Dealing with the Economic Downturn

By John M. Meador, Jr., Director of University Libraries

Tough economic times are exacerbating the difficult decisions librarians have been making since the revolutionary emergence of the World Wide Web in 1993 and the subsequent evolutionary transitioning from the analog to the digital world. All of us are currently administering two parallel libraries (physical and virtual) with budgets originally designed to support only one. Now, these budgets are being reduced even as publishers increase subscription prices far beyond the rate of inflation. How can libraries fund the cost of maintaining current services while continuing to innovate for tomorrow?

Many of my colleagues advocate shifting funds away from traditional “legacy” collections and services by downsizing print collections and placing all their efforts and funds into digital resources. Rationalization for this approach comes from observations that today’s students prefer digital to print resources as well as the promise of ubiquitous access to library resources via mass digitization endeavors such as Google Book Search.

However, this one-size-fits-all approach, based upon an arbitrary “either/or” dichotomy, only serves to disenfranchise one group of library users while seeking to support others. Many of our library users, especially faculty in the humanities, continue to rely upon traditional print resources. Also, digital access to monographs printed since 1923 is severely limited by copyright concerns. While the “tipping point” in favor of electronic journals is already here, the same cannot be said for e-books. In fact, Daniel Clancy, Engineering Director for Google Book Search, commented only last month that it is “a mistake to think the physical book is no longer needed” because of his company’s mass digitization endeavor.

How, then, can we continue to do more with even less? By forging new partnerships and collaborative ventures, strengthening old ones, and encouraging innovative thinking. Already, our Libraries are recognized as a premier inter-library loan partner, resulting in an unusually high number of free reciprocal borrowing arrangements (e.g., Syracuse, Rutgers Florida State, Utah, John’s Hopkins, Dartmouth, etc.). To further expand our reach, last autumn we were the first SUNY University Center library to join the award winning 38-member Information Delivery Services (IDS) Project that includes the New York Public and New York State Libraries. Other new partnerships, such as the recently initiated book exchange program with Beijing Normal University Library (see page 3) and the very successful collaborative purchasing of university press titles by the four SUNY University Center libraries (see page 11) represent dollar-saving ways of continuing to grow our collections.

Implementing new information discovery tools with Web 2.0 capabilities of visualization, interactivity, and social networking are necessary innovations designed to meet the expectations of our newer students. We are a leader within SUNY, offering federated, faceted, relevance-ranked, categorized, visualized and self-tagged search capabilities that are supported in part by leveraging the commercial environment for our own technological development. Our Libraries are serving as development partners with Innovative Interface Inc. for Encore and Content Pro and with Groxis, Inc. for Grokker. Additionally, we are a development partner with the not-for-profit digital preservation archive, Portico. Partnerships such as these, termed “collaborative ventures in applied research,” provide us access to cutting-edge technology and an array of commercial software developers that otherwise would be beyond our financial reach.

Beyond partnerships and collaborative ventures, perhaps the best approach in tough economic times is fostering and nurturing an organizational culture of creativity that encourages innovative thinking and a process of continuous improvement. This newsletter contains evidence that we’re on the right track. Several of the following articles describe ongoing assessment activities as well as a hosted symposium encouraging innovative approaches to scholarly communication. While none of these strategies can fully substitute for the loss of funds, they will sustain us in our endeavor to continue providing superior library support for the Binghamton University community.

Inside this issue:

Scholarly Communications Symposium, Libraries Reach Out, Law Collection, Book Exchange, Libraries Seek Feedback, Exhibit Looks at BU History, MeeboMe, Assessment Initiatives, Social Networking, Digital Video Project, Our Collections, High School Students’ Workshop, Students Conduct Survey, Rojas-Campos Visit, Student Research Habits, Instructional Event, Library Annex@Conklin, Gay Literature Gift, IC Phase II, Monograph Collection Expands Access, Turkish Connection Donation, Staff Service
Libraries Jointly Sponsor Scholarly Communications Symposium

