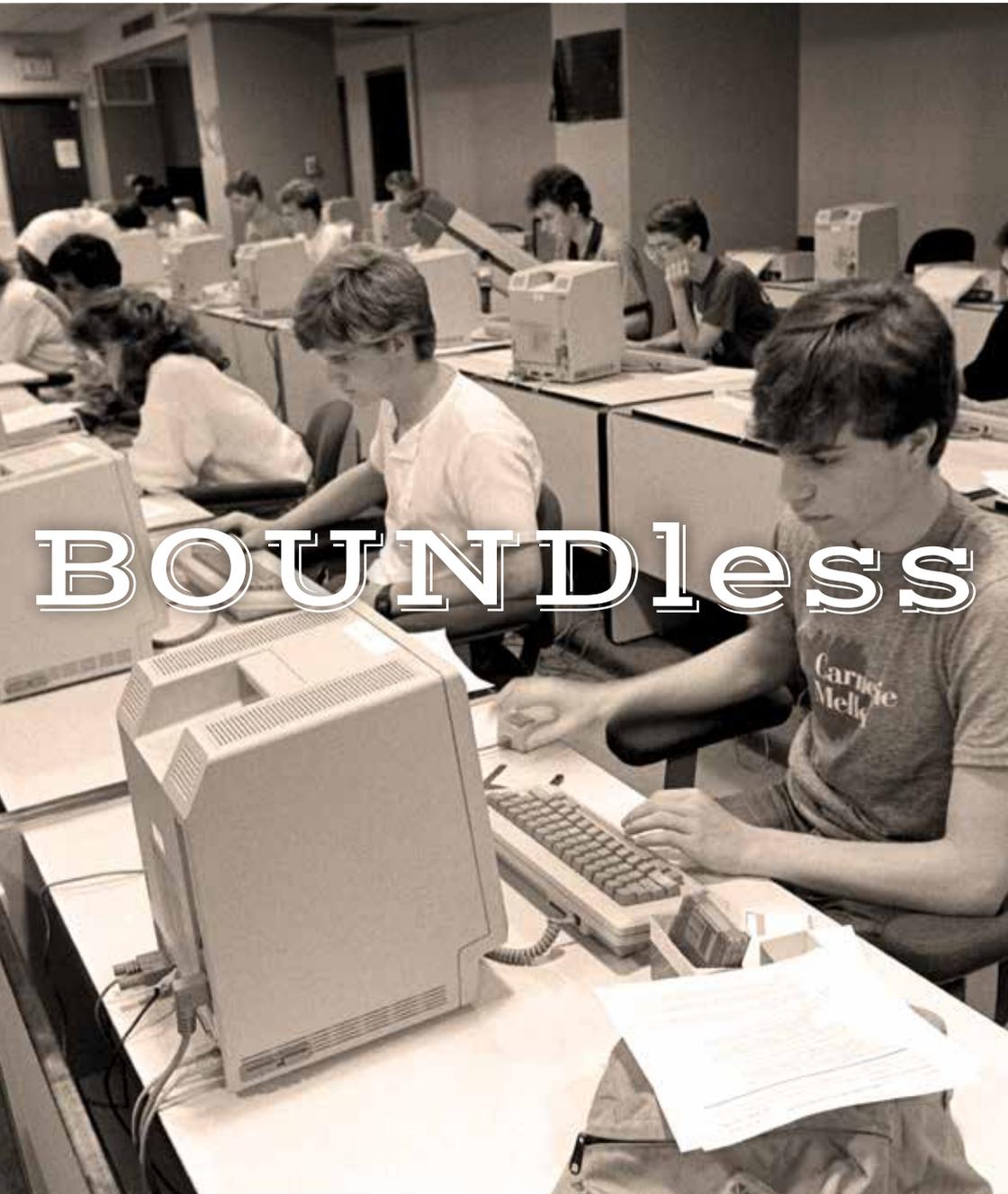


CARNEGIE MELLON UNIVERSITY LIBRARIES

A black and white photograph of a computer lab. In the foreground, a young man with dark hair is seated at a desk, focused on his work. He is wearing a dark t-shirt with the words "Carnegie Mellon" printed on it. He is using a vintage computer system consisting of a CRT monitor, a keyboard, and a mouse. The monitor is a large, boxy model. In the background, several other students are seated at similar desks, also working on computers. The room has a clean, institutional feel with rows of desks and chairs. The lighting is even, and the overall atmosphere is one of quiet concentration.

