

Raymond H. Fogler Library Magazine 2016



**Stories from Raymond H. Fogler Library
at the University of Maine**



IN AUGUST, the University of Maine welcomed its largest incoming class ever. Like every year, the fall semester offered us a chance to define how and why the library serves as a foundation to the success of our new students.

Raymond H. Fogler Library doesn't just provide students with access to the materials they need. It also encourages them to grow intellectually and embrace the mindset of a lifelong learner. As part of this goal, we've launched a number of new programs, including book clubs, reading series, workshops, and a student ambassador program.

Behind each of these programs is our belief that students, at every stage of their lives and careers, are welcomed at Fogler. We want the library to be a positive and beneficial part of our students' lives.

Along those lines, this issue of the Raymond H. Fogler Library Magazine reflects our commitment to enriching the student experience at the University. All of the stories also feature, in different ways, the dynamic relationship a library has with its patrons. Our students seek diverse resources and services. Their ambition and curiosity drive our growth.

Every year, we're reminded that our mission, our resources, our services, and even our floorplan adapt to fit the changing needs of our community. It's a task we're excited to take on, and we know our students, past and present, will be here to help shape the future of Fogler Library.

A handwritten signature in black ink that reads "Joyce Rumery". The signature is fluid and cursive, with the first name "Joyce" and last name "Rumery" clearly distinguishable.

Joyce Rumery
Dean of Libraries
University of Maine



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Raymond H. Fogler Library Magazine

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The Raymond H. Fogler Library Magazine is a yearly publication of Raymond H. Fogler Library at the University of Maine. Questions regarding Raymond H. Fogler Library Magazine can be directed to Brad Beauregard, Public Relations Manager for Fogler Library, at brad.beauregard@maine.edu.

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About Raymond H. Fogler Library

Fogler Library is the largest research library in Maine and supports the academic and intellectual pursuits of faculty, students, and staff at the University of Maine.

Fogler Library also serves residents, libraries, and academic institutions throughout Maine and the Northeast as the regional depository for federal government publications, an official depository for Canadian federal publications, and the depository for Maine state government publications. Fogler Library is the designated State Research library for Business, Science and Technology, as well as the only Patent and Trademark Resource Center in Maine.

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Listening to local history

**A UMaine student brings 1940s radio
to the digital age**

By Brad Beauregard

BY HER own account, Delaney Fitzpatrick didn't know what to expect when she came to Fogler Library to find an internship. As a sophomore at the time, Fitzpatrick had trouble finding the right opportunity. When her adviser, UMaine Professor of History Dr. Micah Pawling, told her about an opening to work in Special Collections at the library, she knew she had to take action.

"I had absolutely no idea what I was going to be doing," says Fitzpatrick. Even without knowing the specifics of the work, Fitzpatrick was certain the experience would benefit her. "Internships normally don't just plop themselves in front of you just like that, so I took it as a sign and grabbed it before it was taken away."

After meeting with Dr. Nathan Godfried, a professor who specializes in 20th century broadcast history, and Special Collections Archivist Desiree Butterfield-Nagy, Fitzpatrick had ironed out the details of her assignment. She spent the next few months listening to dozens of hours of audio recordings. She listened to local sports broadcasts, weather reports, and advertisements from General Electric. She listened to opera renditions and discussions with elementary school teachers. She listened to the awards ceremony honoring responders during the Bar Harbor Fire of 1947. She listened to interviews with Senator Joseph McCarthy.

These recordings and hundreds of others are part of a collection from WLBZ Radio broadcasts throughout the 1940s. The collection of recordings contains everything one would expect to find on local radio broadcasts: high school sports coverage, commercial breaks, hundreds of sound effects. The records came to

“

Everything is history.
People speaking on the
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a lady singing the local
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today, even **some history**
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Delaney Fitzpatrick

Fogler Library through Barry Darling, a former WLBZ station manager who also volunteers in Special Collections.

For her internship, Fitzpatrick spent the summer transcribing, cataloguing, and uploading the recordings to the University of Maine’s Digital Commons, an open-access, online repository.

“The WLBZ collection came to mind as something that would be a good fit when I learned that Delaney was a history major and had a background in journalism,” explains Butterfield-Nagy, who supervised Fitzpatrick. “We try to find projects that are a good match both for the library’s needs and the interests and career goals of the student.”