By Elizabeth Brown

The nature of scholarly communications has been rapidly changing in recent years. On April 15 and 16, New Approaches in Scholarly Communications and Publishing, funded as part of the Provost’s Symposia series, examined recent developments in scholarly communications for campus faculty to use in their research and teaching practice. Jointly sponsored by the University Libraries, the Faculty Senate Library Committee, and the Division of Research, the program was structured around the life cycle of information, from creation to publication, dissemination, and preservation. Symposium speakers included Julia Blixrud from the Scholarly Publishing and Academic Resources Coalition (SPARC) and Kenneth DiFiore from JSTOR/Portico. Campus faculty also provided personal perspectives on related editorial, research, and external funding projects as well as the future of scholarly publishing.

Libraries Reach Out to BU Community

By Angelique Jenks-Brown

The Libraries are continually looking for ways to promote the valuable services and resources we offer Binghamton University (BU) and the local community. Fall 2008 presented various opportunities for library outreach, including three events organized by the Instructional Services Coordinating Committee (ISCC) and the Outreach Committee, as well as two additional on-campus events requiring library staff volunteers.

Highlights:

• Each year, incoming graduate students are encouraged to attend the Scholarly Resources Orientation. The event, which attracted 192 students this fall, gives students the opportunity to tour the Libraries, meet their subject librarians, and learn about the research collection, electronic resources, and library services. In addition, staff from Reader Services and Special Collections was available to answer questions regarding resources and services.

• In another graduate student orientation session, librarians participated as facilitators for the small-group discussions on different learning styles and teaching strategies. The session represents an important collaboration between the Libraries and the Graduate School.

• This year’s University Fest, titled Welcome Back Weekend, was sponsored by the BU President’s Office. BU visitors and the campus community enjoyed activities such as carnival rides, vendor booths, refreshments, live music, and book giveaways. In addition, various campus constituents set up booths promoting university activities and services. At the Libraries’ information table, staff met with 112 students and community members, providing them with information about the Libraries, the Honor with Books program, BU Alumni services, student employment, and community member privileges.

• The Beginnings Fair, held each year for freshmen, transfer students, and their families, is an opportunity to share information about health services, meal plans, computer services, and the Libraries. The eight-day event required 48 staff hours, during which the Libraries reached more than 600 students and parents with information about our services. This year, students and parents were most interested in Ask-a-Librarian, laptop lending, and research databases.

ISCC/Outreach Committee members included Nancy Abashian, Yvonne Deligato, Colleen Hailey, Angelique Jenks-Brown, Martha Kelehan, Sarah Maximiek, Alesia McManus and Jesslynn Shaffer, but staff from every library department participated in these events.

Librarians Erin Rushton and Marcy Strong promote library services to parents at the University’s Beginnings Fair in August 2008.
Law Collection Donated to Libraries for Proposed Law School
By Nancy Abashian

In Fall 2008, the Libraries were the fortunate recipient of an extensive law library given by National Grid, a utilities company providing delivery of electricity and natural gas across the Northeast. The gift included nearly 40 important law sets and thousands of volumes dealing with federal and New York state law and jurisprudence. In a coordinated effort, the Libraries arranged to have the gift picked up at the National Grid Record Center in Hicksville, N.Y. Major sets were delivered to the University Downtown Center Library Information Commons where they are currently available for browsing. The remaining sets are housed at the Library Annex@Conklin. This law gift supplements existing legal collections and provides resources for eventual use in the proposed law school.

Thinking Diversely, Acting Globally: Book Exchange Program with Beijing Normal University Library
By Julie Wang

Asian and Asian-American Studies Librarian Julie Wang visited 18 libraries and vendors in China last October as a member of the delegation of North American Chinese Studies Librarians. She was carrying a special mission for the Libraries as a strategy to cope with current financial difficulties: to find a partner for a Chinese-American book exchange program. As the result of hard work on both sides, the Libraries and Beijing Normal University Library agreed to establish a pilot book exchange program.