BOUNDless

FALL 2017

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Front cover:

A photo from the University Archives shows a 1985 CMU computer lab.

Back cover:

Jill Chisnell (first row, second from left), integrated media and design librarian, accompanied IDEATe students and faculty on a trip to make an interactive documentary about Cuban art and culture. Their photography exhibit, "Camagüey InSight," is on display on the 4th floor of Hunt Library through December.

Keith G. Webster, *Dean of University Libraries*

Erika Linke, *Associate Dean*

Contact the Dean's Office

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library.cmu.edu



Sahir Chichkar & Juno Lin

by Shannon Riffe

Sahir Chichkar is a master's degree candidate in chemical engineering. Juno Lin is a master's degree candidate in music. Natives of Mumbai and Taipei, respectively, they met on the job as student workers in Hunt Library. University Libraries Director of Marketing & Communications Shannon Riffe talks to them about their experience as students and employees.

How long have you worked at the library and what do you do in a typical day on the job?

Sahir Chichkar (SC): I've been here a little over a year. The last six months of that I've been a student supervisor. That means opening and closing the library, checking out books and supervising students who do the work that I used to do.

Juno Lin (JL): I've been here in the library for almost two years and I'm also a student supervisor so I do many of the same things Sahir mentioned. Training the new student workers is a great experience because explaining the different aspects of the job to someone else actually helps me learn it better myself. Especially the call number system!

Why were you interested in working in the library?

JL: As international students, we can't work off campus. I thought working in the library was the best option because it would allow me to get to know the library system well, which is helpful for my own work. Hunt Library is right next to the music school, so

it's super convenient, but once I started, I didn't want to leave because it's a great place to work.

What makes it a great work environment?

SC: It's fun! I get to interact with a lot of people. That includes the library staff, the other student workers and our patrons.

JL: It's a good place to make connections and talk to people from different fields. One of my favorite things is to discover interesting new things in the library when people are checking out books, especially new design and drama books.

How has working at the library impacted your experience as a CMU student?

SC: Better time management! When I started, I worked 18 hours a week in the library and had 56 units of course work. It forced me to get better at managing time.

JL: I've become an expert at researching things. When students ask where they can find a book or a database, I know how to direct them. That has an impact on my own research because I know exactly how to find what I'm looking for.

SC: I'm much more aware of the resources that are available, like how to get and download e-books, publications that can be only accessed on campus or in the library, and interlibrary loan or EZBorrow. Classmates always ask me how to get books.

JL: We've become everyone's friend.

☛ *Read the rest of this interview at <https://tinyurl.com/sahir-juno>.*



A.



B.



E.



F.

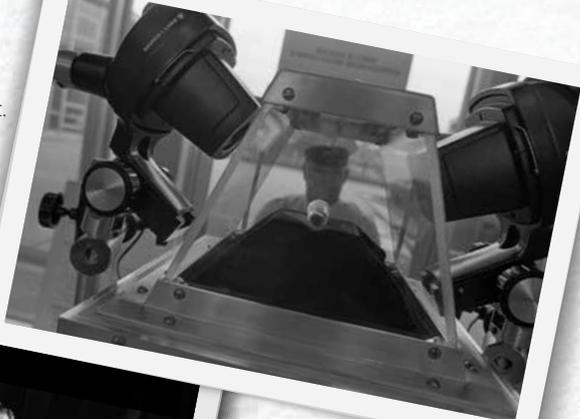


Bringing 50 Years of History to Life

University archivists document, preserve and provide access to records documenting life at CMU and the contributions of its students and faculty.

As the university prepares to commemorate the 50th anniversary of the merger of Carnegie Tech and Mellon Institute, staff members in the University Archives have played an essential role in unearthing the images, faculty papers and publications to bring the university's history to life. Here are a few highlights.

C.



A. 1956: Carnegie Tech's first computer, an IBM 650, arrives on campus and Alan Perlis is hired to start the Computation Center. Perlis, pictured here with President Warner and Robert Teare, will go on to receive the first ever Turing Award in 1966.



B. 1967: President Guyford Stever announces the formation of Carnegie Mellon University from Carnegie Institute of Technology and Mellon Institute.

D.



C. 1969: The Chemistry Department receives samples from the Apollo 11 moon landing. They were placed under security and made available for public viewing. In 1971, alumnus Edgar Mitchell took the CMU flag to the moon on the Apollo 14 mission. The flag is now in the Art Properties Collection.



