ABOUT THE COVER

Oct. 10, 2017: Now that Alden Library’s fourth floor is open 24 hours during the week, students come prepared for a night of studying. In this photo, the colored pens, sugary candy and caffeinated beverage are just the supplies the student needs for a successful library session.

Credits
Dean of Libraries: Scott Seaman
Editor: Kate Mason, coordinator of communications and assistant to the dean
Co-editor: Amelia Kibbe, graduate communications assistant
Design: University Communications and Marketing
Student Design: Chance Brinkman-Sull, graduate graphic design assistant

Photography: Lexi Browning, graduate photography assistant
John Michael Simpson, graduate photography assistant
Ben Siegel, Ohio University Senior Photographer

Contributing Writers: Amanda DeLong Carter, Amelia Kibbe,
Kate Mason and Scott Seaman
With special help from Rob Dakin
As the academic year approaches its final weeks of classes, I would like to take this time to highlight some of our year-long updates of Alden Library. In this edition of Gatherings, we spotlight the students who use OHIO Libraries.

In today’s busy collaborative learning environment, the need for adaptable learning space is more apparent than ever. That growing demand by students has prompted us to open Alden Library’s fourth floor 24 hours a day, which in turn, has transformed the fourth floor into a popular destination for late-night studying.

Additionally, because much of student learning takes place outside the classroom, and oftentimes with other students, the Academic Achievement Center has moved to the second floor alongside the Learning Commons. With the increased visibility of the center nestled near the second floor main entrance, students now have more opportunities for out-of-classroom learning. Collaborative learning is one of the top activities on the second floor.

Lastly, we thought it would be fun to contrast Alden Library’s busy collaborative learning environment, which is reflected in its 1.3 million student and faculty entrance numbers (a 23 percent increase from the year before), with the more formal environment of students using Chubb Library from the 1960s.

Hope you enjoy this special edition. Thank you for your support of OHIO Libraries.

Behind every great university is a great library, and behind every great library are people like you!
Academic Achievement Center Finds New Home

By Amelia Kibbe

Although it’s after hours for the Academic Achievement Center (AAC), groups of students still use the tutoring and writing zone to meet with classmates about class assignments.
In the early fall of 2016, then-freshman Mary Reichle found herself in a small predicament.

The marine biology major had come to the first floor of Alden Library looking for the Academic Achievement Center (AAC), the University’s student center for tutoring, group study sessions and supplemental instruction.

“I actually could not find it…” she recalled. “I was like the lost little freshman.”

Today, she laughs as she tells the story. Now a sophomore and a tutor for the center, she spends much of her time in the AAC’s new home on the second floor.
Last April, officials rolled out the first phase of a renovation plan for Alden Library and moved the AAC up a floor and adjacent to the Library’s Learning Commons and one of its main entrances.

“Being on the second floor where students are actually coming into the building creates an opportunity for our office to be seen as a hub of student support services as well as to really advocate, or show, our working relationship with the Libraries,” said Tamekia Scott, assistant dean of academic achievement and executive director of the AAC.

Along with newly renovated classrooms and group study rooms, the second-floor center also features increased peer-tutoring space.

Scott Bowers, a senior in his third year of tutoring for the AAC, said the new location has increased the number of passersby asking about AAC services. More foot traffic means more tutoring sessions—good news for the general chemistry major who one day hopes to teach.

“You can actually see out of some of the windows,” Bowers joked. “It’s a more open environment, and it feels more inviting, honestly. It was just so secluded and hidden in the back behind bookshelves [when it was on the first floor].”

Both Bowers and Scott said they hope the transition to a new location also transitions the notion that AAC services are only for students who struggle academically or ones beginning their college careers.

“It really important for people to use the tutoring center, even if they are doing really well in their classes,” Bowers said. “It’s helpful just to talk to somebody else about your classes—opening your notebook and solidifying things with a classmate really helps. When you get groups of students working together is when you have the most productive sessions.”

Freshman Malia Miller, who uses the AAC for both its supplemental instruction classes and one-on-one peer tutoring, said she agrees with Bowers.
She said Ohio University services, like the AAC, allow her to increase her grade point average in her classes.

“I think it is important because I go to math supplemental instruction, and that is really helpful,” said the health services administration major. “But sometimes I need one-on-one tutoring because I get more attention—like questions I really need answered. We focus on the things I really need.”

Currently, the AAC’s services include peer tutoring, academic skills, supplemental instruction and writing coaching services.

