Cheng Library: A New Academic Year, a Refreshed Look, an Old Mission
A Message from the Dean of Cheng Library, Dr. Edward Owusu-Ansah

Welcome to our new students, faculty and staff, and welcome back to our returning students. Your library and intellectual hub welcomes you to another academic year with a refreshed interior and a familiar and enduring commitment to supporting your academic success, as well as facilitating your intellectual growth and dedication to lifelong learning.

While you were away, the entire library received new carpeting and all the restrooms in the building were renovated to provide a new, more attractive, and comfortable environment for you to work and study in. Our active weeding of the collection to ensure currency and relevance led to the elimination of some shelving and rearrangement of library spaces to better support your peer interactions, individual and group work, study, and socialization. We hope you will appreciate the enhancements, visit more often, and stay longer.

By providing you with better spaces, we acknowledge the importance of your library as a place that supports your extensive study and research, with an environment that is conducive to your preparation for success in the classroom and beyond. As W. Lee Hisle (*"*Top Issues Facing Academic Libraries: A Report of the Focus on the Future Task Force") put it*:* "Librarians are dedicated to maintaining the importance and relevance of the academic library as a place of intellectual stimulation and a center of activity on campus." Librarians are also aware, as Christian Jacob ("Gathering Memory: Thoughts on the History of Libraries") reminds us, that a library is "a space through which a great number of travelers may pass along their own specific routes, some keeping to the well-marked roads while others strike out cross-country. It is at once a well-signposted social space reflecting and developing a group identity and a territory for individual adventures driven by curiosity, intellectual vocation, the constraints of formal learning or the

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routine of scholarly work."

We have a deep appreciation for this dual reality; we recognize the resource and service needs of our clients as well as the diversity of those needs. We are dedicated to the continuous improvement of our spaces, resources, and services, and to making adjustments to best respond to those needs. We continue to work on mapping and reviewing the information and knowledge we enable access to. As the combination of inflationary pressures and funding challenges converge to dictate the necessity of being nimble in an environment where explosive information growth meets the dwindling real value of available dollars, our selectivity and particular attention to clear curricular and research demands of our clients becomes even more critical. We are pursuing acquisition solutions that give our users a greater voice in the content selection process. This will allow for an approach in which your specific information needs and the expertise of your librarians converge to build a collection most satisfactory to William Paterson stakeholders. We look forward to your active input and participation.

As the semester progresses, we hope

to see increased activity in the library. We are excited about having more students avail themselves of the opportunities offered by their library, and encourage more faculty members to incorporate the library's educational offerings into their classroom activities. We implore them to collaborate with their instructional librarian colleagues to improve the information literacy of their students. The importance of developing such skills cannot be overstated and the role of libraries in supporting that effort and their importance to success in the area is well documented. As Heidi Julien, Melissa Gross, and Don Latham ("Survey of Information Literacy Instructional Practices in U.S. Academic Libraries") observed, "information literacy instruction is a fundamental professional practice in academic libraries, and academic librarians are primary providers of information literacy instruction generally."

Librarians have played a key role in emphasizing the importance of information literacy within American higher education. Almost two decades ago, the Association of College and Research Libraries provided a seminal definition of the concept that highlighted its information identification, discovery, and use aspects. More recently, the association reframed information literacy as "the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning" (*Framework for Information Literacy for Higher Education*). It encouraged librarians and classroom faculty to work together in the interest of graduating information literate students. Our instructional librarians are well trained and equipped to help, and they look forward to collaborations with their classroom counterparts toward this end.

Cheng Library also looks forward to collaborating with classroom faculty in the

Introducing the WPSphere Institutional Repository

WPSphere is the name of the University's new institutional repository, now available for contributions from the campus community.

Designed using the open source repository software DSpace, WPSphere offers a platform for the wide dissemination of research and scholarship, including articles, conference papers, presentations, theses, dissertations, and research data sets. The repository will also host digitized materials from the University archives, including reports, newsletters, data sets, and other materials, along with new digital projects.

The Cheng Library's Digital Initiatives Librarian, Annamarie Klose Hrubes, manages all aspects of WPSphere. Since the repository went live in the spring, she has been working with faculty to add the kind of materials that fall within the scope of the repository's collection guidelines, with over 70 items now accessible. During the 2018-2019 school year she is expanding her outreach and promotional efforts across the campus to reach all colleges and other campus units.

As Klose Hrubes explains, "WPSphere serves the needs of the University by providing faculty and students with a means of showcasing their work and making it widely accessible around the world. The repository is consistent with the University's core value of striving 'to expand the boundaries of knowledge and creative expression in and outside of our classrooms.'"