D. 1990: CMU becomes the first university in the world to offer a bagpipe major.

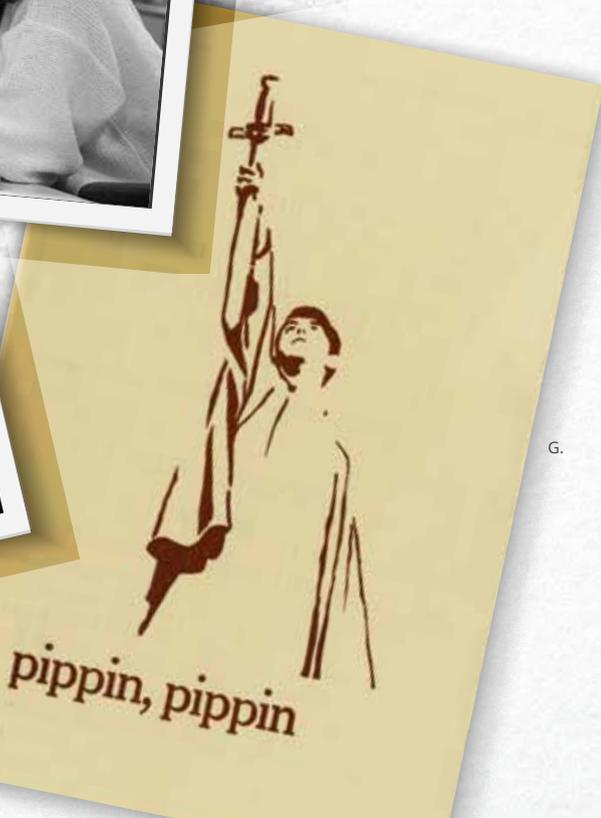


E. 1985: Andrew Network provides computing services to everyone on campus, based on the concept of distributed computing. When the World Wide Web launches in 1993, CMU's Lycos search engine is one of the pioneers.

F. 1979: The Robotics Institute is formed, the first academic robotics program in the world.

G.

G. 1967: "Pippin, Pippin" by Stephen Schwartz premieres at Scotch 'n' Soda. It serves as the inspiration for his "Pippin," which goes on to a successful Broadway run and five Tony Awards for its original production.



Welcome New Librarians



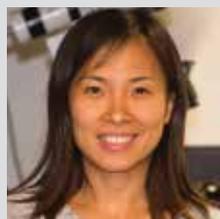
Jessica Benner



Julie (Xiaoju) Chen



Melanie Gainey



Huajin Wang

Four new hires strengthen the University Libraries' support of teaching, learning and research efforts in engineering and the sciences.

Jessica Benner joined the University Libraries on August 17. She will be working as library liaison for Computer Science, located in the Sorrells Engineering and Science Library. Jessica recently earned her Ph.D. in library and information science from the University of Pittsburgh. She also holds a master of library and information science and a master of science in GIS and remote sensing, also from the University of Pittsburgh.

Julie (Xiaoju) Chen joined the University Libraries on August 17. In her position at the Sorrells Engineering and Science Library, she will be working as library liaison for Engineering and will initially focus her efforts with two departments: Engineering and Public Policy and Civil and Environmental Engineering. Julie recently earned her Ph.D. in civil and environmental engineering at Carnegie Mellon. In 2016, she earned

third place in CMU's Three Minute Thesis Competition.

Melanie Gainey joined the University Libraries on August 17. She will be working as library liaison to Biological Sciences, located in the Mellon Institute Library. Melanie comes to us from the University of California-Berkeley where she was a postdoctoral researcher. Prior to her position at Berkeley, she earned a Ph.D. in neuroscience at Brandeis University. Her position at UC, Berkeley, and her doctoral work at Brandeis have given her experience in research labs as well as experience in working with graduate and undergraduate students.

Huajin Wang joined the University Libraries on August 23. She will be working as library liaison for Bioinformatics and Computational Biology, located in the Mellon Institute Library. Huajin earned her Ph.D. in cell biology from the University of Alberta. She holds a master of science in biological sciences and has earned credits in a non-degree program in machine learning. She has also held a post-doc fellowship at the Harvard School of Public Health.



Constitution Day Lecture

University Libraries and the Division of Student Affairs co-sponsor annual lecture and display the Bill of Rights in recognition of Constitution Day.

On September 18, 2017, immigration attorney Jacqueline Martinez delivered the 18th annual Constitution Day lecture entitled, “Immigration Executive Orders: Putting our Courts to the Test,” in the Posner Center.