Scott, who has held her position since the fall of 2016, said as the number of services the center provides continues to expand, increased visibility has become a key focus.

Freshmen talk during their UC 2900 class, a skills course taught by instructors from the Academic Achievement Center. Here, they participate in a class discussion on privilege and stereotyping.

Ryan Pratt, a graduate student, helps lead a discussion in the Academic Achievement Center’s UC 2900 college reading and study skills course.
Senior Scott Bowers (left), a veteran tutor for the Academic Achievement Center, began tutoring after attending supplemental instruction sessions his freshman year. Bowers said he is thankful for the much-needed new location. “The second floor is really an incredible change over the first floor,” he said. “It is not intimidating.”

“What we have tried to do is really transition the notion that all academic support systems are just for students who are struggling or at-risk students,” said Scott. “We want to help students, as well as faculty and staff—just the community overall—to understand that we are here for all students. It is for all students.” 🎓
April 19, 2017: Students studying at night for finals use a group study desk on the fourth floor of Alden Library during the last week of classes.
“It’s fantastic,” said Bill Reader, “that Ohio University can offer students a 24-hour facility, such as Alden’s fourth floor, where students can go to get work done in a space that is comfortable, safe, and entirely devoted to academic work.”

Reader, an associate professor in the Scripps School of Journalism and chair of the University Library Committee, has first-hand knowledge of the role that Alden Library plays in student success.

“More and more, students are looking for late-night and overnight spaces to study, conduct research, and collaborate with others. The truth of modern college life is that dorms and apartments are fun places to live and socialize, but noisy neighbors and roommates make them increasingly less conducive to quiet study and serious collaboration,” said Reader.
Mar. 1, 2017: (From left) Seniors study pathogenic bacteriology together on the fourth floor during midterm exams.
By Amanda DeLong-Carter and Kate Mason
Photographs by Lexi Browning (unless otherwise noted)


(Right) Nov. 16, 2017: Danielle Beekman, a freshmen in biological sciences, spends multiple nights a week in the Library until 3 a.m. “My roommate goes to bed early, and I’m one of those people who studies late at night, so it’s perfect for me,” said Beekman.

“It’s fantastic,” said Bill Reader, an associate professor in the Scripps School of Journalism and chair of the University Library Committee. “Alden’s fourth floor is a 24-hour facility where students can go to get work done in a space that is comfortable, safe, and entirely devoted to academic work.”

Reader, who is looking for late-night and overnight spaces to study, conduct research, and collaborate with others. The multi-computer-sitting, help desk, and study space in the library offer a place to do that, he said. More and more students are looking for late-night and overnight spaces to study, conduct research, and collaborate with others, Reader said.

University of O2.01.2016.4.40 PM and 4.41 PM: We are able to complete reader's in 6 minutes.

Sept 16, 2017. Amanda Carter, a student in the career center, works on her term paper. The library is open 24 hours, and for some people it’s a place to go that’s quiet and study and success collaboration.”

Mar. 1, 2017: (From left) Seniors study pathogenic bacteriology together on the fourth floor during midterm exams.


Feb. 2, 2017: Although it is not yet 7 p.m., students are already settling in for a night of study.
A Look at the Edwin Watts Chubb Library
1931 to 1969

Before the Vienna R. Alden Library, there was the Edwin Watts Chubb Library, erected on the northeast corner of a College Green. Completed in 1931, it was the largest public library in the state. The Chubb, in keeping with the architectural style found on campus, was a Georgian Colonial style of red brick and limestone erected on the northwest corner of the College Green. Completed in 1931, it was built to meet the needs of the 1930s and beyond. Amenities included the children’s room, which housed a juvenile collection on the ground floor, and the stacks area where thousands of books were available to students and faculty alike. On the main floor, Chubb housed the card catalog, library office, the reserve reading room and the reference department.

According to a 1931s newspaper clipping, “other plans included six seminar rooms, cubicles or individual alcoves on each floor fitted with desk, chair and table, a dating and loan book room, new book review and a room for those who wish to use typewriters.”

In the mid-1930s, Elmer Prince, a journalist for The Athens Messenger newspaper, said that more people used Chubb “last year than the total combined population of Columbus, Logan, Nelsonville and Pomeroy.” Prince went on to say that attendance and circulation reached an all-time high with “more than 305,000 patrons.”

Over the next 40 years, Chubb continued to expand, but by the 1960s at 17,500 students, the University had outgrown its Library and began plans for the construction of the Vernon Roger Alden Library. Today, Alden Library has evolved into a vibrant student learning hub, which has been recognized for its accessibility in a recent survey conducted by the National Center for Education Statistics.
Feb. 2, 2017: Although it is not yet 7 p.m., students are already settling in for a night of study.