Both libraries established criteria to exchange approximately 1,000 of their duplicate titles in the first phase. The Libraries will receive materials in Chinese. The Beijing Normal University Library will obtain materials in English or other European languages. Upon the completion of the pilot project, the two libraries will assess the progress and then explore further library-related collaborations.

Libraries Seek Faculty and Student Feedback
By Ronnie Goldberg

On March 17, 2009, all Binghamton University (BU) students, faculty, and staff received an email from John M. Meador, Jr., inviting them to participate in LibQUAL+™, an online library survey that focuses on customer needs from the user’s point of view. Since 2000, LibQUAL+™, developed by the Association of Research Libraries in collaboration with Texas A & M University, has helped over 1000 libraries evaluate their service quality. In selecting this tool, the Libraries identified three goals: to understand user perception of library service quality; to understand user expectations; and to prepare for the 2010 Middle States accreditation at BU. The 2009 survey results are expected to be available later this summer.
Exhibit Looks at BU History

By Yvonne Deligato

State University systems propelled the revolutionary American experiment in “mass higher education,” a pioneering model now spreading around the world. Since its founding in 1948, The State University of New York (SUNY) has grown to include 64 individual colleges and universities that were either formerly independent institutions or directly founded by SUNY. All of these institutions, with their unique histories and backgrounds, have a common goal: to serve New York State.

Celebration: Binghamton University and SUNY Look Back Sixty Years documents the history of Binghamton University (BU) from its humble beginnings as Triple Cities College, to its inclusion into the State University system, to the University of today. The exhibit highlights the diverse collection of materials from the University Archives Collection.

Triple Cities College, founded to meet the educational needs of servicemen and students from the Triple Cities area after World War II, was originally located in Endicott, N.Y. In October 1946, the college opened with an enrollment of 957 students.

In 1950 the college was incorporated into the newly established State University system and was renamed Harpur College, in honor of Robert Harpur, a colonial educator and patriot, who devoted his later years to settling the area of Harpursville. Harpur College soon outgrew its Endicott location and in 1961 was moved to the current campus in Binghamton, N.Y.

By the 1960s, SUNY was emerging as a leader in American higher education. In 1965, Harpur College, known for its academic excellence, was selected as one of four SUNY institutions to become a University Center. With this designation, the school was renamed the State University of New York at Binghamton. Over the next two decades, the university broadened its mission with the establishment of four professional schools. Harpur College would remain as the liberal arts component of the university.

Binghamton University has grown from a small liberal arts college to a large doctorate-granting institution. It currently is home to six colleges and schools and has an enrollment of 11,515 undergraduate and 2,920 graduate students from all 50 states and 100 countries.

The exhibit is located on the second floor mezzanine of Bartle Library and will be on display through the Spring 2009 semester. For additional information about BU history, please contact the University Archives at 777-6459 or deligato@binghamton.edu.

MeeboMe: How Good Are We?

By Sarah Maximiek

When the American Libraries Association (ALA) asked, “How does your library use the results of evaluation to change and improve your Virtual Reference service?” the Libraries’ Digital Reference Committee (DRC) had the answer!

The DRC’s MeeboMe: How Good Are We? was one of three presentations selected for the Evaluation of Virtual Reference Services Virtual Poster Session at the ALA Annual Conference in June 2008. The virtual presentation focused on how the committee used librarian and patron feedback to improve the MeeboMe virtual reference service. Future recommendations were also outlined for continuous improvement and assessment.

The feedback showed that patrons were supportive of the service. Both librarians and patrons had concerns that new Meebo messages were not highly visible, which lead to the implementation of additional software downloads and the installation of speakers to make new messages more notice-

(Continued on page 7)
Libraries Assessment Initiatives
By Alesia McManus and Susan Currie

The Libraries regularly undertake assessment activities to better understand users’ needs, to determine the level of satisfaction with library collections and services, and to measure effectiveness. These efforts include a number of assessment tools including surveys, in-depth collection analysis, and website review and usability studies.

