SMS' website for a wealth of information, including tutorials and links to freeware and Web 2.0 resources. We will even "test" your project on PC and MAC platforms using different versions of software to make sure everything will work for your students. We can also help connect you with the other campus resources like the FPDC, AV Services, IRC, ET, or other departments that can assist you or your students.

For more information:

- SMS: contact Gary Mote, Manager (gmote@kent.edu) or visit the SMS website at: *http://www.library.kent.edu/sms*
- FPDC: contact Jeffrey Pellegrino, Asst. Director (jpelleg1@kent.edu) or visit the FPDC website at: *http://fpdc.kent.edu/*
- Video and audio recording equipment checkout: Audio Visual Services (AVS) at: 330-672-3456

...and yet more highlights
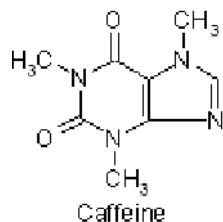
Focus on the Chemistry/Physics Library

Like the other branch libraries on the Kent Campus, the Chemistry/Physics Library (C/PL) is a great resource filled with friendly, knowledgeable and professional staff, specialized information sources, and services to make the research and educational lives of our library users easier and more efficient. While our mission is to serve the students, faculty and staff in the Departments of Chemistry and Physics Department and the Liquid Crystal Institute, our reach has expanded to assist members of other disciplines as well, including the Department of Biological Sciences and the College of Technology. Scientific research is becoming increasingly interdisciplinary, and we are here to help you succeed in locating the information that you need.

Whether you need to look up a chemical structure, a reaction, spectra, or an h-index or to put materials on Reserves for a course, we can help you do that and more. Preparing your promotion or tenure files? We can supply your citation searching needs. Some of our specialized resources include *SciFinder Scholar*, the *Cambridge Crystallographic Structural Database*, *Science of Synthesis*, *LiqCryst 4.6*, and many others. The Head Librarian, Erica Lilly (elilly@kent.edu), would be happy to work individually with students, faculty, and staff or with classes to help them find the scientific information that they need. Please visit us in 312 Williams Hall (330-672-2532) or via our website at *http://www.library.kent.edu/chemphys/*. We look forward to working with you!

Writing Commons Announcements

News from Jeanne Smith, Director, Kent State University Writing Commons

1. **Self-service online appointment scheduling 24/7**: No need for a student to call or stop by to schedule an appointment -- help is just a few clicks away!

Using our website--*http://writingcommons.kent.edu*--students can schedule their own Writing Commons appointments online by clicking on the "Schedule an Appointment" tab. The new system is password protected, and it will send confirmation/reminder emails to students. Students will be able to choose one hour or 30-minute appointments, depending on their needs.

We continue, of course, to offer scheduling by phone or in person, and walk-ins are always welcome; but please let your students know that they now have the ability to schedule, cancel, and reschedule their own appointments. In previous semesters, appointments have filled up very quickly, so please advise your students to schedule early.

2. **Paperless Session Reports are finally here!** At the student's request, we will send a report of any session to

    A. The student only

    B. The instructor only

    C. The instructor AND the student

    D. Send no report

The Reports will come to you by email at your ____@kent.edu address. If students forget to request session reports, they may contact me at any time, and I will send out their reports.

3. **A "quick questions" chat feature on the web page**: Whenever a tutor is available, your students can get help in an online chat format, very similar to the one the Reference Librarians have been using.

If you or your students have any questions about our new services, please contact me (jrsmith3@kent.edu) or Assistant Director Anthony Garrison (agarris1@kent.edu), and we will be happy to help.

Jeanne Ruscoe Smith, Director, Kent State University Writing Commons, 4th Floor, Main Library, 330-672-1788

FACTOID:

In October 2009, articles from the *Journal of the American Chemical Society* were the most frequently downloaded from the Electronic Journal Center, followed by those from the *Journal of Advanced Nursing*.

Save this date!

February 26, 2010

The Libraries will host Library Live IV: An Information and Resources Conference in the Kent campus Main Library, 9:00 - 3:00 p.m.

A Note from the Dean
Mark Weber, Dean of Libraries and Media Services
mwweber@kent.edu

None Dare Call It Censorship

I. One of the most interesting developments in our post-modern world has been the coming together of the therapeutic movement, with "diversity" or "multiculturalism." The result has been something that some people never would have thought possible today: censorship and authoritarianism among liberal academics. Liberal academics and administrators who seek to ban "hate speech" or other forms of lack of civility tend to regard censorship as a tactic used only by those on the political right, even though they frequently embrace it as well. Since this kind of censorship often stands opposed to the professed values of liberalism or the left, its perpetrators find it wise to proceed euphemistically in order to set up a climate of opinion in which First Amendment rights are carefully and quietly abridged in the name of sensitivity. The result is often something called a "code of conduct," or an "anti-harassment policy." These documents almost always employ the doctrine of "intent versus impact." The doctrine of "intent versus impact" informs faculty and staff that they may say something that seems harmless and innocuous on its surface. However, if this remark is found to be "hurtful" by a student or other member of the University community in one of a number of "protected classes," then some kind of retaliatory or disciplinary action against the person making the remark may be necessary. In other words, the meaning is quite clear: your First Amendment rights end where somebody else's sensitivity begins.