(Right) Oct. 10, 2017: A student studies quietly on the University’s Reading Day.
Designed in 1969 to house printed materials, Alden Library has now evolved into a vibrant student-learning hub.

“Students come to Alden Library for all kinds of reasons—they need a place to study away from their rooms, they’re working with others on a group project, or they’ve found the Library is the place they can focus better than anywhere else,” said Jacob Jakuszeit, Library support associate and overnight supervisor.

The fourth floor, with floor-to-ceiling windows overlooking the campus, creates a welcoming environment for students looking for quiet study and collaborative group work. Featuring soft seating, diverse work stations and mobile white boards, the space offers students a comfortable area to set up camp, especially, for a long night of study.

“The real rock stars of the overnight shift at Alden [however] are the student workers,” said Jakuszeit. “They are full time students working
Nov. 16, 2017: Freshman Cole Stephan especially likes late evenings in the Library after everyone leaves. “As an engineering student, I’m always in Stocker, so it’s nice to have somewhere [else] to go—other than my dorm room and Stocker,” said Stephan.
their way through school who have the know-how and willingness to help others. While the overnight shifts tend to be more relaxed and laid-back than the daylight hours, the workers here at night are top notch.”

One student employee working those late night hours is Rachel Dowler (pictured right), a junior studying psychology and sociology, who spoke about the frustration students experienced—before the fourth floor opened 24/5 this past fall—and the second floor remained open past midnight.

(April 2017) “It’s very difficult to find a seat on the second floor, and I’ve even noticed more of an influx this year just compared to last year,” said Dowler. “[Because] it’s really hard to find a seat, students often have to get here earlier in the evening just to study after midnight—[and] study rooms are crazy busy all the time.”

During midterms and finals, students “really stressed out,” said Dowler, when they couldn’t find a place to study.

For those who have not experienced staying past midnight in Alden Library, many will be surprised to read what OHIO students say about the change in hours. 🎓
Mar. 14, 2017: Students work inside the “egg” chairs, one of the most sought-out spots to study in the Library.
ALT-TEXT INITIATIVE

Results from PIRGs studies have shown that many students will not purchase textbooks they consider too expensive, even though most of them worry not having those materials could hurt their classroom performance.

The amount a student is projected to pay for textbooks per year of study at Ohio University is $1,034.

In just a little over a decade, the average cost of textbooks for students has increased by more than 88% according to 2016 data from the Bureau of Labor Statistics.

ALT-TEXTBOOK INITIATIVE

In 2015, the Libraries created Alt-Textbook, an initiative that encourages faculty to move away from traditional textbooks in their classrooms and instead make use of openly licensed online material and materials purchased annually by the Libraries.

BY AMELIA KIBBE | GRAPHICS BY CHANCE BRINKMAN-SULL


$10,000-$99,999
Robert E. and Joanne Fallon

$5,000-$9,999
Drs. George W. and Nancy R. Bain
Dr. Hwa-Wei and Mary F. Lee
Tommy Zeitz

$1,000-$4,999
Dr. Joseph H. and Lynda F. Berman
Dr. Martin I. Saltzman
Stephanie A. Strickland
Elizabeth P. Hollow
Nancy H. Rue
Janet M. Griesinger
Lynn Johnson Photography
Todd D. Stout

$500-$999
Mary Christine R. Bogar
Dr. Adam Bors
James R. and Phyllis A. Burkhard
Peter Colwell
Jack G. and Sue Ellis
David L. Funk
Paul J. and Lois H. Geric
Donald L. Gorman
Barbara J. Grotta
Rebecca L. Lasky
Anita and Edward V. Lipman Jr.
Mark F. and Ann M. Lucco
Kathleen A. and Dr. Arthur J. Mariniell Jr.
Richard E. Reed
David E. Rosselot
Ambrose Vurnis
Dr. David L. and Karen J. Williams
Elizabeth A. Wood

$200-$499
Earl S. Shoemaker
John A. Stein
Melanie Stepanovich
Andrew P. Stuart
Florence Tackett
Gerald J. Wehri
David Y. Wilcox