Web surveys have allowed students and faculty to provide feedback on a wide range of issues, such as website redesign, furniture preferences, and desired services in the Information Commons. Not surprisingly, students want more computers. To kick off the website redesign, we invited faculty and students to identify their most valued links on the current site and gained valuable insight into which resources are used.

In addition, the Libraries collaborated with the Assistant Provost for Curriculum, Instruction, & Assessment to determine the faculty view of students’ critical research skills and later asked students to share their experiences about library research assignments. These surveys are part of our partnership with faculty to improve students’ information seeking and critical thinking skills.

In an effort to reach those who do not use online surveys, the Libraries distributed print questionnaires at various locations around campus. One survey looked at library use and satisfaction with research assistance. Another study, designed by marketing graduate students advised by librarians, looked at student use of the Libraries facilities and website (see page 6).

Assessment activities have used a number of different methodologies:
• The LibQUAL+™ surveys are an in-depth analysis of user expectations and how close we come to meeting those expectations (see page 3).
• Between October 2006 and May 2007, an extensive analysis of our collections budget determined underfunded areas.
• Transcripts of instant messaging sessions were analyzed to learn how providing online reference assistance might be different from traditional in-person assistance.
• We were one of the first libraries to apply search engine optimization techniques to our website.

The Libraries are committed to ongoing assessment efforts so that we provide the best possible services and resources to our University community.

Social Networking at BU Libraries
By Erin Rushton

The use of social networking sites as tools for communication is on the rise. Social networking sites like Facebook and Twitter have even been credited in helping Barrack Obama win his bid for president. Although young people still remain the primary users of social networking tools, at least 35% of American adult Internet users have a profile on a social networking site as reported recently by the Pew Internet and American Life Project.

For several years now, the Libraries have used these tools to communicate with and engage students and faculty. One of the first instances of using social networking was the Libraries’ implementation of the Library News and Exhibits and the Science Library blogs in 2005. Since then, four additional news blogs have been created: the Business Resource Blog, the Cinema Blog, the Special Collections Blog, and the International Studies Blog.

Another example of our early adoption of social networking technology is the implementation of an Instant Messaging (IM) reference service in 2005. The slate of virtual reference services has since expanded. It includes a chat widget embedded on the Libraries’ Ask a Librarian web page and a text messaging reference service that enables library users to text message a librarian using their mobile device.

Last year, the Libraries and the Special Collections Department set up profiles on Facebook. The Libraries’ profiles include embedded resources that enable users to search the online catalog and databases without leaving the site’s platform as well as updates on library events and exhibits.

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Libraries and Local Poetry Group Collaborate on Digital Video Project

By Bern Mulligan

The Binghamton University (BU) Libraries are the official archival repository for a collection of videotapes and accompanying ephemera from the Binghamton Community Poets’ “Big Horror Reading Series” that took place in the Binghamton area from 1983-1996.

The Binghamton Community Poets were founded in 1982 by local poet and educator Richard Martin. Initially, local writers read in the series, but eventually, it featured nationally and internationally-known writers while continuing to provide “open mike” segments for community writers. The series received funding from the New York State Council on the Arts, the Broome County Arts Council, and Poets and Writers, Inc., as well as from public contributions. Some of the writers who are featured on the videotapes include Charles Bernstein, Robert Creeley, Diane DiPrima, Bob Holman, and Patricia Smith. Also featured are former and current members of the BU Creative Writing faculty: Milton Kessler, Bob Mooney, Liz Rosenberg, Jerome Rothenberg, and John Vernon.

For preservation and access purposes, the videotapes were digitized and DVD versions were produced. These DVDs are available for showing in creative writing courses.

In order to draw attention to this rich collection of readings, video segments from the series will be mounted on the Libraries’ Content Pro digital portal. Where applicable, these segments will be associated with the print titles they originate from and accessed via our two catalog interfaces, Encore and infoLINK. This will create a truly unique experience for our patrons, as the catalog record “comes alive” and they can see and hear an excerpt from the book before they even take it off the shelf to read. (To see an example, type in “God’s Cigar” in either of our catalog interfaces.)