By having students contribute, Special Collections is able to make more archives open and available to a broad audience, from professional scholars to amateur researchers interested in local history.

“We’ve been very grateful that we have had such talented students who have been willing to contribute to some of our digital collections,” says Butterfield-Nagy.

While Fitzpatrick admits that some of the material was difficult to relate to, she also found a number of recordings

In addition to the audio recordings, the WLBZ Radio materials contained a number of equipment manuals and a station banner, pictured top right.



that resonated with her, despite the nearly eighty years that have passed since the original broadcasts.

“My favorite piece was probably less interesting to a lot of people,” she says. “It was about a teacher from England who did an exchange with a teacher from Medway, Maine. I connected with this piece because I went to school at Katahdin Middle and High School, and we played [in Medway] for sporting events. I know people who went to that school. It’s fun to make those connections.”

These small segments, when placed alongside more well-known events, help Fitzpatrick appreciate the role radio broadcasts have played in local history, and they help to highlight a different dimension in the history of a community.

When she holds the vinyl discs that recorded the original broadcasts, Fitzpatrick is careful to point out the scratches and stains, where a label has faded or a name has been erased. The significance of the day-to-day nature of these recordings isn’t lost on her.

“Everything is history,” she says. “People speaking on the opening of businesses that are still running today, a lady singing the local school songs that still play today, even some history that, without these records, would be lost in time.”

At the end of her internship, Fitzpatrick is confident that her efforts will pay dividends. She already has a plan for where she wants her career to go and how her work in Special Collections will help her get there.

“I’d really like to do an internship next summer,” she explains, “something down in one of the history museums in Washington, D.C., preferably either the Holocaust Museum or the Smithsonian American History Museum. With an internship already under my belt, I have an upperhand and experience, which may help me land the internship I want. And if I can have the internship I want, maybe I can get a job out of it, too.” ■



Features of the WLBZ Radio Station records

Available on DigitalCommons@UMaine

■ Bill Mincher Interviews Senator Joseph McCarthy

Bill Mincher of WLBZ in Bangor, Maine, interviews Senator Joseph McCarthy regarding investigations at Fort Monmouth and a General Electric plant in Lynn, Massachusetts.

■ Dot Campbell interview with Patrick Dickinson, exchange teacher from England

Aroostook County Reporter Dot Campbell interviews Patrick Dickinson, an exchange teacher from New Castle, England.

■ Jean Murray's Memo Sponsored by the W. T. Grant Store

Jean Murray offers information about her background and plans for a daily radio program on topics of interest in the world of women.

■ Kay Dewitt Sings Local School Songs

Kay DeWitt, a local singer around Orono and Bangor, sings the classic songs “You Gotta Be a Football Hero”, The Brewer High Fight Song, The John Bapst Fight Song, The Bangor High Fight Song, and The UMaine Stein Song.

■ Theodore N. Vail Memorial Award given out for bravery in Bar Harbor Fire of 1947

The Theodore N. Vail Award is given out to the New England Telephone and Telegraph Company for their bravery during the Bar Harbor Fire of October 1947.



Funding the pursuit

Money might not grow on trees, but grant funding may be within reach for students at the University of Maine

By Jen Bonnet

STUDENTS AT the University of Maine have a range of financial needs, from scholarship and fellowship monies, to research support, to travel and conference funding. One of their key resources in covering these expenses comes to them freely through grant education at Fogler Library.

Librarians regularly work with students to identify and access quality information for their academic, professional, and personal pursuits. Increasingly, librarians see grantseeking fall into this domain, with outreach efforts related to grant funding growing in popularity.

The early history of grant support through the library

Grants outreach to the campus community began as a collaborative effort between Fogler Library, the Office of Research and Sponsored Programs, and the Grant Development Office in the Office of the Vice President for Research. The initial goal was to apprise new and early career faculty of grantseeking tools and services at UMaine, as well as to offer refresher sessions for seasoned faculty seeking to fund their research and creative projects.

One of the cornerstones of this support is the Grants 101 workshop series offered throughout the year in Fogler Library in collaboration with Director of Grant Development Jason Charland. As faculty members attended these workshops, they recognized the benefit the instruction could offer to graduate students.

“

Having a resource like this available to me as a graduate student will help **increase my effectiveness as a researcher** and my competitiveness when I go on the job market.”