Martinez is the founder of JBM Legal LLC, a full-service law firm dedicated to providing legal representation to the Pittsburgh immigrant community since 2002. Martinez has extensive experience in the areas of employment-based immigration, family immigration, naturalization and deportation and removal proceedings. Her lecture was the latest installment in an annual series co-sponsored by the University Libraries and the Division of Student Affairs.

A law passed in May 2005 stated that any school receiving federal funds must recognize “Constitution Day and Citizenship Day,” which commemorates the September 17, 1787 signing of the Constitution, by providing educational programming on the history of this important document. The University Libraries has marked the occasion with an annual lecture and a display of the university’s very rare original copy of the Bill of Rights.

Martinez’s lecture covered timely topics including the recent travel ban, sanctuary cities and the future of the Deferred Action for Childhood Arrivals (DACA) program. She shared her personal experiences as an attorney to bring to life the volatility of immigration policies and its impact on her clients.

Following Martinez’s talk, Special Collections Librarian Mary Catharine Johnsen spoke about the Bill of Rights on display, part of the Posner Memorial Collection. Established in 1978, the Posner Collection contains more than 1,000 fine and rare books that document history. With his wife, Ida, Henry Posner Sr. built the collection over 50 years. He called the Bill of Rights, “the first document that ever established the rights of the common man.”

The United States’ Bill of Rights, as originally proposed, included 12 articles to amend the Constitution of the United States. Ten of these (numbers three – 12) went on to be ratified by the states by December 15, 1791. To provide the states with the official text, Secretary of State Thomas Jefferson sent the first printing of the accepted amendments to the nation’s governors on March 1, 1792. The university’s copy is one of four known copies from the first printing.



Insight

This is a significant year for all of us at CMU. Fifty years ago, in 1967, two institutions — Carnegie Institute of Technology and Mellon Institute — came together to form Carnegie Mellon University. During the anniversary weekend, November 10 and 11, I hope you will join us as we celebrate this important milestone with the entire CMU community by showcasing our contribution to Carnegie Mellon’s journey of the past 50 years and highlighting our efforts to define the library of the future.

At around the time of our merger, the Library of Congress started to create machine readable library catalog records, the first step in modernizing library catalogs and lending systems. Today’s catalogs are powerful search engines, aiding discovery of print collections held in our libraries, as well as the vast resources of the online digital library — millions of online articles, book chapters and archival databases.

To improve access to all of these materials, we have recently partnered with library system company Ex Libris, and will be implementing their Alma library services platforms in early 2018. We are excited to be the 1,000th library to introduce these powerful tools, which we anticipate will meet the needs of our students and faculty for years to come.

Online systems like Alma are necessary to navigate today’s complex information environment. But Alma represents just one of the resources at our disposal. The expertise of our librarians, who act as trusted and essential academic partners, remains as important as ever in this period of “alternative facts.” Over the past few weeks, we have welcomed a number of new members of the library faculty. They join a remarkable team of accomplished colleagues, who dedicate each day to strengthening the work of our academic community to ensure its transformative impact on our campus and beyond.

A handwritten signature in dark ink that reads "Keith G. Webster". The signature is written in a cursive, slightly slanted style.

Keith G. Webster
Dean of University Libraries



“Digits” Receives \$60,000 Grant

Mellon Foundation-funded project visualizes solutions to current limitations in digital scholarship.

A team of digital humanities scholars from Carnegie Mellon University Libraries and the University of Pittsburgh has received an award from the Andrew W. Mellon Foundation to help bring digital scholarship one step closer to its full potential.

The \$60,000 startup award funds the exploratory phase of a project called Digits. A range of new technologies, loosely referred to as containerization, is making it increasingly practical to publish, share, reproduce and archive complex born-digital materials. The A.W. Mellon grant will support a series of meetings with researchers, archivists and industry professionals to plan the development of a unified infrastructure for flexible digital publication.

“Whenever you create complex, innovative digital scholarship,” said Jessica Otis, Digital Humanities Specialist, “you have to think harder about digital preservation.”

The proposed Digits platform would significantly ease the task of preservation and shift the responsibility from researchers to publishers or university archives.

Digits will also attempt to take on a new challenge that digital scholarship faces: research that updates as more data becomes available, but not necessarily enough to warrant an entirely new publication.

“Distributing work like this in a citable, peer-reviewed form that remains up-to-date is a real challenge,” said Scott Weingart, program director, Digital Humanities. The proposed platform would mitigate these and other difficulties facing scholars whose research is conceived for a digital setting.

Otis and Weingart are principal investigators on the project, along with Matt Burton and Matt Lavin of the University of Pittsburgh.

