

Scholarship @ R·I·T

R·I·T LIBRARIES

Library Services for Faculty Engaged in Teaching & Scholarship



PHOTOS BY ELIZABETH LAMARK & TATYANA STRELNIKOVA

IES and PSSS teams

Looking for assistance with research and scholarly communication tools? Information & Education Services (IES) and Publishing & Scholarship Support Services (PSSS) have staff to guide you through the information morass of your teaching, research, and scholarship needs.

IES is comprised of liaisons who work directly with faculty. The liaisons are professional librarians who are available to assist with your research,

acquire library materials, provide instruction, write new program impact statements, and develop research assignments. RIT Libraries provide access to many extensive research databases: Web of Science, Compendex, and Inspec. As more resources are available in an electronic format, we are committed to expanding our e-book collection. A fairly new service is our Assisted Search service. This is a personalized access point for RIT faculty searching for information to support research, scholarship, and projects tied to the University's overall mission. Library subject specialists will help requestors identify appropriate resources and teach effective search techniques in an one-on-one environment.

PSSS staff provides faculty with a one-stop service for advice and assistance in preparing research, articles, books, and other documents for publication. The Center offers help with professional copyediting, copyright permission queries, Turnitin accounts, citation control, and the PapersInvited database (calls for papers). Scholarly venues are supported by PSSS to showcase faculty scholarship online in Open Access journals and by archiving faculty articles, proceedings, chapters, etc. in the RIT DML. Faculty advisors are offered guidance with the required graduate student thesis/dissertation submissions to the RIT Archives and the ProQuest database. Assistance is also available with the publishing process using Lulu, a print on demand, self-publishing option that highlights faculty publications used in the classroom or elsewhere in [OpenBook@RIT](#).

Feel free to stop in the Library or contact us for your research and scholarly communication needs.

Margaret Bartlett & Marianne Buehler / Wallace Library

Why is Open Access so Important?

On October 14th, academic institutions world-wide celebrated Open Access (OA) Day. The event was organized by the Scholarly Publishing & Academic Resources Coalition (SPARC) to promote the benefits of open access to researchers, faculty, and students.

With increasing research demands for interdisciplinary scholarship among faculty and students, the ability to locate and use resources efficiently is imperative in producing an article or paper. Access to traditionally published research is more costly every year. Researchers utilize Google in hopes of locating research for free. A stable alternative, OA peer-reviewed research permanently resides in institutional repositories (IRs) or OA journals, is easily located and available online, at no cost. Full-text articles published in journals or proceedings can usually be archived in an IR, such as the RIT Digital Media Library, or minimally, the descriptive metadata is available. Freely-accessible and peer-reviewed research in a stable environment increases opportunities for greater citation impact, new discoveries, and new collaborations.

Marianne Buehler / Wallace Library

IN THIS ISSUE

Various RIT activities are highlighted in this issue focusing on: Library services for faculty, Open Access benefits, classroom captioning, forensic engineering, tribology, self-archiving copyright options, students interviewing RIT alumni, a Deaf playwright at NTID, using Condor for image analysis, developing an audible memopad, exploring ancient technology, innovative publishing applications, a Lulu publication about Leroy airport's history, and the Kirtas project of scanning and uploading 4,500+ retrospective theses/dissertations to the RIT DML.

"Some men [women] look at things the way they are and ask why? I deem of things that are not and ask why not?"

— Robert Kennedy

Bottom-Up Theory Development Approach

College of Science

We teach College Chemistry (1011-208) in the first quarter to an ever increasing number (473 in 20081) of engineering and packaging science student majors, typically freshmen. It is vital for student success to be even more engaged in the course material but, absent of a laboratory component in this class, development of high levels of experiential learning is challenging. Therefore, in AY2008, we chose to use a new



PHOTO BY SUSAN TONTARSKI

Students Ngoc Nguyen, Sam Mallabar, Seth Kane, and Elisa Kramer explain their team's findings to Dr. Collison

Process Oriented Guided Inquiry Learning (POGIL) approach. POGIL's success is well illustrated by authors, Lewis and Lewis (*Journal of Chemical Education*, 2005) through a dramatic increase in average test scores.