Scholars Benefit from the Strength of Our Collections

In 2007-08, OCLC’s Cooperative Collection Management Trust examined the BU Libraries’ monographic collection in comparison to 18 other U.S. academic libraries. The findings included:

- **Unique Materials**: More than 15% of our books were not held by any other library.
- **Distinctive Holdings**: 50% were held by only one to five libraries.
- **Summary**: BU Libraries offer an exceptional collection of hard-to-find material – 65% of which is owned by fewer than five other academic libraries in this study.

High School Students Participate in Libraries’ Workshop

In March 2009, Union Endicott High School students attended a workshop at the Libraries and visited Special Collections as part of their research project on the Pacific Theater in World War II. Photo by Robert Rarrick.
Marketing Students Conduct Survey about Library Services

By Colleen Hailey and Jill Dixon

How do Binghamton University students use the Libraries? Four School of Management (SOM) graduate students wanted to know so they approached the Libraries in Fall 2008 to suggest a collaborative project as part of their Marketing 540 course work. As we are always happy to get feedback from students, the staff readily agreed to act as a “client” for their marketing project.

The SOM graduate students decided to develop and implement an in-person library research survey. They met with librarians Jill Dixon and Colleen Hailey to develop appropriate survey questions and to get background on the Libraries. The survey was conducted in four locations across campus. The group received 200 responses over a two-day period.

The survey asked how students used and rated the physical space of Bartle and Science Libraries as well as the Libraries’ homepage. Among the findings were that 76% of students use the physical Libraries at least twice a week. Homework (79%) and computers (67%) were the most popular reasons. Another interesting finding was that 7% of the respondents used the Libraries’ physical facilities only, 6% used strictly online access, while 33% used both equally. The Science Library Information Commons was rated higher than the Bartle Library Information Commons. The survey results were presented by the SOM graduate students to library staff on December 19, 2008.

MeeboMe

(Continued from page 4)

Students and faculty can chat with a librarian right from the Libraries’ website.

Digital Reference Committee members are Elizabeth Brown, Sarah Maximick, and Erin Rushton, Chair.

Rojas-Campos Visits the Libraries

In December 2008, the Libraries hosted a visit by Estelia Rojas-Campos, Library Director at the Guanacaste Campus, University of Costa Rica. Left to right: Martha Kelehan, Caryl Ward, John M. Meador, Jr., Estelia Rojas-Campos, Alesia McManus, Edward Shephard, Carol Clemente, and Susan Currie.
Libraries Investigate Student Research Habits

By Angelique Jenks-Brown

In a recent Project Information Literacy report produced by the University of Washington, students are reported to be finding research “far more difficult to conduct in the digital age than it was in previous times.”

To gain insight into Binghamton University student research habits, specifically how they use library resources and services, the Libraries conducted an online survey in December 2007 and December 2008. The survey was developed and administered by members of the Instructional Services Coordinating Committee and generated much participation despite being given at one of the busiest times during the semester. The committee received 55 respondents in 2007 and 115 in 2008.

Students were asked to describe their research process for an assignment where they used the Libraries. They were also asked if they had received guidance or tips from their instructors, what was easy and hard about conducting research, what they would have done differently, and if they consulted anyone for help with their research.

2007 and preliminary 2008 results follow:

• Nearly 90% of students received instructors’ guidance.
• 40% of students found it easy to use online library resources to conduct their research while 22% found it difficult.
• Students found it most difficult to develop a search strategy (24%) and to determine whether a book is available or checked out (22%).
• Of the students who would have done their research differently, nearly 30% said they would have started earlier and 10% mentioned they would consult a librarian next time.
• Students consulted their professors and librarians more than anyone else for help with their research assignments, approximately 25% for each.

The Libraries have been presenting this information to instructors and students in workshops and library instruction sessions to let students know what their peers have said and, more importantly, that they need not be shy about asking librarians and instructors to help them.

