



**Cheryl Kern-Simirenko**

**On my mind,  
a message from the dean....**

**R**ewarding collaborative work on development of the Bierce Library Learning Commons continues. During fall

2008, a next-steps planning process identified priorities for both near-term implementation of the learning commons service model as well as for the renovations required to add larger-scale learning commons functionality. As a result of this effort, a new program is being developed by Information Technology Services (ITS) and University Libraries (UL) that will broaden the training for student assistants in order to provide on-the-spot support at workstations in the reference area.

Adding this level of service, in addition to the traditional walk-up, reference-desk model, and integrating tech support with information support are key components in the learning commons service model. Discussions are now under way with Capital Planning and Facilities Management to move forward with the design phase.

Renovations for this \$1.8 million project could start as early as summer 2010.

The Learning Commons concept is based on 21st century learning needs and focuses on creating synergies that emphasize and integrate access to:

- information resources;
- expert help;
- state-of-the-art technology;
- learning of multiple literacies and technology tools;
- flexible spaces; and
- new opportunities for collaborative learning and community interaction.

The introduction of learning commons functionality is a continuum, rather than a one-time event. In January 2008, a major step in making the collaborative learning vision a reality occurred with the move of Student Academic Success (SAS) into the lower level of Bierce Library. SAS, ITS and UL representatives formed a service integration team to ensure that students

would effectively be referred between all services. The increased use of SAS tutoring services has exceeded expectations, with significant increases in both people served and sessions scheduled. A new library service point, also on the lower level, consolidates expert help for users of media, microforms and periodicals.

Two other initiatives have also proven popular with students. Eighteen workstations, specifically designed to support collaborative work, were added to an area adjacent to the reference desk on the first floor. A learning spaces assessment, conducted last year by an ITL graduate assistant, helped inform the creation of an open, flexible learning space on the second floor. Movable tables and chairs, as well as movable lounge furniture, enable students to create the configuration that best suits their needs. Portable copyboards, or electronic whiteboards, allow whatever is written to be captured, and either saved to a flash drive or printed from the attached printer.

Two new services offered by UL's state-of-the-art laptop loan program have likewise been enthusiastically received. As a Bierce Library pilot study, a small number of HP Tablets and MacBook Pros (with graphics software) are available and a limited number of laptops circulate for one week. In response to student requests for greater flexibility, both Bierce Library and the Science and Technology Library now allow laptops to be used outside the libraries. Library staff is collecting circulation data on these laptops and surveying users in order to evaluate the effectiveness of the program and consider future services.

The key campus partners in the learning commons initiative are University Libraries, Information Technology Services, University College — specifically Student Academic Success, and the Institute for Teaching and Learning. Planning teams, including faculty, staff, students and administrators, developed the guiding principles, a service model description and a conceptual space plan. Surveys and focus groups were used to gather extensive input from many campus constituencies in each stage of the planning. The ultimate goal is a 21st century learning environment where the entire University community – faculty, staff and students – will find resources and support for their teaching, learning, research and discovery.

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## Family Donates Talalay Foam Rubber Collection

**S. Victor Fleischer, head, Archival Services**

A wealth of rubber industry knowledge recently arrived at The University of Akron, thanks to a donation from the Talalay family. The family invented the Talalay process for manufacturing latex foam rubber. This process, and the alternative Dunlop method, account for all the latex foam rubber used in home furnishing products. The Talalay Foam Rubber Archive chronicles the history and development of this important invention, which revolutionized the foam rubber industry.

Dr. Joseph Talalay invented the technique in the 1930s while working in England. His sons, Anselm and Leon, perfected the method while employed by the Sponge Rubber Products Company of Shelton, Conn. The company eventually became a division of what is today Goodrich Corporation, and Anselm became vice president of research and development in Akron. The modern Talalay process employs a variety of techniques developed over the years, which improved the longevity and durability of latex foam rubber and, although costlier than other methods, allowed for automation. The Talalay process was so popular that



**Photo: Talalay Process**  
A worker casing a mattress using the "free water cure" method (circa 1939).

by the 1960s it accounted for 40 percent of all the foam rubber manufactured in North America.