In College Chemistry, we enroll our students in smaller sections for a weekly POGIL exercise. Self-managed teams of four are set-up and students are initially directed to answer questions on simple models. Critical thinking questions allow ideas to coalesce, while team discussions are important for validating each individual's insight. Thus, students master the course content by developing their own theories in a bottom-up approach. The theories are then applied to new problems in a different context. Concepts are then formally reviewed in conventional lecture environments.

"Brains are engaged on problem solving and theory development," comments Dr. Collison. "In this way, students are more receptive when an instructor clarifies that theory. Hence, with POGIL, the students develop their own strong foundations for the concepts that knit general chemistry together."

"By using these workshop techniques, we hope to develop more confidence in chemistry for all of our students," says Dr. Cody, who now uses POGIL exercises in his organic chemistry classes. Student, Brad Ling, remarks, "I like the POGIL approach. I learn by doing and using the POGIL approach helps me attempt problems, while gaining feedback from other people... It is easier to understand concepts when you apply them rather than just having someone tell you how to use them." To learn more about the successes of POGIL-based learning in RIT's Chemistry Department, visit: <http://people.rit.edu/cjcscha/>.

Christopher Collison / Chemistry

Question and Test the Environment

B. Thomas Golisano College of Computing &
Information Sciences

My courses in aesthetics and animation have no code, nor formulas. There is no answer key for the projects I require. I require creativity.

Innovation and creativity require that we question and test the capabilities of our surrounding structures, definitions, and applications. How does one teach that? How does one create an environment where one assumes that limitations are permeable and that testing them is not only permissible, but also desired?



Elouise Oyzon with an example of her animation work

PHOTO BY OYZON FAMILY MEMBER

In the studio environment, students work side-by-side. When they work in parallel on a problem, they often feed off others' ideas. They give each other feedback. The best in the bunch raise the bar for everyone else.

It is a loose environment. I lecture for an hour, give a demonstration, then wander the room, and push the students to do things they have not yet done or consider things they have not yet considered. It is tailored to each student's area of interest.

This week's project du jour is to create an animation loop. I have one student go to YouTube to look at videos of fat cats on treadmills. Another student skateboards up and down the hall to discern the relative position of his butt to his knee.

A student in my class with Asperger Syndrome admitted that he was having difficulty. I responded, "Why don't you just experiment? Play and see what kind of things you get by doing x?" This was not helpful since it was not an order or a statement. It was yet another question. In fact, I later discovered that it was probably the worst thing I could have said, since this student needed structure. For the Asperger student, limitations provide a safe haven. How can I ask someone to move through the holes of his or her safety net?

The answers to each problem are myriad, different, and personal. That is the end goal. Open-ended problems, individual attention, and a cohort environment are all part of active learning. While this studio environment has been par for the arts, it is applicable for any discipline that seeks to foster creativity.

Elouise Oyzon / Information Technology

Advancing the C-Print Captioning System

National Technical Institute for the Deaf

Classroom captioning is a support service used by deaf or hard of hearing students. In classroom captioning, a service provider produces text as it is being spoken by a teacher or classmate and the student then reads the display of what is said. For the past nineteen years, researchers and developers at the National Technical Institute for the Deaf (NTID) have been developing a service called “C-Print.” Today, NTID has 55 providers of C-Print services supporting deaf/hard of hearing students in other RIT colleges. In addition, more than 1100 individuals worldwide have completed or are undergoing training to provide C-Print services.



PHOTO BY MARK BENJAMIN

Students viewing text of instructor's lecture on a smartphone working with the latest portable computer technologies.

The first innovation uses Tablet PCs in classrooms. Two options are available for using C-Print with Tablet PCs, a notetaking option and a captioning-plus-graphics option. With the notetaking option, students view handwritten notes in real-time on a tablet as they are being recorded by a notetaker on another tablet. In the second option, tablet technology is used to add graphical information to captioned text. Use of Tablet PCs may significantly improve support services for deaf/hard of hearing students, especially when a class includes both spoken and graphical information.