To view a list of subject librarians, visit: http://library.lib.binghamton.edu/subjects/subs.html.

Instructional Services Coordinating Committee members included Kate Bouman, Colleen Hailey, Angelique Jenks-Brown, Martha Kelehan, Sarah Maximiek, and Alesia McManus.

Engineering Students and Faculty Benefit from Instructional Event

By Jill Dixon

In March and October 2008, the Libraries hosted “Engineering Village Information Day” (EV Day) to provide one-on-one and small group instruction on locating information in Elsevier’s Engineering Village (EV), a comprehensive research database in engineering and technology. The events were designed to build awareness of library resources and services.

The first EV Day was held in the Engineering Building as a way to reach out to engineering students and faculty outside of the Science Library. In October, EV Day was held in the lobby area outside the Science Library entrance.

Using laptops, librarians and EV representatives provided personalized instruction to 100 engineering students and four engineering faculty members, which included an impromptu instruction session for an entire class. EV informational guides were given to an additional 22 students, three faculty, and three Watson School professional staff. One of the faculty members took 25 guides to give to her class. A raffle was held for each event and participants received EV pens, magnetic clips and mouse pads.

Overall, both EV Days successfully reached a significant number of students and faculty — many of whom were not aware of this important research database. Based on an evaluation survey, all respondents indicated that they would use EV right away or in the future.
You’ve Come a Long Way, Baby! : Library Annex@Conklin Expands Services

By Ronnie Goldberg

Not long ago, there were no staff, no information services or public hours, and no internet access at the Library Annex@Conklin. Collection maintenance was limited to reshelving returned materials. A daily retrieval service was provided but processing of paging requests was handled by on-campus staff.

Now, in the Spring of 2009, three full-time staff work at the Annex. The facility offers public hours for on-site use of materials – Monday through Friday, 9 a.m. to 4 p.m. Staff provide assistance to patrons and library staff. Both the staff and public areas feature wireless internet service. Inquiries are received via fax, email, telephone or in-person and in 2007-2008, staff processed over 4000 requests.

In the last year, over 20,000 volumes have been added to the Annex, including transfers from the Bartle and Science Reference collections. Annex staff share the responsibility for maintaining the OPAC records for transferred materials. Several major gifts in the areas of cinema, law and technology have been received and processed. In addition, there is an ongoing project to barcode the 100,000 journals that were transferred when the Annex first opened to improve their accessibility.

The most notable change is the implementation of an electronic document delivery service. For journal articles and book chapters up to 50 pages, users may submit their requests for materials housed at the Annex and receive an electronic copy. Requests are usually delivered within 24 hours. Articles requested through interlibrary loan are also delivered electronically.

The Library Annex@Conklin, established in 1999, houses important older but lesser used materials from the Libraries’ collections. By transferring materials to the Annex, more space was made available for newer and more heavily used materials, study space, and new services. It currently houses over 300,000 volumes in a high-density, climate-controlled environment.

Gay Literature Gift in Process

By Jean Green and Caryl Ward

Binghamton University’s alumni are a diverse group who are making significant scholarly contributions in many fields. Dr. Byrne Fone, Harpur Class of 1958 and Emeritus Professor of English at the City University of New York, spent over 40 years amassing an impressive collection of literature in Gay Studies. His donation of these works to the Libraries is a welcome addition. Processing has begun on the books, pamphlets and magazines, including material by Edward Carpenter, James Baldwin, John Addington Symons, and a collection of modern gay poetry from James Merrill, Thomas Gunn and others.

The Curator of Rare Books and the Head of Special Collections recently reviewed the gift. They were pleased to find a number of treasures, including different editions and variations of Walt Whitman’s works, examples of fine printing by Elbert Hubbard and the Roycrofters, pristine examples of pulp fiction, including unique gay pulp fiction, a 1735 Catholic prayer book, *The Act of Criticism, or the Method of Making a Right Judgment on Subjects of Wit and Learning* from 1705, and the 1902 Fragilia Labilia. These other books will be preserved and cataloged for inclusion in the Libraries’ Special Collections.