The Talalays authored numerous scientific papers on rubber and latex and held about 50 patents in the United States and abroad. Researchers will find these materials in the collection, along with original agreements, proposals, formulae, blueprints, photographs and rubber samples from the 1920s to the 1970s. Students, faculty and scholars researching rubber and polymer chemistry in general, and latex foam rubber in particular, will find the Talalay Foam Rubber Archive an extremely valuable resource.

This collection enhances Archival Services' current holdings on the rubber industry and polymer research. For instance, records maintained by Goodrich contain a wealth of information on the company's development of latex foam rubber products for the bedding and upholstering industries, building on the work of the Talalay brothers.

## The Center for Research Libraries

**Peter Linberger, interim head, Collection Management**

The University of Akron Libraries is a member of the Center for Research Libraries (CRL), an organization of North American universities, colleges and independent research libraries. The center acquires and preserves books, newspapers, journals, documents, archives and other traditional and digital resources for research and teaching. Membership gives UA access to a rich and diverse collection from all regions of the globe and is made available through interlibrary loan and electronic delivery. The CRL loan period is unlimited (subject to possible recall), allowing researchers to conduct careful reviews of long runs of publications and comparative analyses of a range of sources.

CRL collections support topical and analytical studies across regions and disciplines, providing data and primary evidence for a range of interests. Resources available from CRL include more than 16,000 newspapers; 800,000 doctoral dissertations from universities outside the U.S. and Canada; government documents and publications from around the world; and several thousand journal titles in English and other languages.

The World Newspaper Archive is one of CRL's latest projects. The center and affiliated members will undertake the systematic, large-scale digitization of world newspapers and news-related materials. The first phase of the effort involves content from Latin America. The first release provides more than 60,000 pages of *El Mercurio*, an important Spanish-language paper published in Santiago, Chile. When completed, the Latin American portion will include approximately 35 fully searchable newspapers printed throughout this region in the 19th and 20th centuries.

To check if CRL's collection can support your work, visit <http://www.crl.edu>. Resources include the CRL online catalog, a number of specialized databases with enhanced search capabilities for specific parts of the CRL collection, and topic guides to the collections. Also accessible is a quarterly newsletter, *Focus on Global Resources*, which highlights CRL collections and efforts in preserving important research materials.



### TOPPING THE CHARTS

#### Downloaded E-journals

*Macromolecules  
Polymer  
Journal of Applied Polymer Science*

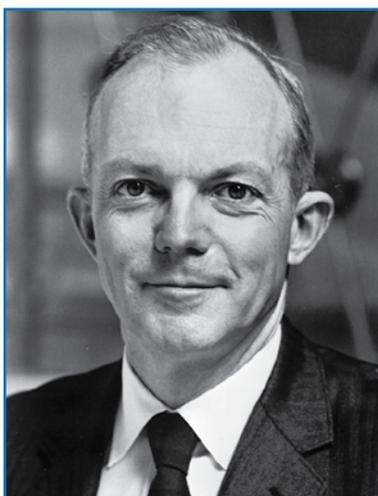
#### Digital Media Center Downloads

Digital Video Collection  
ART Collections Around the World  
Saskia Art History images

*From Chaos to Clarity  
Fatigue Behavior of Highway Welts  
Innovators or Laggards: Surveying Dis*

## New Acquisitions Document the Life of John F. Seiberling

Emily R. Lockhart, archives associate senior



Portrait of John F. Seiberling, 1971. From the John F. Seiberling Papers in Archival Services.