A second innovation uses handheld devices, such as a smartphone or personal digital assistant (PDA), to view real-time captioning in remote settings. Remote C-Print works by having a teacher speak into a bluetooth headset connected to a cell phone. A service provider in a remote location listens to the teacher's message via a phone connection, and the student reads the display on a smartphone. This allows students access to information outside of the traditional classroom setting, such as, in labs, on field trips, or at off-campus presentations.

Michael Stinson / Research & Teacher Education Studies

The Art & Science of Forensic Engineering

College of Applied Science & Technology

What do the doomed Space Shuttle Columbia, flawed New York City construction cranes and a failed Minnesota bridge have in common? Forensic engineers led the investigation and accident reconstruction efforts that immediately followed these very well-publicized events.

According to Marvin M. Specter, founding President of the National Academy of Forensic Engineers (NAFE), “Forensic Engineering is the art and science of professional practice of those qualified to serve as engineering experts in matters before courts of law or in arbitration proceedings.” Forensic engineers investigate physical evidence and other sources of claims and litigation. They prepare engineering reports, affidavits, supporting documentation, and may testify at hearings, depositions, and trials.



PHOTO BY CHANG W. LEE

New York City crane collapse
Courtesy of *The New York Times*

Interestingly, the scholarly output of forensic engineers is subject to both friendly “peer review” and hostile “foe review” by opposing counsel and experts. Opposing counsel and experts attempt to discredit a forensic engineer's work to strengthen their case. Winning or losing a case may result in substantial economic gain or loss. While forensic engineers may be “hired” by either side in a case, most qualified forensic engineers strive to be viewed as “neutral” parties. In some highly technical proceedings, a court may seek the direct services of forensic engineers to assist the judge in the case.

While some engineers may have done a bit of forensic engineering, there are fewer than four hundred active, board certified forensic engineers in the United States. RIT is home to one of these individuals – Professor Marty Gordon. His first introduction to forensic engineering came at the bequest of a former student, Kevin Lord, who had recently graduated from law school and was working on a personal injury case for a well known local law firm. Since that time, Gordon has been involved in dozens of investigations involving industrial accidents, product liability, poor design, and mechanical failure. He is known for using former cases as examples in the courses he teaches.

Marty Gordon / Manufacturing & Mechanical Engineering Technology

Faculty Off-Campus

New Directions in Tribology

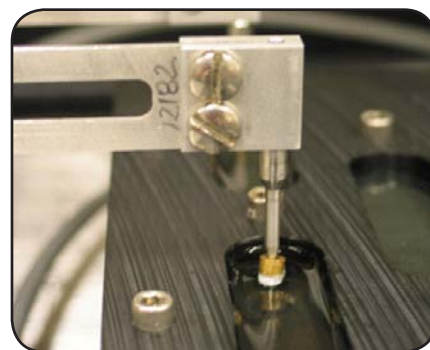
Most people (including engineers!) do not know what a tribologist does, but it has been the focus of Associate Professor Stephen Boedo's research. Tribology refers to the study of friction, lubrication, and wear between moving surfaces. Tribological design concepts have long been utilized in automotive and aerospace industries, and tribology has been playing a critical role in the design of emergent sustainable energy systems. Dr. Boedo recently completed a sabbatical academic year as Visiting Associate Professor in the Sibley School of Mechanical and Aerospace Engineering at Cornell University to contribute and enhance his knowledge of lubricated systems in the fields of biomechanics and micro-mechanical systems (MEMS).

Dr. Boedo participated in a weekly biomechanics research group (headed by Professor Lawrence Bonassar) comprised of several undergraduate and graduate students where the biomechanical and biomedical characteristics of articular cartilage are investigated. One project of particular interest to Dr. Boedo is a cartilage friction

tester developed by Natalie Galley, a current PhD student at Cornell.

