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BULEY LIBRARY, SOUTHERN CONNECTICUT STATE UNIVERSITY

The Buley Bulletin

FLOOD RECOVERY

For most people a wet book is a lost book. Reading in the tub is a pleasant pastime, but for those addicted to this vice, a soggy volume is the almost inevitable conclusion to an hour of pleasure. If it's a trade paperback the loss is small. However, if you drop your 1550 edition of Nostradamus' *Almanac* in the suds you have a serious problem.

Happily, given enough time and money this treasure can be made whole. The book can be disassembled, the pages washed and bleached and then re-sized, the signatures re-sewn, and the book re-cased. Do not worry too much about the binding; the vegetable-tanned leather will survive nicely. All it will take is money and a restoration specialist with a skill and experience level that exceeds your cardiologist.

Your 1902 copy of *The Sins of New York* will not be so fortunate. Cheap paper, cloth binding, and period leather will result in a sad object barely recognizable as a book and for items of this vintage a good bath is the first step on the road to the knackers. If the water was dirty the prospects are even dimmer. Theoretically most such items could be saved, but the cost would be astronomical and far out of proportion to the value of the volume.

When dealing with the aftermath of the Buley flood most books are going to fall somewhere between these two extremes and the librarians are going to have to make calculations based on the condition, treatment options, and replacement costs. Many items will need to be replaced, and it may be that some will be in microfilm or some other format. For others, substitutes may be called for, and for a certain percentage there may be only memories.

In general, however, we expect that all useful and important materials will eventually be returned to the stacks. Rebound? -possibly. A little wrinkled? - perhaps. Please be patient, it will take some time, but it will get done. If you have special needs, be sure to consult with your departmental selector and we will be on a fast track to recovery!

-by Dr. Paul Holmer, Special Collections Librarian



Above, some flood damaged items await triage at the old student center. These are some of the items that have been dried out and treated for mold and now are being sorted for rebinding or discard.

THE FIRST YEAR EXPERIENCE: A SELECT BIBLIOGRAPHY

Avery, Elizabeth Fuseler, ed. *Assessing Student Learning Outcomes for Information Literacy Instruction in Academic Institutions*. Chicago: Association of College and Research Libraries, 2003.

Examples of assessment strategies of information literacy courses, classes, and programs are detailed in this book, with specific examples provided. While many of the assessments could apply in a first year library instruction session, Chapter 6, "First Year Experience Research Skills Survey", reports on programmatic assessment of first year library instruction conducted at the University of Cincinnati.

Barefoot, Betsy O., et al. *Achieving and Sustaining Institutional Excellence for the First Year of College*. San Francisco, CA: Jossey-Bass, 2005.

In writing this book, Betsy Barefoot, John Gardner and others "sought to identify campuses in which the first year has become a high priority and truly central to the college experience." Case studies of thirteen colleges and universities that have made the first year experience a part of the curriculum are showcased, with twenty themes of excellence emerging as commonalities among the institutions.

Hardesty, Larry, ed. *The Role of the Library in the First College Year*. Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition, 2007.

This book is a collaborative effort, drawing upon the expertise of librarians, classroom faculty, and leaders in higher education to discuss both the philosophical and applied strategies for effectively teaching information literacy skills to the first-year college student. Chapter topics include models of library instruction for the first-year student, assessment of library instruction in the first year, and research on student retention and library involvement. A large section of the book is dedicated to case studies describing information literacy instruction and the first-year college student.

Kuh, George D., et al. *Student Success in College: Creating Conditions That Matter*. San Francisco, CA: Jossey-Bass, 2005.

The information presented in this book is based on the Documenting Effective Educational Practice (DEEP) project from the Center for Postsecondary Research at Indiana University. Twenty DEEP model institutions are discussed, along with the six living mission and educational philosophy features common to all of the campuses.

Skipper, Tracy L. *Student Development in the First College Year: A Primer for College Educators*. Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition, 2005.

This primer on student retention and success theories provides a starting point for discovering the definition of student success for individual college campuses. The book includes sections on psychosocial theories of student development and theories of cognitive development, applying these theories to educational practice.

Upcraft, M. Lee, John Gardner, and Betsy Barefoot. *Challenging and Supporting the First-Year Student: A Handbook for Improving the First Year of College*. San Francisco, CA: Jossey-Bass, 2005.

This book begins with an overview of the last fifteen years in the area of initiatives for success of the first-year college student. The first two sections of the book provide demographics and background information on today's first-year students as well as the challenges of retaining the first year student. Subsequent sections discuss creating a campus culture for first year success, ways first-year students must be challenged and supported both in and outside the classroom, and assessing efforts that promote first year success.

Ward-Roof, Jeanine A. and Cathie Hatch, eds. *Designing Successful Transitions: A Guide for Orienting Students to College*. Columbia, SC: National Orientation Directors Association, National Resource Center for The First-Year Experience and Students in Transition, 2003.

The second edition of this guide by the National Orientation Directors Association puts into perspective issues and trends in the last twenty years of college and university orientations for new students. The work provides a snapshot of today's first-year college student and the suggested methods for orienting diverse populations, nontraditional students, and transfer students. In the final chapter, John Gardner reflects on the future of new student orientation.

Welsh, Michael. *First Time Around: Case Studies of the Freshman Year Experience*. Dubuque, IA: Kendall/Hunt Publishers, 1999.

In First Time Around, author Michael Welsh shares true accounts of college freshmen in their first few weeks of school as they settle in to university life. Each case study concerns a particular issue or dilemma to be resolved. The case studies are intended to be learning scenarios, shared and discussed with groups of new students. Topics in the workbook include homesickness, changing relationships with parents, making new friends, interacting with professors and university staff, and academic integrity.