The Digits advisory board includes Dan Cohen, director of the Digital Public Library of America; Andrew Odewahn, chief technology officer of O’Reilly Media; Sharon Leon, director of public projects at the Center for History and New Media; and Martin Paul Eve, founding editor of the Open Library of the Humanities.

The project team convened for the first time this summer at Hunt Library.

Students Compose for Butterflies

Students in the interdisciplinary IDeATe program, housed in the basement of Hunt Library, create soundscapes to transform Phipps' Stove Room experience.

Carnegie Mellon University students created an ever-changing soundtrack for Phipps Conservatory and Botanical Gardens' Butterfly Forest.

It is the first time a sound installation has been a part of the exhibition, which annually attracts some 125,000 visitors from Memorial Day to Labor Day.

Jesse Stiles, an assistant teaching professor at CMU's School of Music and the Integrative Design, Arts and Technology (IDeATe) network, said students in the Experimental Sound Synthesis course composed pieces for different areas of the Stove Room's Butterfly Forest. They created computer programs to generate evolving musical sequences from 11 miniature computers within the forest, and installed transducers to the Stove Room's glass panels.

But Stiles said he hopes visitors focus on the ambience rather than the technology.

"Hopefully you would just have a transformative experience where the sound helps you enter a mind frame where you can experience wonder and curiosity," Stiles said.

Jordyn Melino, exhibit coordinator at Phipps Conservatory, said staff and visitors have been pleased with the project, which captures aspects of the room, including a stone tunnel and rain chain.

Phipps has worked with Carnegie Mellon on projects in the past, and the students and faculty offer creative, fresh perspectives to enhance one of the oldest and largest Victorian glasshouses in the United States, Melino said. In turn, students have a chance to work in an alluring site that attracts hundreds of thousands of annual visitors.

Joshua Brown, a rising senior in CMU's Bachelor of Humanities and Arts program, said working in Phipps was a wonderful experience in which students worked together, drawing from their different skills to learn from one another. Brown said he felt a responsibility to help create something that speaks for itself and is powerful on its own.

"It's immediately striking," Brown said. "You go through the Phipps, and it's this very delicate, silent area. There's not a lot of movement or sound, and then there's this one room where you go through this curtain of chains and immediately there is color, movement and sound. And all of these things blend together to create this Butterfly Forest ... a pseudo magical kind of experience."

 **Hear the soundscapes:**
soundcloud.com/ess-s17



Print Isn't Dead: Students Prefer It Over Digital

Millennials grew up using technology at an early age, but when it comes to academic reading, they prefer print materials over digital formats.

A study conducted by Carnegie Mellon University in Qatar Reference & Instruction Librarian A.M. Salaz, alongside researchers from Qatar University and Edith Cowan University in Perth, Australia, shows that, in many cases, students perform better academically after working with print materials.

The study's findings could influence how instructors and librarians train students to interact with course materials that are increasingly available only in digital format.

Using Tobii Pro glasses to record eye-tracking data, university students in Qatar were asked to read two chapters from an undergraduate psychology textbook, one in print and one on a tablet with a Kindle app, and then write a 100 to 150-word summary of the chapter. Salaz and the other researchers then analyzed the eye and hand movements of the participants.

The behavior observed in the study supports the results from the Academic Reading Format International Study (ARFIS) survey, which investigated print versus digital reading preferences in 31 countries.

The ARFIS survey was the subject of a recent talk by Diane Mizrachi, titled

“Preferring Print in a Digital World: Studies of Students’ Academic Reading Behaviors,” at the Carnegie Mellon Qatar campus for the Gloriana St. Clair Distinguished Lecture in 21st Century Librarianship.

Mizrachi, the social sciences and undergraduate instruction librarian at the University of California, Los Angeles, discussed the importance of ensuring equity in the classroom by accommodating students who may struggle with assignments when readings are only available in digital format, but are unable to afford increasingly costly paper-based texts.

The low cost of digital-only materials means it is unlikely instructors will return to exclusively assigning print readings. But the research demonstrates that not all students are learning effectively from digital materials.

“Students in lower socioeconomic strata who do not have ready access to electronic devices and printers or cannot afford print textbooks might be settling for the least expensive format over the most optimal learning experience,” Mizrachi said. “The ARFIS survey and the CMU-Q study demonstrate that an inadvertent outcome of higher education’s efforts to negate the effects of the ‘digital divide’ — the gap between those who have access to technology and those who don’t — may be the creation of a ‘print divide’ that favors students who can afford it.”

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