Tyler Quiring
Ph.D. Candidate in Communication & Journalism



Ph.D. candidates Tyler Quiring, left, and Kirsten Kling attend a recent Grants 101 workshop at Fogler Library.

“

The training contained a hands-on exploration of the digital tools that the University provides us access to.”

Brie Berry
Ph.D. Candidate in Anthropology

“I highly recommend it,” says a University of Maine faculty member who attended the grants workshop, “especially for graduate students in their first year.”

Her suggestion was prescient. As the effort grew from its initial faculty focus to include outreach to students studying and working in various capacities throughout the university, the number of graduate student attendees increased dramatically. At a recent workshop, half of the more than 50 participants were graduate students.

Finding support for projects, academic work, and research

Most often, the library works with graduate students who are looking for research support for some aspect of their theses or dissertations (such as fieldwork). Graduate students also

regularly seek grants to fund the work they’re pursuing as a member of a faculty-led research team.

But, the need for grant support isn’t limited to graduate students. Undergraduates also visit the library with funding needs, whether in pursuit of conference attendance opportunities or for scholarship or research support.

Given the close relationship between the university and many community nonprofits in Maine, it comes as no surprise that both graduate and undergraduate students regularly seek funding on behalf of the organizations where they volunteer or intern.

Students in search of external grant funding are encouraged to attend a grant workshop or schedule a one-on-one consultation with grants librarian Jen Bonnet (jenbonnet@maine.edu). ■


Social Sciences & Humanities Librarian Jen Bonnet, left, discusses online grant resources with Brie Berry, a Ph.D. candidate in Anthropology.



Top reasons students look for grants

1. As an opportunity to assist their adviser, school, center, or department
2. As a professional development experience to add to their resume or C.V.
3. In their role as a member of a research team
4. To support academic research or travel
5. On behalf of nonprofits or community partners with whom they work

For more, visit:
libguides.library.umaine.edu/grants



Kristine Hoffmann, a Ph.D. candidate at UMaine, is among several therapy dog handlers who visit Fogler Library with their dogs.

Bringing in the dogs

Therapy dog visits in the library offer enjoyment for students, community engagement for handlers

By Brad Beauregard

FOGLER LIBRARY has long been a popular location for students preparing for finals, but over the past several years, the UMaine community has flocked to the first floor of the library for an entirely different reason: to visit with therapy dogs.

The dogs, which include a mix of breeds and sizes from Labradors to Pappillons, began visiting the library during the spring of 2013, after a number of students left requests on the library's suggestion board.

After researching therapy dog programs at other libraries, Fogler's Marketing Committee hosted the first set of three visits during finals week of the spring semester.



Kristine Hoffmann's yellow Labrador, Emy, became a certified therapy dog after she "mellowed out" at three years old.

“

The visits have been a great way for me to be involved with the [University of Maine]. **I get to give back to the community in a unique and special way with my best friend.**”

Kristine Hoffmann

Patrons at the library have welcome the therapy dog visits, which offer busy students a chance to take a break from the pressures of final exams and papers. After seeing how popular the dogs were during finals, the staff at Fogler Library began bringing the dogs in during the first few weeks of the fall semester as a way to counter feelings of homesickness that some students experience during their first month on campus.

While the therapy dogs have proven to be a hit with students, the visits also give the dog handlers a great opportunity to give back to their community. Kristine Hoffmann, a Ph.D. candidate in Wildlife, Fisheries, and Conservation Biology at UMaine, has brought her Labrador retriever, Emy, for the past several sessions.

Hoffmann began researching dog training when she got Emy as a puppy. When Emy turned three, she was able to pass the Therapy Dogs International test, which made her a certified therapy dog that could visit places like hospitals, nursing homes, and libraries.

“There was a nursing home across the street from the school I taught at,” Hoffmann says. “They were very excited when I offered to visit with my now-certified therapy dog. Emy adapted wonderfully to her new job, and the residents loved her.”

Soon after coming to UMaine, Hoffmann began introducing her dog to groups around campus, beginning with residence life.

“When I moved to Maine to return to school,” Hoffmann says, “I met a Resident Director and began bringing Emy to visit the dormitories. I would ask Emy to bark, students would open their doors, surprised to hear a dog, and come pet her. I was visiting one of the dorms when I first learned about the dogs at Fogler.”