Look for more information on the Dr. Byrne Fone Collection in Gay Studies in the next issue of LibraryLinks.

Bartle Library Information Commons: Phase II

By Dave Vose

As Phase II of the Bartle Library Information Commons (IC) nears completion, students are enjoying several improvements to the highly popular facility. Many of the changes are a direct result of student suggestions for enhanced resources and services.

Last year, a survey of IC users indicated a strong desire for more computers and scanners, better printing capacity, and a quiet area for research and computer work. The most frequent request, “more computers!” was answered by adding more than 30 PCs and Macs, increasing the total number of workstations to nearly 200. A new walk-up Mac computer-bar and additional Express Print workstations help students get in, print, and get to their next class on time. Printing areas have been reorganized into north and south islands with more space for queuing in front of five very busy printers. The new duplex printing option answers the students’ call to be “more green” and makes better use of student printing quotas. In addition to computers and printers, four new scanners have been installed. One large-format scanner can accommodate materials up to 11” by 16” in size.

The addition and rearrangement of workstation furniture has provided a more-open floor plan, smoother traffic flow, and better sight lines so students can easily identify available computers. The boomerang-shaped tables serve as excellent space for individual or group work, which provides an ideal environment for student collaboration, an integral component of the overall University experience.

Bartle Library IC now includes the second floor mezzanine. Ten computers have been installed directly above and overlooking the first floor IC. The space is evolving into a quieter research and computing area for those seeking less hustle and bustle.

The IC concept is to provide “one stop shopping” with online and print research materials, reference and IT expertise, and productivity software that support student learning and research needs. Since the opening of the Bartle Library IC in the spring of 2006, Information Commons have opened in the Science Library and the University Downtown Center Library to popular approval. These projects are the result of the ongoing collaboration between the Libraries and Information Technology Services.

Social Networking at BU Libraries

(Continued from page 5)

The newest social networking tool to be offered by the Libraries is Twitter, often described as a micro-blog. It allows individuals to communicate through the exchange of short messages (tweets). The Libraries currently maintain a Reference and Special Collections Twitter account to share brief snippets of information about library services and collections.

In addition to using social networking sites to communicate, the Libraries also use these technologies to facilitate the discovery of online and print resources. The LibX Firefox extension enables users to easily access library materials found through Internet searches, and the Libraries’ Flickr account allows students and faculty to view photos of the Libraries’ collections and facilities.

A new webpage titled Social Networking @ Binghamton University Libraries (http://library.lib.binghamton.edu/webdocs/socialnetworking.html) was recently created to highlight the Libraries’ social networking tools. The Libraries are continually exploring new social networking technologies that have the potential to improve communication and make library services and resources more visible in the online environment.
Monograph Collection Project Expands Access to Research Materials
By Edward Shipard

The scholarly output of university presses is one of the major building blocks of a comprehensive library collection in support of research and teaching. A 2005 analysis of the State University of New York (SUNY) University Centers’ collections showed that the research-intensive doctoral campuses were losing ground as the budgetary resources of individual institutions declined due to the inflationary pressures of ongoing serial and electronic database commitments. Monographic collections were becoming more homogeneous as institutions were forced to contract purchasing of the unique materials within their local collection strengths in order to fulfill the immediate needs of basic, undergraduate teaching.

In December 2005, the four SUNY University Centers instituted a two-year pilot project to build a comprehensive, shared research collection of selected university press monographs (digital and print), enhancing the ability of individual campuses to continue to build unique and specialized local collections. The increasingly sophisticated and rapid SUNY interlibrary loan systems that work so well for journal literature made it possible to envisage using these same networks to share monograph collections.

The pilot project assessed the viability of such a shared ownership and delivery model for new core monographic university press publications. In 2005 electronic university press monographic publishing was not yet robust enough to use shared electronic purchasing as a viable option. Therefore, the project was limited to purchasing the complete frontlist of eight major U.S. university presses – Chicago, Cornell, Duke, Harvard, Michigan, Minnesota, Washington and Yale. These presses were chosen for two reasons: high levels of interlibrary loan requests by the University Centers and general affordability.