Faculty who contribute to WPSphere retain the copyright to their work and grant the University a license to make

the material available through the repository. Most academic publishers now permit faculty authors to make the "accepted manuscript" version of an article (an article that has gone through a complete peer-review process, including revisions) available through a repository. This is also known as "self-archiving" and "green open access."

Contributors to WPSphere will enjoy many benefits, including much wider circulation of their work, which can result in greater impact. Materials in WPSphere are quickly indexed in Google and appear in search results. Faculty can place direct links to their work on their homepages. The repository also logs usage data for contributors.

Submitting a contribution to WPSphere is easy. Faculty have the option of creating a personal account and using an online submission form, or they can simply contact Klose Hrubes for assistance. Klose Hrubes is also happy to assist faculty who provide a copy of their curriculum vitae by identifying publishers who permit self-archiving of manuscripts, so older publications can also be included.

An online guide has been created to provide a more detailed orientation to WPSphere and address basic questions. As the repository grows through greater interaction with campus community stakeholders, the guide will be updated with new information.

For more information about WPSphere and how it can serve your needs, please contact Annamarie Klose Hrubes at 973-720-2345 or klosehrubesa@wpunj.edu.

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exploration and review of potential open educational resources that might be adopted for various courses to reduce the financial burden the cost of textbooks imposes upon many of our students. As Joseph. A. Salem ("Open Pathways to Student Success: Academic Library Partnerships for Open Educational Resource and Affordable Course Content Creation and Adoption") noted: "The access to and affordability of higher education in the United States is an increasingly prominent and important issue. Among the factors currently receiving much attention is the cost of and access to required course material. As textbook and traditional course material prices have continued to steadily and dramatically

climb, the lack of equitable access to them has become a barrier to student success, particularly among first-year and first-generation students. Increasing the adoption of OER and more affordable options is one strategy that many institutions are implementing with libraries leading or partnering to lead."

There is statistical evidence that even as textbook costs rise, student expenditures on textbooks have steadily declined, leading to the conclusion that many students have made the decision not to spend their scarce financial resources on course materials. Michael Troy Martin et al. ("Analysis of Student and Faculty Perceptions of Textbook Costs in Higher Education") also found that students often made decisions on which courses to take "based on the specific cost of textbooks," and that

66% of their survey respondents claimed they had not bought a textbook due to cost even as 47% communicated that the decision to not buy a textbook negatively affected their grade in the class. Cheng Library hopes to work closely with WPUNJ faculty in efforts to ease this documented impediment to student success. We look forward to engaging faculty in discussions on the viability of open educational resource solutions at WPUNJ, to providing support to our classroom colleagues in the identification, evaluation, and selection of resources for specific courses.

So welcome back, and let us continue the work to improve our environments, resources and services in support of student satisfaction and success, and deepen the collaborations that enable us to do so successfully.

LibQual is Coming!

Cheng Library will launch the LibQual survey for the fifth time to gather user feedback and to assess its performance in several areas. The LibQUAL survey measures user-satisfaction based on three dimensions: "Affect of Services," "Information Control" and "Library as Place." The data and the comments provide valuable feedback, and the responses help to guide the Cheng Library's decision-making processes. The survey will be open from October 15 to November 16. Five randomly selected students who complete the survey will receive a $100.00 credit on their Pioneer Express account!

Cheng Library Forges Student Partnerships

During the 2017-2018 academic year the Cheng Library partnered with a variety of student clubs and organizations to offer workshops and activities to bolster student success.

The final weeks of an academic semester can be a difficult time for students, with final exams term papers, and projects all coming due. Nearing the end of the fall 2017 semester the library partnered with Phi Sigma Sigma and Tau Kappa Epsilon to offer a "Finals Prep" workshop. The session offered library tools for conducting research, IRT provided useful insights on completing online exams in Blackboard, and the Peer Health Advocates offered students valuable advice for utilizing healthy habits to perform at their best.

In the spring semester the Library offered two Yoga & Meditation Sessions as stress relief opportunities for students during exam times. The sessions were led by the Student Yoga & Meditation club with Yoga mats provided by Recreational Services.

Members and officers of the Political Science & Model UN club

The Cheng Library Marks Open Access Week with Information Sessions on Campus Initiatives

Since 2009, international Open Access Week has been organized on college campuses around the world to call attention to the most important developments in scholarly communication. This year Open Access Week runs from October 22 to 28, and the Cheng Library will mark the occasion with a set of four information sessions for faculty highlighting campus initiatives in open access.