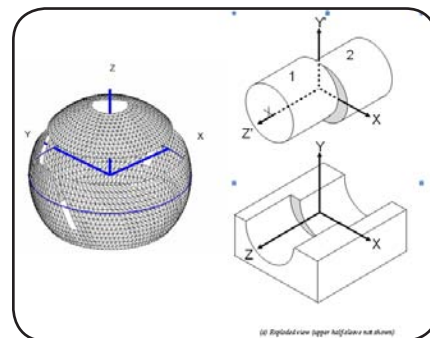
Concurrent with this work, Dr. Boedo continued his research with long-time colleague, Professor Jack Booker, on the development of new computational models with novel geometric configurations to improve bearing performance in systems known to have marginal lubrication supply and high surface wear. This work has led to a more fundamental understanding of spherical bearings as well as so-called offset journal bearings, where substantial improvement in bearing performance has been predicted. This work has attracted the interest of automotive and off-highway engine manufacturers, and experimental testing is planned with European colleagues.

As part of his sabbatical plan, Dr. Boedo taught two undergraduate mechanics courses at Cornell, one course per semester, to assess how course curriculum is organized and disseminated in a major research university setting. Both courses were required for all Cornell mechanical engineering majors, and each was taught in a traditional lecture hall setting with multiple recitation sections led by graduate and undergraduate teaching assistants. The majority of homework and exam grad-



Cartilage friction test machine

PHOTO BY: NATALIE GALLEY



Novel spherical (left) and offset journal (right) bearing designs

IMAGES COURTESY OF STEPHEN BOEDO

ing was conducted by the TAs with overall supervision by Dr. Boedo through weekly meetings. Somewhat surprisingly, student interactions with both the professor and TAs was quite strong, despite very large lecture class sizes (90-150 students per class). The students also appreciated added assistance from the TAs through recitation sections and out-of-class review sessions. [Stephen Boedo / Mechanical Engineering](#)

Copyright Corner

Control Your Scholarship & Self-Archive

Continuing the open access (OA) topic from the editorial, there are copyright aspects to consider for self-archiving previously published materials. When posting faculty scholarship in the RIT DML, the Publishing & Scholarship Support Center staff checks journal, publisher, or society copyright and archiving policies. Commencing with Sherpa Romeo, a UK-based site, a review of policies and conditions are conducted. Following Sherpa's guidelines, articles are uploaded

and appropriate archiving metadata is added. If Sherpa Romeo does not provide specific archiving policies, publisher/society websites or editors are consulted.

Self-archiving is the act of depositing a digital document in an online, non toll access website. Approximately 68% of journals allow self-archiving in an open access venue, but for those that do not, descriptive metadata can still be posted.

There are alternative methods for an

author to retain self-archiving copyrights:

- 1) Publish in an OA journal
- 2) Retain your article/chapter copyright for further use, including the ability to make copies
- 3) Modify existing copyright transfer agreement using an addendum that describes the rights you want to retain. An author can use the Science Commons addendum creation tool by filling out a brief form that generates a PDF document to be attached to a journal publisher's copyright agreement.

The ability to retain the rights to your scholarly works and to make them globally available is easier than ever before.

[Marianne Buehler / Wallace Library](#)

Students On & Off Campus

PHOTO BY MARIANNE BUEHLER



Students looking at an e-mail in their Personal Development class

Students often ask how their RIT education will help them prepare for life in the real world. To answer this question, the College Restoration Program partnered with the Office of Cooperative Education & Career Services to give students the opportunity to interview RIT alumni who previously graduated from their field of study.

"RIT taught me how to be inquisitive, deal with ambiguity, apply reasoning and analytical thinking, and the ability to communicate complex thoughts and ideas clearly to both technical and non-technical audiences," one alumnus said. "These are the key elements that have allowed me to be successful in my career."

This assignment required cooperation and a positive attitude from everyone

involved. The rewards and information gleaned from alumni far outweighed any obstacles and gave students insight into the future value of their education at RIT.

From my perspective as an instructor, this was one of the most valuable assignments of the fall quarter.

Julie Cammeron / Academic Support Center

They call a work of theater a "play" because it is fun, right? Well, it certainly was this quarter (fall 2008) for several creative student scholars because they were able to interact with a published, Deaf professional playwright, as part of their involvement in an innovative NTID Performing Arts Department project.