Since 2013, the visits have become one of the most popular events at Fogler Library, often drawing crowds of students who look forward to the visits every semester.

For students, the therapy dogs bring a relaxing



Therapy dogs like Joey, right, and Lautrec, left, that visit the library have been certified through one of three national organizations that assess the dog's temperament, obedience, and personality. After passing the test, handlers are able to bring their certified dogs to places like nursing homes and schools.

change of pace. Many of the students who take time to visit the dogs already spend hours in the library working on their courses, so the visits give them a convenient stress-reliever at the time when they need it most.

During the visits, the handlers bring their dogs to a designated area in the Reserve Reading Room. The visits last for two hours, giving students a chance to see the dogs between classes. In many cases, groups of students will stay with the dogs throughout the session.

Seeing her dog bring joy to so many students has only reinforced Hoffmann's appreciation for the role therapy dogs play at places like Fogler.

"The visits have been a great way for me to be involved with the [University of Maine]. I get to give back to the community in a unique and special way with my best friend. Plus, I love feeling connected

to the library since I'm there all the time checking out books for my dissertation."

This sense of giving back, and spending time with Emy, has made Hoffmann a regular fixture at the visits.

"It's the joy my dog gets from the experience, my pride in my dog, the feeling of making a difference for other students, and being part of the community that keeps me coming back." ■



A Student First

Student employee finds balance between work and class at Fogler Library

AFTER WORKING several different jobs in the retail industry, Kayla Harriman had enough. She was working toward her degree in Social Work from the University of Maine, and the jobs she had made it difficult to balance her classes with her work schedule.

“I had so many different retail jobs,” Harriman says. “I did o.k. with them, but the problem I had was that they weren’t focused on helping me get through school. They were focused on their company and what you could do for them, even it meant staying with them from your shift of 2 p.m.-12 a.m.”

Harriman realized that she needed a change, and she needed to find a job that would support her main priority of doing well in school. This realization led her to the library, where she ended up taking a work-study position in Interlibrary Loan (ILL).

“My grades started to slip,” Harriman says, “and I had work-study provided to me. I figured the library was a quiet place, and I really like books and learning about new things everyday, so I ended up applying.

“I didn’t actually know what ILL was when I applied, but they let me learn on the job.”

Harriman has worked in Interlibrary Loan for almost three years. She spends most of her time processing, tracking and mailing materials, some of which are being loaned to Fogler, some that Fogler is loaning to other libraries.

“The hardest thing [at first] was finding where I needed to go in the library,” Harriman says. “With my job, I need to go everywhere. I go all over the library all day long.”

During her time in ILL, she’s learned plenty about the library, but she also developed a renewed source of energy for her classes. The flexible schedule and supportive atmosphere in ILL gave her a chance to focus on being a student.

“All the classes and internships take a toll on my energy, so when I come to work I feel like they build me back up. I love that my bosses all care about my well-being, and they all want to see me get through school successfully.

“My grade point average went up. I feel like when I get home, I can do my homework. I feel like I can function to the best of my abilities.”

Harriman, who graduates in December 2016, has plans to pursue a career in the criminal justice system. Even though her work in the library might not seem like a natural path to that career, Harriman is quick to point out the benefits she has gained.

“[With] any jobs I do, I try to find things to help me out with my future, and one of those things is researching. I’ve had to do a lot of researching here, and with criminology I know I’ll have to do a lot of that as well.”

Kayla Harriman

As she prepares to graduate, Harriman is excited for the next steps in her career, even if that means leaving her job in the library. At the end of her time as a student-employee, she’s thankful she found a job that encouraged her to be a student first.

“It’s really important as a student to work someplace that supports you,” she says, “and I know not everyone gets that chance. I know it will sound cheesy, but I really do feel blessed that I came across this job.” ■



The **WILD WEST** of Open Access Publishing

A UMaine librarian guides graduate students in the world of open access publishing

By Marisa Méndez-Brady

WORKING WITH graduate students at UMaine provides a wonderful opportunity for collaboration between faculty and the librarians here at Fogler. This proved true in a seminar I held for graduate students enrolled in Dr. Laurie Connell's course SMS 691: Professional Habits of Mind, a course focused on responsible conduct of research, ethical obligations and values in science, and professionalism.