Archival Services recently acquired additional materials relating to John F. Seiberling (1918-2008), the Akron native and longtime congressman from Ohio's 14th District. Loretta Neumann, who served on Seiberling's congressional and subcommittee staff from 1973 to 1987, donated these valuable resources. The materials include oral history interview cassette tapes and professional transcriptions, office files from Seiberling's congressional service (1971-1987), and a memory book compiled for Seiberling's memorial service in September 2008.

Neumann, who resides in Washington, D.C., conducted oral history interviews of Seiberling and his colleagues. Many of the interviews were completed during 1997 and 1998, and feature Seiberling discussing his personal background, experiences, family and interests. Discussion of his professional life focuses on conservation and preservation efforts, especially the Cuyahoga Valley National Park, which he helped establish.

The six additional office files (1974-1990) include topics such as land acquisitions, international conservation and Seiberling's retirement. "Memories of John F. Seiberling, Sept. 27, 2008," compiled by Neumann, contains 55 personal reminiscences from colleagues, family, friends and former staff.

These materials will assist researchers in gaining a personal perspective on Seiberling and are a welcome enhancement to the existing 650 cubic-foot Seiberling papers collection.

### New Research Collections at CRL

**American Religions Collection - Nontraditional American Religions**

Gale Cengage/Primary Source Microfilm

**Confidential U.S. State Department Central Files: Biafra-Nigeria, 1967-1969.**

UPA collection from LexisNexis

**Foreign Office Files for Japan and the Far East: Series One, Six Parts: Embassy & Consular Archives - Japan (1905-1940)**

Adam Matthew Publications

**Grassroots Feminist Organizations, Parts 1 and 2.**

Gale Cengage/Primary Source Microfilm

**Incunabula: The Printing Revolution in Europe 1455-1500. Six units.**

Gale Cengage/Primary Source Microfilm

**Receipt Books, c1575-1800, from the Folger Shakespeare Library.**

Adam Mathews Publications

**Sex and Sexuality 1640-1940, Part 5: Gay Literature from Anacreon to John Addington Symonds from the British Library London.**

Adam Mathews Publications

**Shanghai Political and Economic Reports 1842-1943: British Government Records from the International City.**

Archive editions

**Soviet Cinema Film Periodicals 1918-1942, Parts 1 and 2.**

IDC Digital Library

**Vogue (London); also known as British Vogue.**

Mindata Publishing Company

More information about these microform collections may be found at <http://www.crl.edu>. Long-term loans may be arranged through Inter-Library Loan.

**UA Theses/Dissertations Used**

*Education Emergency Managers*. Doctor of Education, 2005  
*ed Aluminum Light Pole Support Structures*. Doctor of Philosophy, 2006.  
*fusion of Innovations by Public Relations Practitioners*. Master of Arts, 2005.

**E-Books Used**

*Organometallic Chemistry and Catalysis*  
*Climbing and Walking Robots*  
*Beginning Python: from Novice to Professional*



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## Laptop Lending Moves...and Grows

Melanie Smith, interim head, Circulation Services

Students continue to show great interest in Laptop Lending, which grew in both size and popularity in 2008. Changes in the program ran the gamut from extending laptop accessibility and the addition of new hardware options to moving the check-out program to a more central location.

That move — from the third floor of Bierce Library to the main lobby — has added a level of convenience for all users. Students can easily locate the bright red service desk that stores



and provides check-out services for all Bierce Library laptops. The Laptop Lending desk is adjacent to the Circulation desk, so staff can be immediately helpful if the need should arise. The four-hour loan

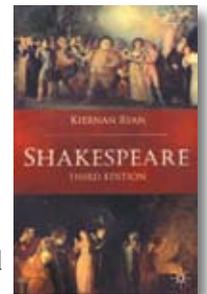
and seven-day loan student laptops and faculty/staff short-term loan laptops all circulate from this desk.