This project, a production of the award-winning play, *Broken Spokes*, brought the author, Willy Conley, to campus for several days. Conley, Deaf himself, is an RIT graduate, published author, and now a Gallaudet faculty member. His play features only Deaf characters. The playwright attended rehearsals, interacted with the student performers and faculty members (J.

Matt Searls, the director, is an NTID professor and is also Deaf), and viewed one of the performances. In addition, Conley spent time with NTID students and faculty in literature, Deaf studies, and humanities class environments.

"I thought I would just get help learning about theater, but the time I spent with our guest artist one-on-one covered everything from leadership to developing my journal writing skills," said NTID student, Joe Fox III.

The NTID Theater Department frequently engages students in a wide variety of educational experiences outside of the classroom.

Luane Davis Haggerty / NTID Cultural & Creative Studies



PHOTO BY ERIN THOMAS

Maya Ariel, James Colley & Christopher Bradley during a *Broken Spokes* dress rehearsal

Research Computing Corner



When you are a PhD student in Imaging Science and have over 100,000 image analysis jobs to run before you are able to graduate, where do you turn? Using a regular desktop computer, this task would take nearly three years of uninterrupted processing to finish, an impossibly long time for a student chasing his or her doctorate. This was Brian Daniel's dissertation problem; his solution was the Condor, a high throughput computing system at RIT.

Daniel's research used a mix of in focus and out of focus images of the same scene, attempting to correct for slight misalignment of complex "sparse aperture" imaging equipment. This processing technique is used in satellite systems to provide higher quality images and allow satellites to fly at a higher orbit.

Daniel modified his analysis to run across distributed systems, such as Condor, and began using anywhere from 30-100 or more processors concurrently. This brought his runtime down to less than

a week for a normal set of over 25,000 jobs. In a few short weeks, Daniel was able to use these resources to complete four separate runs of over 25,000 jobs and move on to analyzing his results and fulfilling his PhD requirements.

Researchers at RIT have begun to realize the computing power and flexibility that a high throughput system, such as Condor, can provide them. With Research Computing supporting the Condor infrastructure, we hope to expand its power and share its capabilities with more researchers in the near future.

Brent Strong / Research Computing

Students Create Useful Memopad

Kate Gleason College of Engineering

It is difficult to keep track of appointments and other bits and pieces of information if you cannot see. If you also lose touch-sensitivity in your fingertips (peripheral neuropathy), then hand-held devices become practically useless and Braille is unreadable. That is the situation for Irene Galinsky.

There was nothing available in the marketplace to help someone with both a visual impairment and peripheral neuropathy. But her son-in-law, Dr. Mark Hopkins, had an idea. He imagined an “audible memopad” with large, easy-to-feel keys that would enable Irene to create time-stamped voice messages to herself.

Dr. Hopkins submitted a proposal for a Multidisciplinary Senior Design Project to develop a working device. It took approximately eighteen months for the proposal to become a project and two different teams to perfect a device that worked.



PHOTO BY MARK HOPKINS

Irene Galinsky using the memopad

Team #1 worked with Irene to completely specify the keyboard layout and necessary “function” keys, and to create the case and front panel. The following year, Team #2 completed the circuitry and software that make it all work as a unit.

The front panel is laid out like a calendar, with six rows of seven easy-to-feel buttons. A few larger buttons trigger specific functions, like scrolling through the twelve months and the message playback.

Every button has an audio prompt, recorded by two of Irene’s grandchildren, to identify or explain it. She selects the month and day, and then records, plays back, or deletes messages for that day. At the end of each month, the calendar automatically advances to include 13 months, starting from the previous month and extending one year into the future, retaining the most recent month.

Irene can also select a non-date specific “memo page,” so she can record general items, such as phone numbers, that are kept indefinitely until she deletes them. All information is retained, even if the memopad is unplugged, in a “nonvolatile memory chip.”

Now Irene uses her audible memopad every day and depends upon it to help her manage scheduling and other information. She calls it the “magic box.”