The information sessions, which will be held from Monday, October 22 through Thursday, October 25, will focus on:

♦ The University's program to support faculty publication in open access journals (in its fourth year),

♦ The new WPSphere institutional repository,

♦ New Open Educational Resources (OER) campus-wide initiative to support faculty interested in using (OER) in courses, co-sponsored with Instruction and Research Technology.

To facilitate faculty participation, the sessions will be scheduled in different locations on campus and online.

Open Access Week 2018
Designing Equitable Foundations for Open Knowledge
October 22 - 28

Open Access Week
Information Session Schedule

♦ **Monday, October 22,** 2:00-3:00 PM, Science Hall East, Room 3015 (Nickles Conference Room)

♦ **Tuesday, October 23**, 12:30-1:30 PM, Cheng Library, Paterson Room, Room 213

♦ **Wednesday, October 24**, 11:00 AM-12:00 noon, Valley Road Building, Room 1021

♦ **Thursday, October 25**, 3:00-4:00 PM, Online Webinar (email kearneyr@wpunj.edu to register)

To assist faculty in learning more about each of these initiatives, the Library has produced a set of helpful online guides:

♦ Open Access & Scholarly Publishing

♦ The WPSphere Repository

♦ Open Educational Resources

Invitations will be circulated throughout campus, and faculty are urged to contact the Library to learn more about these initiatives and how they can benefit from them.

Your Library in Action!

Beth Ann Bates
Acquisitions
Attended New Jersey Council of Teachers of English Conference and was elected Recording Secretary of the Council in March 2018.

Cara Berg
Reference Librarian & Co-Coordinator of User Education
Co-Authored "Without Foundations, We Can't Build: Information Literacy and the Need for Strong Library Programs" (2018).
Presentations: *Where do We Stand? Accreditation and the Library* at the ALA annual conference 2018, Co-Presenter– *The Accidental Instruction Librarian: A Panel of Librarians who Teach* at the NJLA Annual Conference, *Tackling Fake News: Teaching Students to Become Media Savvy* at both the NJASL Team EdCamp and the NJ Education Technology Conference, *Entrepreneurial Thinking in the Library, No MBA Necessary: How to Support Students and Local Businesses Research Needs* at the VALE NJ Conference.
Cara also serves as the Vice President/President Elect of the ACRL NJ Chapter and the NJLA College & University

Section and is the Project Team Leader on the ACRL Student Learning and Information Literacy Committee.

Sarah Hughes
Access Services Librarian
Head of Lending Services
Presentations: *Tracking Reserves Not Owned* at the NJLA– College & University Section Summer Workshop, *Scheduling Using a Web-Based Shared Calendar* at the NJLA 2018 Annual Conference*,* and *Simplify Your Scheduling* at the VALE NJ conference in January 2018.
Sarah also participated in the PCCC Open Education Resources Showcase in May 2018, is a member of the American College & Research Libraries Access Services Interest Group and developed the ACRL Framework for Access Services Leadership.

Annamarie Klose Hrubes
Digital Initiatives Librarian
Co-Presented-*Digitization on a Dime*, NJLA 2018 Annual Conference. Annamarie also attended the Code4Lib Conference in February 2018.

Nancy Weiner
Assistant Director
Access and Information Services
Serves as Second Vice President of the New Jersey Library Association and currently Co-Chairs the ACRL 2019 Invited Presentations Committee.
She attended the NJLA and ALA conferences in May and June of 2018.

Gary Marks, Jr.
Reference & Outreach Librarian
Presentations: *New Visions for Library Liaison Programs* at the VALE NJ Conference, *Civic Literacy Initiatives* at the NJLA-CUS Civic Engagement Workshop, and *Maximizing your Library's Social Media Efforts* at the NJLA Annual Conference.
Published the "International Social Media Directory of Academic Libraries" (https://tinyurl.com/SMDAL)
Chaired NJLA-CUS Civic Engagement Workshop Committee.
Gary currently serves as the Legislative Representative on the Executive Board of ACRL NJ Chapter and NJLA College & University Section and was recently appointed to the ACRL Politics, Policy & International Relations Section Executive Board as Social Media Coordinator.

Cheng Library has a New Look

Visit the Library and check out our new look. You may view pictures of the 2018 summer transformation on our Facebook page and watch a video recap on our YouTube channel.

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During National Library Week activities the Political Science and Model UN clubs teamed with the Library to offer a research and resources workshop for students enrolled in political science courses. The Library also developed a new LibGuide for the Model UN club and provided an introduction to this resource at the workshop. Model UN students are tasked with an enormous amount of research in preparation for nationwide competitions. To support their research needs the Library designed a unique resource guide providing students with an abundance of research and training materials to prepare for and archive their Model UN activities.

Peer Health Advocates at "Finals Prep" Library Workshop