While this course was offered through the School of Marine Sciences, the students represented several different departments on campus. Despite the different programs of

study, a common learning objective among graduate students is to obtain a firm understanding of scholarly publishing practices so that they will be able to make informed choices when it comes to their own publication goals.

Being at the center of negotiating with scholarly publishers situates librarians to help graduate students reach these academic publishing goals. Accordingly, when it came time for Dr. Connell to teach the students about scientific writing and publishing, she asked me to lead the seminar for her class. Dr. Connell expressed that to her and her colleagues, open access publishing practices can seem like "the Wild West."

This collaboration developed into an opportunity to

The DigitalCommons@UMaine readership map, left, identifies the location of full-text article downloads from the University of Maine repository.

place open access publishing at the center of a broader conversation. Once the curricular goals and the lesson plan started to develop, it became clear to me that UMaine librarians have a lot to offer the community in expansively talking about publishing in academic journals. Overarchingly, we talked about the ethical and professional implications intrinsically tied to journal publications.

Under the traditional subscription model, access to scientific discovery is limited to the resources available to your academic institution or the local, or state, public library. Academic journal subscriptions have skyrocketed in recent years. Between 2007 and 2013, the Research Data Alliance reported that inflation for journal subscriptions soared 37.6 percent. This inflation has led to unprecedented profit

margins from many of the top publishers, including Elsevier, who, according to an MIT report, saw a profit margin of 39 percent in 2013.

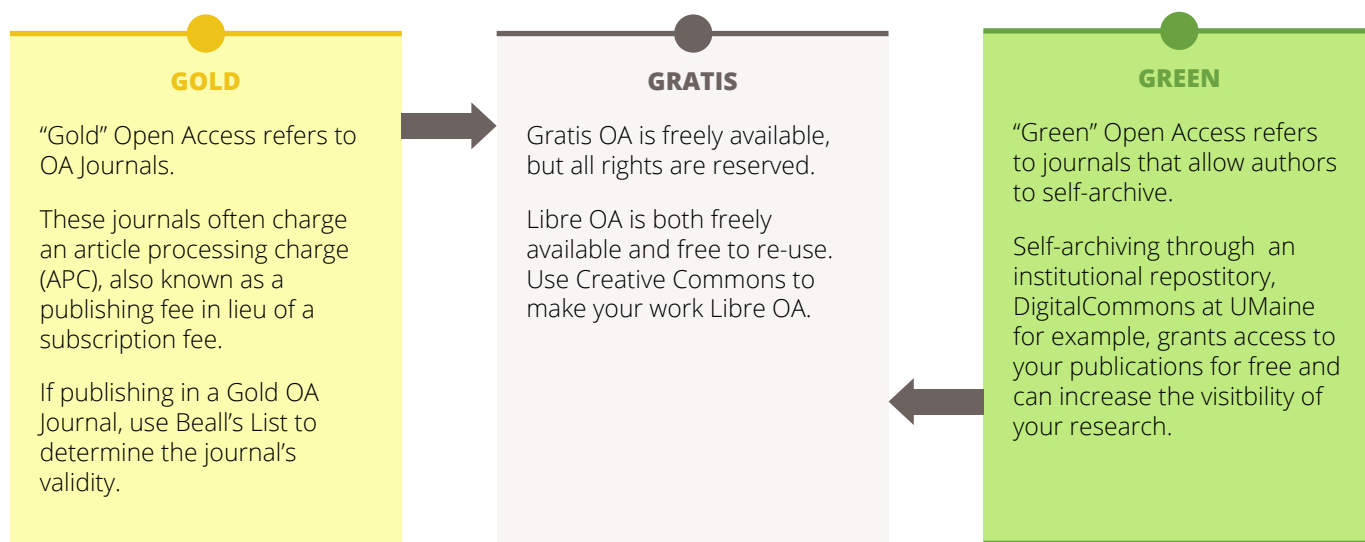
Times Higher Education reports that even universities with large endowments, such as Harvard, have had to cut their subscriptions to scientific research.

In the face of such escalating costs, open access journals have become a more viable option for researchers. As graduate students consider the ethical implications of their research, and specifically where they publish their research, the inability of less well-endowed universities to access their publications is a crucial part of the discussion about open access.

Despite the obvious benefits to the global scientific

What does "open access" actually mean?

