

7-15-2017

Founders Keepers Newsletter 2017-07-15

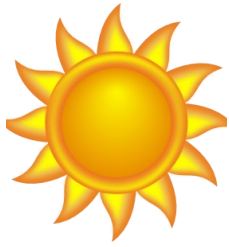
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Founders Keepers

Upcoming Events

- August 10: Civil Service Celebration
- August 10: NIU Night at the Kane County Cougars
- August 11: Volunteer Registration Deadline for Move-In Day

NIU Libraries Participate in Open Textbook Network

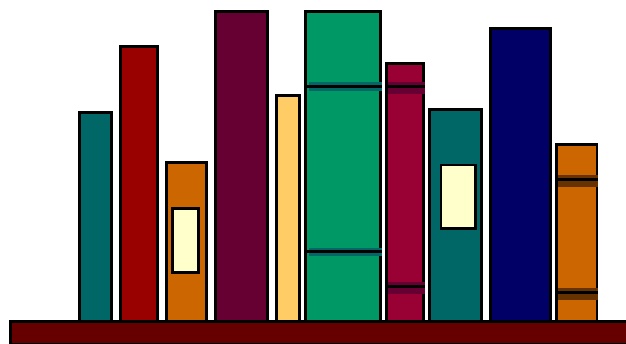
CARLI has joined the [Open Textbook Network](#) (OTN), a consortium of colleges and universities working to advance open textbook initiatives. OTN supports the [Open Textbook Library](#), a searchable online catalog of complete textbooks available for faculty and students to freely use, adapt and distribute to best meet the needs of their courses. Open textbooks can be downloaded at no cost or printed inexpensively. CARLI is thrilled to be a part of this community of schools, universities, and institutions making a difference in higher education by addressing the growing concerns about educational affordability.

Seventeen CARLI Governing member institutions, including NIU Libraries, plus

two Illinois consortia supported CARLI's membership in the OTN. Through this collaboratively funded system membership, all 128 CARLI Governing member libraries will realize the benefits of OTN membership.

CARLI system leaders selected by the library directors at contributing institutions will attend the OTN Summer Institute in Minneapolis. **Kathy Ladell** will represent NIU Libraries. Other leaders are: Anne Chernaik, College of Lake County; Chris Diaz, Northwestern University; Anne Shelley, Illinois State University; and Janet Swatscheno, University of Illinois at Urbana-Champaign. CARLI staff member Elizabeth Clarage, will also attend.

Following this initial institute, CARLI's system leaders, in conjunction with OTN staff, will coordinate full-day "train the trainer" workshops to be offered to CARLI member libraries in 2018. These workshops will focus on developing leaders at Illinois colleges and universities to assist in cultivating strategies for advancing the use of open educational resources, specifically openly licensed textbooks, to lessen the cost of these materials for students on their campuses. The workshops will also help attendees gain expertise in helping faculty understand the negative impact high textbook costs can have on students' academic performance.



Grant From British Library to Continue Digitizing Cham Manuscripts in Vietnam by Hao Phan

In early June, 2017, I was awarded a grant of \$61,000 (GBP 48,146) by the Endangered Archives Program, British Library, for a one year project digitizing Cham manuscripts in Vietnam. This is the third grant that I have received from the British Library for the project. The first grant, EAP531, supported my field trips to Vietnam in 2013 to learn about Cham manuscripts. The second grant, EAP698, provided funding for the digitization of 504 Cham manuscripts (29,451 pages) in 2014-2015. This third grant will allow me to digitize about 500 additional Cham manuscripts.

Cham are a minority people in Vietnam and Cambodia, who once had their own kingdom called Champa. Founded in the 7th century,

Champa was gradually seized and finally eliminated by the Vietnamese in 1832. There are about 162,000 Cham living in Vietnam, concentrated in Central Vietnam and the Mekong Delta region. Champa was a sophisticated society within Southeast Asia, still evident today through the remains of its ancient temples and the culture of its people. Cham manuscripts contain rich information on Chamic civilization and written records of Chamic languages.

There are large gaps in Cham linguistics and history due to the fact that Cham manuscripts are not easily accessible to scholars outside Vietnam. It is estimated that over 3000 manuscripts are still available in Cham villages, many in poor conditions and urgently need to be preserved. Digitizing Cham manuscripts will not only make the materials accessible to scholars but also help preserve an endangered cultural heritage of an interesting minority in Southeast Asia. While digitizing the manuscripts in Cham villages, the

project team will provide archival storage boxes and basic preservation knowledge to Cham manuscripts owners.