For 2006-2007, the total publishing output of these presses was purchased by pooling equal funds from the four University Centers. The physical volumes were housed equally among the four institutions and records for all titles were added to the catalogs of each library, with expedited request features for interlibrary delivery. Titles were identified in the catalogs as “SUNY Shared Collection.”

The project thus was not only an experiment in inter-institutional cooperative collection development but also in the areas of acquisitions, cataloging and technical services. The pilot project allowed each institution to alter their local purchasing activity as they saw fit, based on the knowledge that a copy of each monograph from these university presses was available within the SUNY system.

The total number of items acquired during this pilot project was 2,168 for a total cost of $90,836. From January 2006 until April 2008, 735 (34%) titles had circulated or been loaned for a total of 1,186 uses (1.6 uses/item used). The fact that one-third had been used within the first two years of acquisition at a rate of 1.5 uses per title indicates that there is demand for this scholarly literature within the SUNY system. The ability of the four campuses to create cooperatively-developed mechanisms and procedures shows that this shared model of acquisition, processing, ownership and delivery can be a viable model for the SUNY system to face the increasing information demands of faculty and students in a time of limited budgetary resources.

The success of this project was recognized by the directors of the SUNY University Center libraries. At their direction it has been implemented as an ongoing project. The SUNY Shared Collection is a forward-looking way to continue to develop the information resources that will keep Binghamton University a strong research institution in the future. The Libraries look forward to adopting this model both in its present print form and for electronic monograph purchasing as opportunities arise for increased cooperation within the SUNY system.

Turkish Studies Professor Donates to the Libraries

In Fall 2008, Chairman of The Lois Roth Endowment Dr. Richard T. Arndt presented Professor Umit Cizre, Levin Distinguished Scholar in Turkish Studies from Bilkent University in Ankara, Turkey, with a $1,500 check from the endowment to enhance Turkish studies within the SUNY system. Professor Cizre, in turn, donated the check for the purchase of additional library resources in support of Turkish studies. The Libraries currently hold 6,200 items about Turkey, with 721 in the Turkish language.

Left to right: Dr. Richard T. Arndt, Professor Umit Cizre, and John M. Meador, Jr.
Binghamton University Libraries Staff Service

The Libraries would like to congratulate the following staff members for their years of service. Thank you for your dedication to the Libraries and to the University Community.

40+ Years of Service
• Donald Brister
• Kay Glasgow
• Patricia Painchaud

36-39 Years of Service
• Ronnie Goldberg
• George Yarnes

26-35 Years of Service
• Carol Clemente
• Tammie Ellsworth
• Mary Harper
• Candi Lown
• George McKee
• Ed Shepard
• Cheryl Spiese
• Caryl Ward

11-15 Years of Service
• Alesia McManus
• John M. Meador, Jr.
• Mary Miller
• Karen Paugh
• Sandi Rollins
• Cheryl Strickland
• Tom Tran
• Ann Williams
• Mien Wong

5-10 Years of Service
• Dayna Brown
• Barbara Button
• Nicki Chanecka
• Yvonne Deligato
• Penny DePrato
• Aynur Derouen
• Sherri Hall
• Kathleen Harrington
• Robin Hazen
• Richard Hess
• Bonnie Hill
• Cheri Hohn
• Robin Kermidas
• Laurie Kolosky
• Debbie Langdon
• Sarah Maximiek

16-20 Years of Service
• James Bilik
• Terry Conrad
• Laura Hagan
• Colleen Hailey
• Holly Hamm
• Virginia Howell
• Judy Jacyna
• Beth Kilmarx
• Holly Patterson
• Janice Whipple
• Cindy Williams

Clockwise from the left: Rebecca DiSerio receives BU Star Award; Staff picnic, Summer 2008; Staff holiday donation to local food bank organization.

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