We learned in fall 2008 that students very much appreciate the new laptop options and the extended check-out program. These Dell, HP Tablets and Macbook Pros all check out for seven days and come complete with power accessories and carrying bags. Demand continues for all of the seven-day laptops and students have clamored for the addition of more extended laptops. To better meet classroom presentation and group study needs, students are now allowed and encouraged to leave the building with the four-hour laptops. Many students greatly appreciate the increased flexibility and availability of laptop technology that supports their studies. We continue to seek innovative ways to meet the study and research needs of the University community.

## Content Café Enhances Libraries Catalog

Susan Ashby, head, Library Systems and interim head, Cataloging

In early January 2009, University Libraries acquired access to an exciting service called Content Café 2, which provides access to more than 10 million elements of enhanced content. The service makes available beautiful full-color book jackets, full text reviews from leading sources, brief book summaries, book excerpts, author bios and notes. The enhanced content is available to our users in both the UA Libraries' Catalog and the OhioLINK Central Catalog.



During the first week of the semester we learned just how useful those full-color book jackets could be when Phyllis O'Connor, associate dean of University Libraries, spotted a student in need of assistance. He was trying to find a copy of a required text book, but only had a partial title and wasn't sure about the edition. While viewing the results of a keyword search in the catalog he excitedly pointed to one of the records on the screen and said, "That's the right book! I recognize the cover from seeing it in the bookstore."

Wow! What a great use of a new library resource! I'm sure many of our users will find the enhanced content from Content Café just as helpful.

To see the enhanced content for yourself, try either of the example searches listed below. Or try a search in our library catalog and see if you can find the jacket for a favorite book. Click on the book jacket to view links to the available enhanced content for that title.

Here is an example search from a single record view:  
<http://library.uakron.edu/record=b2387328>

Here is an example search from search results browse view:  
<http://library.uakron.edu/search/a?SEARCH=tan%2C+amy>

To try your own search, go to the UA Libraries' Catalog at:  
<http://library.uakron.edu/search>

## RECOGNITION

### Student Appreciation Day

**Shari Laster, government documents librarian**

On Sept. 10, University Libraries welcomed hundreds of UA students to visit the world of “Alice in Wonderland” as part of Student Appreciation Day 2008. More than 20 staff and faculty members assembled to hand out UA “Rock the Roo” T-shirts and hot dogs, run carnival games and talk with students about the libraries.



Guests could answer trivia questions about Alice, the University, library services, or Ohio. They could take their chance at a shell and cup game hosted

by the Mad Hatter, or test their skills against the Queen of Hearts’ croquet game. Other highlights included themed decorations, and, of course, the friendly greetings from Alice, the Queen of Hearts and an entire team of UL volunteers, some dressed as giant playing cards.



**Lizette Royer as Alice**

Many hours of work went into preparing for this event. This work was rewarded by the enjoyment of students and staff throughout the day, and by recognition from the UA Student Appreciation Day Committee for receiving third place from the student judges.

### Faculty Senate



Frank Bove, electronic resources librarian and assistant professor of bibliography, is the newest member of the Faculty Senate Executive Committee, elected by his fellow senators in fall 2008. Bove is serving his second three-year term as UL Faculty Senate representative. He has also served on the Faculty Senate’s Computing and Communications Technologies Committee since 2005 and has chaired the Ad Hoc Student Judicial Policies Committee since 2006. Bove notes that serving on the executive committee affords him new perspectives on the University and the opportunity to connect with many more colleagues across campus.

### APA Presidential Citation



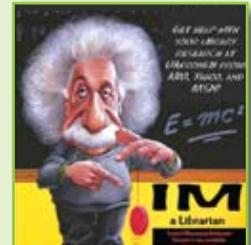
David Baker, Margaret Clark Morgan director, Archives of the History of American Psychology (AHAP), has received an American Psychological Association Presidential Citation.

The association selected Baker in recognition of his work in preserving the historical record of American psychology. The citation acknowledges Baker’s work in expanding and updating “...access to this world-class collection of psychological manuscripts, artifacts and photographs. Dr. Baker has worked tirelessly to ensure that the AHAP will continue to serve scholars, teachers and the general public through the expansion and preservation of its collections.”