- by Susan Miller, Library Instruction Coordinator

JOURNAL RETRIEVAL SERVICES

The November flood on the ground floor of Buley Library is still affecting library operations and will continue to impact access to the collection through the summer and into the fall semester. The librarians and staff have reason to be proud of their response to the catastrophe and there is no higher compliment than for a patron to say “I had no idea things were still so messed up.”

All ground floor holdings were initially taken out of the building and evaluated for moisture damage before being returned in segments to the quickly renovated dining area of the old student center. The first group of materials to be returned were undamaged, dry, bound journals, oversize and juvenile collection materials. The catalog was edited to reflect the fact that the books were available for use by request at the circulation desk. The second group was returned late in the spring semester. These are materials that got wet but were freeze dried and sustained various levels of damage. They were returned to campus and evaluated as to whether they would remain in the collection, be sent for repair, or require replacement.

Many patrons find that when they discover that the book or journal article they want is only available by request via a call slip at the circulation desk, the request is filled sooner than they anticipated. They have no idea that the item they want is shelved across campus in temporary stacks in the old student center, and that library workers make multiple trips each day to retrieve materials for library users. Often times, journal articles are retrieved, scanned, digitized and emailed directly to the requestor so they don't even need to come back to the library to get the article. The library staff strives to make the hardship invisible to the user and in many instances they are successful.

The catalog record indicates to the user how to go about getting desired material that has been removed from Buley as a result of the flood—in most instances a form is required and the patron will be instructed to return at a later time to pick up their requested item. In cases where an item has not yet been returned to the library, reference staff can be most helpful in identifying other sources that will meet the needs of the information seeker. With each passing week, more flood materials become available. Replacement efforts will get underway as soon as the evaluation of the collection is complete—most likely beginning in the coming fall semester.

-by Cindy Schofield-Bodt, Technical Services



Above, journals that survived the flood unscathed fill the shelves in their temporary home in the Owl's Nest at the former student center.

NEW FEATURES ADDED TO REFWORKS!

Introduced at Southern three years ago, RefWorks continues to be a popular service offered to the campus community by Buley Library. Students, faculty, and staff are all eligible for an account. RefWorks allows the users to quickly download citations for either books or journal articles from the 150+ electronic databases provided by the library. Once citations have been downloaded they can be organized into folders corresponding with papers or reading lists. Users can quickly generate reference lists in all of the popular citation formats as well as hundreds of journal-specific formats. RefWorks interacts with Microsoft Word as well as the up and coming open source program Open Office. New features include a browser plugin, RefGrabIt, that creates on-the-fly citations for web pages that can be quickly imported into your database. Also available is the ability to attach documents in many formats, including PDF and HTML, to your citations. The library is currently evaluating other new functions such as RefShare, which allows users to share references with other users and to generate and post reference lists to the web. They can either be open to the public or restricted based on accounts or IP addresses. One university has used RefShare to generate its Faculty Bibliography and post all faculty papers so anyone on campus can access them.

RefWorks is rapidly becoming the best solution to replace your piles of papers or even your file cabinets! For more information on using RefWorks please contact your Library Liaison or Tim Klassen, Buley Systems Librarian, at klassent1@southernct.edu or 392-5734. One-on-one instruction is available in the library or in your office. You can also arrange group instruction. There's a short learning curve so it's usually best to work with one of us first a few times before you use it on your own. However, once the learning curve has been surmounted you won't regret the time spent learning RefWorks. And remember, we guarantee that your jaw will drop at least once during training!

-by Tim Klassen, Systems Librarian

Dr. Enda McGovern, Marketing: As students continue to struggle with the ability to cite properly, RefWorks is a very welcome addition indeed. It presents users with a solid platform to enable them to access and display the wider researched material. The style adopted, APA, MLA or other, can be easily transitioned but the user does need to understand the style basics. I would encourage the student body at large, and those interested academics, to engage this software positively in facilitating a more productive writing environment.

HOW FACULTY ARE USING REFWORKS IN THE CLASSROOM

Dr. Klaus Peters, Computer Science: RefWorks is indispensable for technical/scientific writing in class as well as for research. I introduce and use RefWorks in all my graduate classes and the undergraduate capstone course. I ask students at the very beginning of each course during the initial topic research phase to cite at least one resource with RefWorks. I provide each student with a hard copy and a web-accessible tailored RefWorks manual, which captures the process of resource citation in Word documents (creating a RefWorks account, accessing the account from campus and home, creation of a RefWorks database, installation of Write-N-Cite in Word, and RefWork-formatting of Word documents). The manual is accessible on the L-drive in the TeachInnovation Program folder. Students get very quickly used to RefWorks and they learn quickly to maintain the locally created text version with the data base-linked references for further work. They also appreciate the efficiency of RefWorks in formatting properly the cited references for submission of the converted text version.

NEW DATABASES!

- **AnthroSource**
- **Bibliografía de la Literatura Espanola desde 1980**
- **Digital Dissertations**
- **Film and Television Literature Index**
- **INSPEC (Physics, Engineering, Electronics, and more)**
- **NAXOS Music Library (On-campus access only)**
- **Teatro Espanol del Siglo del Oro**

THE BIG READ

SCSU and Buley Library are participating in The Big Read - New Haven, a collaboration between the **International Festival of Arts & Ideas** and the **New Haven Free Public Library** that is funded by a grant from the National Endowment for the Arts. This exciting city-wide event provides everyone with the opportunity to read and discuss a single book within their communities. Harper Lee's *To Kill a Mockingbird* is New Haven's chosen book. Discounted copies of the book are available in the SCSU bookstore. You can also hear various artists discuss *To Kill a Mockingbird*, available on CD at the Circulation/Reserve Desk of Buley Library.

<http://www.library.southernct.edu/>