$100-$199
Allen D. Allebach
Dr. Richard H. and Waltraud Bald
Janice R. Barnes
Joseph R. Bauer
Dr. Edward Baum
Bernard J. Beckman
Kristen Freeman Briggs
Dr. Karen G. Burch
Mien-hwa Chiang
Dr. Anthony G. and Helen Chila
Paula Clapp
Larry F. Conrath
Polly J. Creech
Ashby Bland Crowder
Donna M. Daniel
Donald E. and Penelope Delp
Dr. Paul W. DeVore
Dr. Jean Drevenstedt
Holly Shumway Eckert
Mary A. Fink
Beverly S. Flaminio
Dr. Leslie A. and John C. Flemming
Jared B. Fliegel
Larry D. and Ann Frey
John E. and Cecilia Geist
Daniel R. Gilbert
Maureen E. Gilluly Gragg
Judge L. Alan and Stephanie K. Goldsberry


Martin A. Wall
Yi-Ping Wang
Alan I. and Mary E. Weinberg
Dr. Robert H. and Lois D. Whealey
Rebecca A. and Joseph A. Williams III
David E. Wolford
Kevin W. Wright
Polly A. and Frank M. Youngwerth Jr

$50-$99
Janice S. Baskey
Joann Z. Bernhofer
Tony and Judith A. Bleses
Jason M. and Anne K. Boddy
Marilyn Bokrass
Roy D. and Ruby E. Briggs
Frederick G. and Sheryl L. Miller Bush
Deborah L. Char
Richard A. Conley
Hester M. Hartman Coward
Joel E. Cross
Gerry Davidson
Joyce A. Douglas
Charles W. Elvin
Andrew Escobedo and
Beth M. Quitslund
Charles and Vickie Fanska
Pamela W. Federspiel
Ronna-Jean Gedeon
Ellen R. Gilbert
Dorothy N. Griffith
Karla M. Guinigundo
Karen K. Harper
Tyler Hooker
Sandra S. Johnson
Renee M. Kahn
Shirlee Kline
Gregory B. Kuhn
Dr. Bruce E. and Carol M. Kuhre
Darlene Lewis

Frank J. and Cynthia L. Lopuszynski
Pegge McHugh
Jeffrey R. Miller
Gordon P. Muhlberger
Terry L. and Connie Nance
Marlene Novack
Priscilla R. Oja
Solveig J. Overby
Van and Susan K. Parks
Treva A. Pickenpaugh
Sharon Pinka
Andrew D. Piper
Kenneth L. and Judith M. Rhoads
Thomas J. Roth
Mark A. Sarver
Don F. and Dawn D. Stout
Allen W. Strous
William P. Tuchrello
Dr. Beverly A. Warden
Hollis B. Westler
Gerald L. Whissel Jr.
Eric A. Whitfield
William Young Jr.

Barbara F. Donohue
Douglas R. Dunkel
Gerard P. Dunn
Gary B. Elias
Barbara A. Ellis
Thomas Ellis
Matthew R. Fedorko
Lynn J. Fischer
Dr. Roselyn L. Freedman-Baum
John P. Friend
Jeffrey C. Garringer
Allison L. Gascoine
Craig W. Graham
Martha Grueser
Dorothy A. Hassfeld
Robert C. Heinton
Scott J. Heslen
Anna M. Hess
Alan D. Hinkelmann
Jennifer A. Holmes
James Huth
Frances M. Irvin
Michael P. Jensen
Dan F. and Jeannette S. Johnson
Janet J. Keenan
Carolyn J. Konkert
Gregory G. Kremer
Dr. W. William Kuhre
Sandra Y. Levine
Joshua Lewey
Rachel E. Linn
Dr. Yining Liu
Niladri Kumar Mahato
Harriet Martin
Joseph T. Martin
Charles E. Martin
Dr. Robert L. and Janie R. Miller
David Moorhead
Gordon P. Muhlberger
Nancy Mykel

Mary C. O’Malley
Tim and Diane L. Pfaff
Dr. Scott M. and Dianne D. Powell
Diane L. Ridonour
Steven R. Riemer
Dr. Susan P. Righi
Thomas Schueerman
Thelma Seto
Marjorie S. Stone
Kaye S. Straw
Joan M. Tetrault
Stacie Tucker
Steven Turner
Ece Ucoluk-Krane
John and Grace Volker
David A. and Deborah R. Walters
Dr. Beverly A. Warden
John Wells
Eric A. Whitfield
Alice L. Williams
William Young Jr.
Richard F. and Mary I. Zielinski
Then and Now
Pictured is a 1965 image of a young woman deep in thought working alongside other students, who are more than likely, reading and preparing for class assignments.

(Courtesy University Archives/Ohio University Libraries)