Mark Hopkins / Electrical Engineering

Exploring Ancient Technology at RIT

College of Liberal Arts

It is commonplace to say that we live in a highly technological world. While this is true, it also can be misleading. Our species has been critically dependent on technology since we first appeared on the planet 200,000 years ago, and it also was true of our earlier ancestors, all the way back to *Homo habilis*, who invented the first stone tools over three million years ago. Furthermore, many of the technologies that we still use today were invented before the dawn of recorded history, including ceramics, glass, metallurgy, textiles, and writing, making all of them “ancient technologies.” While we might think of the technologies used by our ancestors thousands or millions of years ago as “primitive,” this is far from the case. Just ask any of the students who have taken “Exploring Ancient Technology.”



PHOTO BY WILLIAM D. MIDDLETON

Three students exploring ancient technology attempt to replicate an open smelting technique

In this course, students explore the technological, material, social, and economic dimensions of ancient technology through hands-on activities that allow them to experience these technologies for themselves. The activities lead up to a final project in which students test archaeological theories about ancient technology by replicating them.

In spring 2008, students came up with an impressive variety of projects. Trebuchets were popular, and although only scale models were built, these were successful in flinging everything from erasers to small, plastic cows (ala Monty Python and the Holy Grail) across the room. A student successfully replicated a Chinchoro mummy, using a chicken in place of a human. Another group of students were nearly successful in smelting copper, but found that they had not provided sufficient draft to reach the critical temperature (they were using blow tubes). Other projects included replicating Egyptian embalmers’ knives, creating a pit kiln, replicating an English long bow, and replicating and testing a 3,000 year old Mesopotamian battery (this project was featured in RIT’s Innovation Fair). One thing that all of these students learned was that, ancient or not, these technologies are neither simple nor primitive. Our distant ancestors were masters of technology.

William Middleton / Material Culture Sciences

Mark-to-Market Villain? Improve Rather than Abandon!

E. Philip Saunders College of Business

Some blame for the current stock market “crisis” and the decline in the ability and willingness of international financial institutions to lend, even amongst themselves, is being placed on accounting’s “mark-to-market” oversimplified rule which:

- Increases the transparency of financial statements by revealing the change in the economic content of applicable assets in the year when the change occurs instead of

“No one disputes that the use of market values has potential problems, especially during a time of severe market stress. But advocates say they can also provide a needed reality check, even if imperfect.”

David Reilly, *Wall Street Journal* - February 20, 2008

some distant period of sale.

- Makes numerous comparisons across businesses more economical and value-based.
- Is designed to make comparisons across time periods more economical and value-based.

The result is better information for owners, creditors, and regulators, which leads to informed decisions by revealing more about economic returns. However, it does not provide information about risk,

the second variable of interest along with returns.

Financial institutions have used “mark-to-market” with markets on the upside. Their expanded asset base increased their lending ability by multiples through leveraging. What is happening is the downside of wanting benefits but avoiding the costs. Calls for discontinuance because of a “disorderly market” means nothing anymore.

There is some truth about the disorderly market, but there is a solution other than abandonment. One alternative is to explicitly provide a schedule or notes to the financial statements, showing dollar amounts about the uncertainty of the underlying numbers.

For instance, think in terms of a reasonable range of gains or losses in addition to the single number in the financials. One might report that in orderly markets, one’s losses are best estimated at \$44,000,000, with 90% confidence; the likely outcome is \$42,000,000 to \$47,000,000. Translating this into a disorderly market, one reports losses at \$44,000,000, with 90% confidence and the likely outcome is \$39,000,000 to \$53,000,000.

With this additional information, those who use financial statements in allocating their scarce economic resources can make more informed decisions. Likewise, regulatory agencies responsible for corporate oversight are in position to make more accurate evaluations.

