



Angelica Gattani

“College is a conversation; you want to find out who’s involved and being cited in the latest conversation, or most recent Twitter storm, and how you and your students can get to that research now.”

Personal Information

Age: 53

Discipline: Modernist Literature, Critical Theory, Rhetoric, Culture and Film, Social Movements and Gender

Position: Tenured faculty in Comparative Literature

Work Spaces: Primarily works from home

Tools: Uses YouTube, Google Drive to collaborate, pays for Dropbox and also iAnnotate for marking up pdfs on iPad

Devices: Uses iPhone, iPad, MacBook Air, Epson scanner, digital camera (which shoots video), external hard drives

Key Differentiators...

- Frequently uses library search for articles and books, specialized databases such as MLA, Google Scholar, print journals and SCUA collections
- Browses print collections in the stacks and frequently checks out books
- Would like to see more materials in her discipline digitized
- Frequently consults subject librarian and seeks input on assignments
- Will not use a resource if it cannot be made easily accessible to students for class use
- Advocates use of library to students
- Frequently comes into the library for SCUA, browsing stacks, picking up materials

Interacts with the Library to...

- Find print books for research
- Access her go-to databases on library site
- Consult with subject librarian when research is cross-discipline or for difficult-to-find materials such as specific articles
- Bring librarians into her classes, and to give input on research guides
- Digitize resources such as old books and old news articles, to make accessible to students
- Place course reserves
- Attend TEP classes

Cares Most About...

- Having access to the digital tools and expertise to make her scholarship available
- Being able to fully exploit resources in digital and print format (she wants both, from past and present)
- Responsive, informed help from librarians and library staff
- Improving her students’ information-seeking behavior, and being able to direct students for one-on-one help with subject librarian

Asks About/Has Frustrations with...

- How to share videos and other large files with collaborators, and show clips to students
- Classroom technology roadblocks that impact teaching—for herself and students trying to share work in class via laptops. Classroom equipment malfunction and responsiveness
- Accessibility and ease of sharing resources with students
- How to use ebooks for teaching due to digital rights management restrictions

Day in a Life

Angelica is a mid-career, tenured faculty member in Comparative Literature and Romance Languages. Her academic education took place in a pre-internet era but she understands that maximizing her use of electronic resources and digital scholarship is critical for her academic success, as well that of her students. Her Google Scholar settings have UO Libraries configured as her home institution. Her Twitter and Facebook feeds often prompt an article or book search.

After checking Twitter feeds on her phone, Angelica starts the day on her home computer in Google Scholar looking for an article referenced by a colleague on Twitter. She finds the article easily with a keyword search, clicks on the title, and is directed to JSTOR, where she finds a download button with a \$16.00 charge. “Ok,” she thinks, “I needed to login somewhere, but not on the journal site. Do I need be on VPN for this? Is that what they told me at the library? Or do I log in to the library site? Do I need to do both?”

She goes to the library homepage, and clicks on the Chat feature. It’s the first week of the term, and she gets a message letting her know the librarian is busy, but will be with her soon. In a couple of minutes, she receives a reply—the librarian suggests that VPN is a good strategy for remote research. Meanwhile, VPN needs to update and reinstall itself. Angelica returns to Google Scholar, clicks on the link that directs to JSTOR. This time the publication recognizes her as a UO affiliate and she is able to download the pdf.

After breakfast Angelica returns to her computer to look for a novel that she wants to check out. She knows that if she starts typing lib in her address bar, the library’s homepage will begin to autofill the address. She thinks, “I should login, but I don’t see a button for that. And sometimes I don’t need to login to find things”. She fills in the title, but doesn’t see the entry. Then she sees the yellow bar above the search results, which she clicks on and then logs in. The results now show a copy of the book, and she requests a copy.

Later that day, Angelica visits the library check-out desk with two personal books and a DVD to place on reserve. She browses the New Book area and picks up a volume of critical essays, flips to the bibliography and takes a picture of a citation with her phone.

She runs into her subject librarian while browsing, and starts a conversation about her CHC student’s upcoming multimedia thesis. The librarian recommends A-V equipment available in CMET. This is the first time she has worked with a student with a major multimedia component, and doesn’t fully understand how they will be able to archive the work along with other traditional text-based theses. The librarian recommends that she talk to someone in the DSC.