The work is carried out by the Center for Vietnamese and Southeast Asian Studies at University of Humanities and Social Sciences, Ho Chi Minh City, Vietnam. Copies of the digitized manuscripts will be hosted on the web site of the British Library and could also be posted on the Southeast Asia Digital Library at NIU.



Members of the project team traveled between Cham villages in Central Vietnam to digitize Cham manuscripts, 2014-15.

Jaime Schumacher Instructs Session at ALCTS Pre-Conference



Jaime Schumacher, Senior Director of Digital Collections & Scholarship, served as an instructor at the Association for Library Collections & Technical Services' (ALCTS) pre-conference in Chicago on June 23rd. The day-long workshop, entitled "Building Successful Digital Programs at Small Institutions", was designed to help

smaller institutions with limited resources begin or reinvigorate a digitization program that will endure. Jaime instructed the session geared towards the back-end preservation of digital content, while colleagues from George Mason University, the Northeast Document Conservation Center, and Lyris covered

the topics of selection of materials, metadata, and methods of access. The workshop was well-attended by professionals from a variety of organizations, including Vanderbilt University, National Geographic, and a number of smaller public libraries.



Nestor Osorio Co-Authors Award-Winning Poster

Nestor L. Osorio was co-authored the award-winning poster "A Bibliometric Analysis of ASEE Conference Papers by Members of the Engineering Libraries Division" with Daniela Solomon from Case Western University. This poster was presented at the annual meeting of the American Society for Engineering Education, Engineering Libraries Division poster session. An article corre-

sponding to the findings of this project was also published in the proceedings of this conference. The 2017 ASEE meeting took place in Columbus, OH, June 24-28. The poster is available at <https://goo.gl/yqIBM1> and you can see the article at <https://www.asee.org/public/conferences/78/papers/19782/view>. For this pro-

ject, bibliographic data was collected from several sources, the properly formatted data was loaded into SCI2, a modular text analyzer package, and the statistical information was then visualized using Gephi, a visualization software capable of producing very cool displays. Alyssa Ash-



Once Upon a Time in Chicago: ALA 2017 by Rob Ridinger

Attending a conference of this size guarantees at least one or two new discoveries, whether meeting an author whose work you know, finding that new book from a vendor you've never heard of, or being able to pick up a new idea from someone you'd never met before they sat next to you at that program.



Going to the American Library Association annual conference in your own city simplifies the enterprise greatly- you know where things are, how to use public transit, and what restaurants not to go to. But many of the features of the conference remain the same- the crowd waiting for the opening of the exhibits, spontaneous reunions with colleagues from other states, networking with strangers on common interests, and trying to choose from the long list of available panels, discussions and programs things that look interesting and might yield information of use. This time I also witnessed a spectacular thunderstorm pass over the towers of Chicago early one morning, with serpent lightning all across the skies.

After taking the Friday before the opening of the exhibits as a research day at the Leather Archives and Museum in support of an historical article in progress, a colleague from Chicago Public Library and I were at McCormick Place when the vendor market opened at 5:30. Given the size of the waiting crowd, and the way they surged into the exhibit aisles, it would have been appropriate for someone to cry "release the hounds!" There was the usual mix of publishers and tech vendors, with lots of free galleys of books to be had. The gaming area was very popular as well.

On June 24, I was up early to get to McCormick for the first showing of that day's offerings of films. The 8 AM slot was filled by *Upstairs Inferno*, directed by San Antonio filmmaker Robert Camina. It is the first documentary on the bar fire (caused by ar-

son) that destroyed the Upstairs Lounge, a gay bar in New Orleans' French Quarter, in 1973, taking 32 lives, the worst such mass death in the LGBT community prior to the Pulse shootings in Orlando in 2016. The fact that it was shown so early meant that fewer people than might have been hoped showed up to see it, but the contents were very powerful- contemporary television and press coverage of the fire, interviews with activists such as the Rev. Troy Perry of the Metropolitan Community Church (many of the members of the Elysian Fields parish of the MCC died in the fire) and interviews with some of the survivors. It was an excellent example of the type of local historical filmmaking that so many communities (however defined) could benefit from creating. A link to data on the film is http://www.caminaentertainment.com/Upstairs_Inferno/Upstairs_Inferno.html.