Bruce Oliver / Accounting

Creating the Future of Publishing at RIT

College of Imaging Arts & Sciences

Since summer 2007, the Open Publishing Lab (OPL) has brought together RIT students and faculty to develop innovative publishing applications that meet three goals:

- Extend publishing platforms with free, open source tools
- Enable new publishing products and business models
- Empower individuals and communities to tell their stories

The OPL’s student researchers come from a wide range of programs, including New Media, Computer Engineering, Information Technology, Graphic Media, and Industrial Design. Together with School of Print Media’s Pat Albanese, Michael Riordan, Matthew Bernius, and IT’s Tona Henderson, they work on projects such as:

- BookIt! – a tool to gather content from wikis and blogs and turn it into books
- The Innovation News (iNews) – a nearly instantaneous transmedia newspaper platform
- The Social Networking Game (SNG) – players interact through variable data printing and social computing applications
- The Open Publishing Guide – a step-by-step online guide to self-publishing for neophytes

With the help of partners like the RIT Libraries, the Collabratorium, and the RIT Lab for Social Computing, the OPL has accomplished much in a short time. They published four print editions of the iNews within eight hours at the Imagine RIT Festival. Additionally, the OPL was one of only 34 institutions worldwide to receive a Hewlett Packard Lab Innovation Grant.

These successes are a credit to the OPL’s uniquely RIT, cross-disciplinary nature. “Our biggest accomplishment is providing challenging learning opportunities to our researchers,” says OPL co-director Albanese. “At the OPL, I work with students that I would otherwise never interact with,” said researcher and software engineering student, Jacob Wiegand, “plus, I now really understand DPI and resolution.”

The OPL is always looking for more student and faculty partners. Visit: <http://opl.cias.rit.edu>

Matthew Bernius / School of Print Media



The Open Publishing Lab booth at the Imagine RIT Festival, May 2007

PHOTO BY RACHAEL GOOTNICK

Scholarship @ R·I·T

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<http://www.lulu.com/openbookRIT>

RAIDERS OF THE LOST AIRPORT



Amelia Earhart's plane, *Friendship*, at Leroy's airport

What do you do when you find out that the aircraft from one of Amelia Earhart's historic flights was kept in your small town? Write a book about it! I grew up in the village of LeRoy, near Rochester. I was always curious about the derelict airport in our town, so I started asking about it. Come to find out, in the '20s and '30s it was the "finest private airport in the U.S." I located several scrapbooks and albums in the local historical society collection that featured a whole host of famous aircraft and aviation personalities. There was enough information there to create a book – and that is what I decided to do. Fast forward fifteen years and after a slow start, I have self-published the book, *Wings Over LeRoy, the History of the Donald Woodward Airport*, through Lulu.com. It includes a number of unpublished photos of Earhart's plane, *Friendship*, which was stored in LeRoy from 1928-29. Purchase at: <http://www.lulu.com/content/2700720>.

Brian Duddy / CIMS



RIT Digital Media Library:

Enhanced Access to RIT Graduate Theses & Dissertations

Support from RIT Provost Jeremy Haefner, all College Deans, the Dean of Graduate Studies, and the RIT Libraries, has made it possible to create e-documents for all of RIT's retrospective graduate student theses and dissertations. Using the cutting-edge technology of a high-powered Kirtas scanner, over 4,500 RIT Archives' theses/dissertations have been scanned, producing a final PDF to upload to the RIT Digital Media Library (DML).

This exciting opportunity will allow RIT graduate student alumni who have written theses or dissertations, an expanded opportunity to showcase their research and hard work on the Internet. Current graduate students already have this opportunity through the Publishing & Scholarship Support Center where graduate theses/dissertations are directly uploaded to the DML, RIT's institutional repository, after the ProQuest copy is submitted. Students use this database to share their research, participate in fair use in an open access environment, and also use it as a career tool. A tangential benefit allows graduate students (who are in process) to review an example of how an RIT department thesis or dissertation is constructed.

Now, all RIT graduate student alumni who previously filed print theses/dissertations with the Library's RIT Archives will receive the benefit of this enhanced online access to their research.



<http://ritdml.rit.edu>



Kirtas operator scanning RIT theses & dissertations for deposit in the RIT DML

PHOTO BY MARIANNE BUEHLER

Nick Paulus / Wallace Library