While the blanket term "open access," or OA, is used to describe publications that are freely available without a subscription to an academic journal, there are several different types of open access. The illustration below provides some guidance as to the type of open access publishing options available to researchers.



community of open access publications, there remain many reasons why researchers would be reluctant to publish in open access journals. While many open access journals are gaining favorable reputations, there are an increasingly large number of predatory journals. Even among non-predatory open access journals, many publications have not had the time necessary to build up impressive reputations and

rankings. Publishing in these journals could be detrimental to a young researcher's career.

To make matters even more complicated, open access journals charge what is called an article processing charge in lieu of a subscription. These fees can be prohibitively expensive. Indeed, while self-archiving, or "green" open access, provides an alternative way to make publications open access, many of

the top-rated journals in scientific fields are restrictive when it comes to green open access options.

To make the judgments necessary to publish as a young researcher, graduate students must become informed consumers of information. To facilitate this process, I designed a series of activities for the students that required them to closely evaluate various aspects of scholarly publishing. Before coming to class that day, Dr. Connell had the students complete an assignment I created that asked students to evaluate how federal grant-funded research treats open access.

In class, I worked with the students to separate the peer-review process, common to all reputable academic journals, from the publication models. They then worked

in pairs to evaluate various open access journals based on positive and negative indicators. Students had to decide if they thought that the journal was predatory or reputable. This exercise was wildly successful, seeding a fantastic conversation about journal quality more broadly and serving as a critical step in learning how to evaluate information.

Cheyenne Adams, a University of Maine graduate student in marine biology and a participant in the seminar, immediately saw how the new perspectives could benefit her approach to publishing.

"As a fledgling scientist new to the publishing world and beginning to develop my own opinions, the open access class couldn't have come at a better time in my career," says Adams. "The class elaborated on the intricacies of open access such as historical context and individual publisher's policies about open access, as well as other options that I, and all researchers, can pursue to make sure our work is accessible."

Graduate students like Adams, most of whom are at the dawn of their careers, stand to benefit greatly from librarian partnerships in academic publishing. The current state of scholarly communications is a changing landscape, with both traditional publishing models and open access models proliferating globally. Seminars like SMS 691 and library/faculty partnerships help provide graduate students with the tools that they need to navigate the rapidly evolving academic environment.

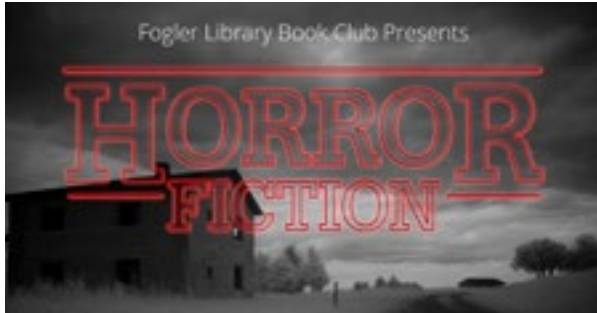
When it comes to scholarly communications, these collaborations can also have a long-term impact. While not all graduate students will go on to careers in academia, those who do are poised to shape the future of access to scholarly works. While it is up to each individual to determine how to disseminate their research, librarians can help provide the information needed to make informed choices at every step of the way. ■

**"As a fledgling
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time in my career."**

Cheyenne Adams

Student-Focused **Programs**

During the fall semester of 2016, Fogler Library launched a number of new programs designed to improve the student experience at the library.



Fogler Library Book Club

Throughout the semester, Reference Services hosts an informal book group to discuss different genres of literature. Topics have included fantasy fiction, graphic novels, and horror fiction.



Fogler Library Student Ambassador Program

The Student Ambassadors at Fogler Library serve as a group of library advocates across campus and as liaisons who help the library improve its services.



Books in My Life: Reading that Transforms

In this series, members of the UMaine community will speak about their experience of reading, their awakening as readers, their past and current best books (and maybe even their worst reads).



Fogler Library Workshop Series

The Fogler Library Workshop Series draws on talented UMaine speakers who can expose the campus community to new ideas and ways of thinking about information.

Support **Fogler Library**

By making a gift to Fogler Library, you will help sustain a valuable resource for the students, faculty, and staff at the University of Maine. Your contribution will also benefit the many libraries and residents across New England that depend on Fogler. You can make a gift at any time by visiting:

our.umaine.edu/fogler



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