That afternoon, I chose a panel sponsored by the Policy, Politics and International Relations and Anthropology and Sociology sections of ACRL, with the title of *Protest and Preservation*, looking at questions posed by textual and non-textual knowledge generated through social activism. The panelists were two faculty from the University of Illinois' Chicago and Springfield campuses working in the field of social justice and activism, and Robert Camina. It was very effective to hear him speak about the making of the film I'd seen a few hours before, and the range of problems he encountered.

Sunday I found the area where the filming of short video readings in support of

Banned Books Week was being done and decided to do this again, having enjoyed the experience of reading from one of the Harry Potter books in Orlando. As before, it was hard to pick a title from the shelves of books once banned that the organizers provided. I finally selected Aleksandr Solzhenitsyn's bleak novel of life in a Soviet prison camp, *One Day in the Life of Ivan Denisovich*. The videos will be posted on YouTube during Banned Books Week in September 2017. That evening was a social event at the library of Columbia College on south Michigan Avenue.

The morning of my last day of my conference was filled with the 2017 Stonewall Book Awards program of the GLBT Round Table. Having served on the jury of this awards for two years, it was excellent to see the large crowd that came to hear the winning writers speak about the works and share their thoughts on how they gathered their inspirations. I was also able to pick up copies of two of the honor books in the children's and YA literature category for the Stonewall Award collection of record housed in our Gender Studies collection. Attending a conference of this size guarantees at least one or two new discoveries, whether meeting an author whose work you know, finding that new book from a vendor you've never heard of, or being able to pick up a new idea from someone you'd never met before they sat next to you at that program. And the sheer scope and diversity makes it all worthwhile- now on to New Orleans in 2018!

Social Justice and Information Literacy

by Christian Lash

There were so many great sessions at ALA Annual this year. The one that has stuck with me the most was “Re-Framing Information Literacy for Social Justice” presented by Laura Saunders from Simmons College. Saunders is proposing a new addition to the ACRL framework for Information Literacy: Information Social Justice.

Saunders opened with answering the question, “Why information social justice?” She explained that many people shy away from social justice topics in favor of remaining “neutral.” But, in a theme that I found common in many workshops and speeches throughout the entire weekend, Saunders argued that silence is not neutral. If we remain silent on issues of social justice, we perpetuate the very problems social justice movements are trying to address. We can be neutral as far as not denying access to information we disagree with, but we cannot remain silent on the hurdles and barriers in the Information Sciences faced by marginalized communities.

Saunders went on to point out how social justice is already found throughout the existing framework, with excellent examples of the problems faced within those frameworks, drawing heavily on an article found in “Communications in Information Literacy.”¹ I can’t go through all the examples in her hour and a half presentation, but there were a cou-

ple that have remained with me.

The first is in the frame “information creation as a process.” She began with the question “Who gets to create the information?” Many professors require students to use “scholarly sources” exclusively, which is problematic, largely because the voices of people from marginalized communities are extremely underrepresented in scholarly research. Saunders suggested that it would be helpful to have students look at primary sources (such as diaries and blogs) and compare them to “authoritative” sources. If discrepancies exist, they should be taught to think critically about who to trust and how people and events are being represented in each source.

Another example that remained with me is related to the above, and was presented under the frame “research as inquiry.” Saunders pointed out that funding bodies have a lot of control over studies, especially with regards to the questions asked and where they are published, if they are published at all. A poignant example is a statistic regarding drug trials and surveys. Of trials which found good results from a drug, about 80% were published. But of trials which found bad results, only about 16% were published. The control over research is also problematic with tenure requirements. Where and how much a professor is published is often carries more weight in the tenure process than the

questions that are asked and the quality of the research. All of this leads to people researching issues that are likely to get published rather than researching controversial questions such as those relating to social justice topics.

So if social justice can be addressed in the existing frames, why does it need its own frame? Saunders points out that it is human nature to fall back on what is familiar. For people who are not part of marginalized communities, this means that only the common, broad topics such as how to search and proper citations are addressed within the existing frames. She also points out that information is created within existing power structures, which impact the production and dissemination of information and often distort, suppress, or misrepresent information. To understand and use this information most effectively, users must be able to examine and interrogate the power structures that impact that information, as well as analyze the ways that information can be used to both inform and misinform. These kinds of skills can be best addressed within their own frame, using a social justice pedagogy which helps students develop a sociopolitical consciousness, a sense of empowerment as a change agent, and positive social and cultural identities.

¹ Battista, A., Ellenwood, D., Gregory, L., Higgins, S., Lillburn, J., Harker, Y.S., &

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