This whole sensitivity/civility approach, enshrined in the "anti-harassment" policies of colleges and universities across the country have the following characteristics:

1. These policies pay lip service to academic freedom and the right of an individual to free speech.

2. The policies contain a literal or symbolic "but" and then go on to indicate that the college or university has the right to abridge freedom of speech in the name of "civility" or "sensitivity."

3. They further establish the alleged victim's sensitivity as the standard by which to determine if the tenets of the policies' restrictions on freedom of speech have been violated. What about this possibility: if two people in two separate encounters make the same remark to two different individuals from the same protected class, are both speakers guilty if only one recipient of the remarks is offended?

4. Most of the policies do not caution the institution to refrain from censoring whatever it regards as insensitive speech. Instead, they place the burden on the individual student or faculty member not to engage in what might be considered insensitive speech.

5. When an infraction occurs, frequently the person who uttered the remark is considered guilty and must prove his or her innocence rather than placing the burden on the institution to prove that the student who made the remark had violated the policy.

6. There is the cynical position held by some who support these policies that, well yes, they do restrict speech; but an anti-harassment policy is "nice to have anyway because it represents a commitment to diversity."

Finally, there is the view that these policies, once adopted, cannot be repealed because such an action would "send the wrong message." To whom? Several years after the "anti-harassment" policy has been passed, few faculty or students would ask the following question: Has the policy been effective? Have the number of incidents of "insensitive" speech gone down or increased?

Do students even know that such a policy that restricts their First Amendment rights even exists? If students do not even know that the policy exists, then how can its defenders claim that it is effective in making students more "sensitive" in what they say or write? In other words, the restriction of the rights of free speech are needed in order for an institution to achieve a kind of collective liberation the most salient characteristic of which is sensitivity. In this new environment the tactically sophisticated academician tiptoes around the minefield of questions relating to race, gender, or sexual orientation. This means that discussions on these subjects in class, at social gatherings, or college functions, become tentative, guarded, and usually anemic.

II. Fortunately, there are organizations that are willing to champion the values of free speech and to oppose illiberal policies written in the name of "sensitivity." Founded in 1999, The Foundation for Individual Rights in Education (FIRE) (*http://www.thefire.org*) is such an organization. FIRE was founded by Alan Charles Kors, Professor of History at the University of Pennsylvania, and Harvey Silverglate, an attorney in Boston. In 1998 Kors and Silverglate wrote the important book, *The Shadow University: The Betrayal of Liberty on America's Campuses.* Following its publication, Silverglate and Kors were inundated with requests for assistance from beleaguered students and faculty on campuses across the country. To help with this growing problem, FIRE was founded. FIRE has several projects.

First, FIRE directly defends individual students, faculty, and organizations against violations of their rights. Part of this effort is the Speech Codes Litigation Project. Through this effort, FIRE has successfully sued six public universities because of their efforts to unlawfully restrict free speech through speech codes or "anti-harassment" policies.

Second, experts on due process, free speech, and other rights have written a guide, *Fire's Guide to Student Rights on Campus.* This has been used by student activists to defend their rights and to object to politicized lectures by faculty in their classes.

Finally, the Campus Freedom Network (CFN) is a loosely organized group of students and faculty dedicated to protecting individual rights on college campuses. Taken together, these efforts are modest. Yet, they do point to the fact that there is relief in sight from the efforts to restrict freedom of speech in the name of sensitivity. However, there is much work to do. Please consider the following.

III. Universities continue to censor and suppress activities and publications of which they disapprove. Let's take a look at some examples. One subject area that is risky to criticize is the whole concept of affirmative action. The editor of a college newspaper in California tried writing an editorial critical of affirmative action from a public policy perspective. The university promptly removed him as editor. At a university in the Midwest, a faculty candidate for tenure was rejected by his department because of his libertarian, objectivist (Ayn Rand) point of view. At a university in the East, first-year undergraduates are forced to undergo "sensitivity training" in the name of diversity. The list goes on and on.

The FIRE website gives one a feeling for the depth and breadth of the anti-free speech problem on many campuses. This is, by now, an old story of therapeutic politics run amok. By the 1980's, the anti-porn movement joined with multiculturalism in an environment of a therapeutic notion of abuse that helped to erase the distinction between words and deeds, says Wendy Kaminer in her book *Worst Instincts.* The hallmark of this problem is that "verbal abuse" or insults become equated with actual assaults. Two other elements contribute to this problem. One is the popularity of memoirs and "memory" and personal testimony. The other is a subjective (actually sloppy) set of definitions about what constitutes "verbal abuse" or "disrespect."

Most troubling is the fact that what constitutes abusive words is determined by the sensitivities of the "victim." Often, but not always, these are determined by his or her membership in a recognized "under-represented" group. Then, it is easy for an institution to engage politically-correct restrictions on speech.

FRIENDS' CORNER

McGilvrey Hall Construction

Construction of McGilvrey Hall was a Works Project Administration (WPA) project during the Great Depression, making it the University's first new classroom building in twelve years. This photo is from 1939 and part of the digital Centennial Collection created by Special Collections and Archives.

Celebrating the University's Centennial

http://www.library.kent.edu/centennialcollection

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