### Instant Messaging Service a Model for Others

**Jeffrey Franks, head of Reference**

University Libraries began its Instant Messaging (IM) Reference Service in fall 2006. Since that time hundreds of UA students have used the service to obtain assistance with homework assignments, research projects and directional questions.



As one of the first of its kind in Ohio, the service has been a model for other libraries. At the invitation of the OhioLINK Web Reference Committee, we presented the specifics of our service at the June 2007 OhioLINK IM Reference Workshop in Columbus. The workshop was well attended by librarians from numerous Ohio colleges and universities, all of whom were eager to learn the “best practices” of IM service. Following the workshop we were invited to Maag Library at Youngstown State University, where we described for librarians there the planning and implementation process, and conducted a live demonstration of the service.

Perhaps most flattering is a letter we received this past summer from Rebecca Brumley, a librarian at Navarro College in Texas, who upon viewing our IM policy on the UL Web page requested permission to reprint it verbatim in her forthcoming book for Neal-Schuman Publishers, Inc., titled “Electronic Resources: Forms, Policies, Procedures and Guidelines.”

As Brumley wrote, “One of the hallmarks of librarianship is our willingness to share what works. Many librarians will benefit from your hard work and in turn they will share. They are grateful to you and so am I.” This statement is so very true. UA librarians have a tradition of leadership in sharing what we know with others. Stand by for more innovation and sharing!

## TOPPING THE CHARTS

### Science and Technology Books

*Building Construction* Illustrated by Ching  
*Space Planning Basics* by Karlen  
*Global Positioning Systems* by Misra

### Bierce Books

*Disciplines, Disasters and Emergency Management*  
by McEntire  
*Almost Human: Making Robots Think* by Gutkind  
*Creative Inclusive Classrooms* by Seland

## LEARNING LIBRARY

### Professional Development Series Focuses on Diversity

Nancy Stokes, assistant dean

Two thought-provoking speakers visited with University Libraries faculty and staff this fall. They talked about ways to better understand and, thereby, communicate more effectively with people with variant cultural codes and divergent generational values.

Dr. Gottfried Oosterwal, director at the Center for Intercultural Relations, as well as professor of medical anthropology at Loma Linda University, and professor of multicultural education at Western Michigan University, was on campus in August and again in October.

The campus-wide August workshop focused on improving communication with people from diverse cultures by working toward a better understanding of global cultural codes. A cultural code is a set of values and assumptions, notions and beliefs that shape the way people from diverse cultures act and think, relate and communicate; what they consider right or wrong, good or bad, sacred or profane, important or unimportant.

Oosterwal returned to campus in October to present sessions tailored to particular departments. With University Libraries faculty and staff, he discussed the unique challenges of trying to discern someone's cultural code during a short interaction.



Dr. Gottfried Oosterwal



Chuck Underwood

Chuck Underwood, founder and president of The Generational Imperative, Inc., talked with University Libraries in November. A generational researcher, Underwood discussed the motivations and attitudes of different generations and how librarians might better engage students, faculty and staff from all generations.

Underwood's research has revealed that between birth and roughly age 20, we all form most of the core values and beliefs that we will embrace our entire lives. What we are taught during this time, and what we witness and directly experience then will largely dictate our belief system for life. Hence, the term "formative years." Furthermore, people who share the same times and teachings – the same formative years' experience – will forever share the same core values and thus become an age cohort, or "generation."

In order to truly connect with each generation's unique core values, one must first understand what each generation was taught, witnessed and experienced during the formative years. Discussion addressed strategic tactics that would allow the library staff to better understand and more effectively connect with people from every generation.

Other contributors: Peg Goodman, Dorothy Gruich, Phyllis O'Connor, Jason Stoyhoff, Reneé Wilson

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