



COATES LIBRARY

COATES LIBRARY NEWSLETTER: FACULTY SUPPLEMENT

SPRING 2005



INSIDE THIS ISSUE:

LINK RESOLVER PREMIERES	2
DIGITAL COMMONS	3
NEW DATABASES	3
REFWORKS ONLINE CITATION SOFTWARE	3
GOOGLE SCHOLAR: A LIBRARIAN'S TAKE	3
2004-2005 LIAISON LIBRARIANS	4

SPECIAL POINTS OF INTEREST:

SPECIAL INSERT

- **Course-Related Library Instruction: It's not all snazzy buttons...**
- **Information Literacy Coordinator Michelle Millet on recent student test results**

PUBLISHING AND THE ACADEMY: CURRENT ISSUES

On Tuesday, November 30, three Trinity librarians attended a University of Texas symposium, "Publishing and the Academy: Current Issues." Speakers included representatives from Oxford University Press, the presses of the University of Texas and Texas A&M, a senior library administrator and a senior humanities faculty member from UT.

The opening presentations focused on changes in the university press world, particularly as they relate to scholarly monographs in the humanities. Economic pressures, including a steadily declining library book market, increased submissions, declining staff numbers and tight budgets have forced publishers to limit what they accept for publishing. Several of the press representatives noted that books in certain fields simply are not considered "publishable" any longer, citing such disciplines such as Shakespeare studies, European history, Renaissance studies, literary criticism, and anthropology. As a consequence, good quality work is being rejected for book publication. TU Press director Joanna Hitchcock noted that "we will never see the return of the extremely narrow scholarly monograph." Their challenge now is to "balance [their] mission with survival."

Libraries, too, have played a role in these changes. The



director of TAMU Press noted that in the late 1970's, 80% of their sales were to libraries; today it is 19%. Stressed budgets are one factor in this decline in buying, but increased specialization—resulting from pressure to publish in already well-covered fields—also has had an impact. And as circulation declines in college and university libraries, stewards of the materials budget must consider cost/benefit and potential use when making purchases.

Hitchcock noted that "senior faculty and administrators need to rely on their own judgment," and that they "shouldn't look to university presses to make these decisions for them."

As the discussion developed, the press representatives acknowledged that they have been put in the uncomfortable position of making business/marketing decisions that ultimately affect people's careers and lives. This is not a role they seek or want. At the same time, faculty members in attendance (including the

UT School of Arts & Sciences promotion & tenure committee) acknowledged that the problem may in fact lie in unrealistic criteria for promotion and tenure. Hitchcock noted that "senior faculty and administrators need to rely on their [own] judgment," and that they "shouldn't look to university presses to make these decisions for them."

The panelists acknowledged that the same experts who provide peer review for publication could be relied upon with equal confidence to assess scholarly excellence in a candidate's tenure portfolio, valuing work both published and unpublished. Could this judgment itself, and not acceptance for publication by a press, become the criterion for promotion and tenure decisions?

Ultimately, the panelists and audience agreed that changes in the current scholarly publishing model are inevitable. The question will be whether changes will come from planning within the academy, or whether continued pressure on the scholarly publishing system will result in further tenure denials for promising new faculty? As one panelist observed: "Some change when they see the light; others change when they feel the heat."

—Diane J. Graves
University Librarian

FIND FULL TEXT EASIER AND FASTER

—CHRIS NOLAN, ASSISTANT UNIVERSITY LIBRARIAN

Trinity faculty (and students) enjoy having full text access to article citations that they find in our subscription databases. As many have learned, one database may feature the full text of the article while another may only offer a citation of the very same article. Let's say you find an article cited in one database and you want to find out if the library offers full text of that article. How might you do this?

For the last couple of years, you could do this by clicking on the Journals link on the library home page, then searching for a journal title. You might discover, for instance, that *Harvard Business Review* articles were carried in *Business & Company Resource Center* for 1997-2001, but also in *Business Source Premier* from 1922-present. You then clicked on one of these links and looked for your article.

As helpful as this method is for discovering full text within our various resources, a better way to do this is available. **Link resolver software** can insert links after each citation within most databases. When the "check for full text" link is clicked, the soft-

ware checks our journals holdings and a second window opens showing the availability of the article. If the database producers adhere to the OpenURL standard, you can click on the appropriate link in the window and be taken directly to the full text of the article without intermediate steps. **This is easier to experience than explain;** you can see this working in its basic form in several databases right now, such as *Academic Search Premier* or *BasicBIOSIS*.

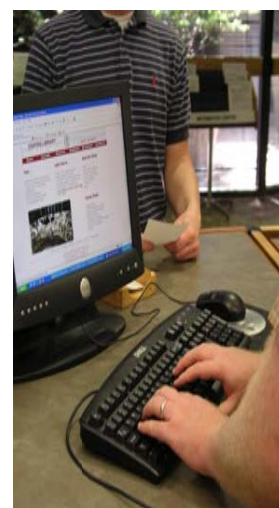
TOUR Find Full Text

With one pop-up screen, you can see if the full text of an article appears among our e-journals, our print holdings, or go to ILLiad.

What are the advantages of this software? With one pop-up screen, you'll be able to see if the full text of an article appears in any e-journal we receive, or you can follow a link which searches the journal title in Quest for print holdings, or

proceed directly to the ILLiad system to ask for the article through interlibrary loan. The ILLiad feature is especially nice, as most citations are automatically input into ILLiad's request form.

The link resolver does have a few limitations. If the electronic version of a recent journal issue is embargoed (i.e., not available for some months after publication due to publisher restrictions), the resolver does not see that status, so you may be directed to a database and find that a current article is citation-only. The resolver will always have a link to Quest, but a user cannot tell from the pop-up window if we own a specific issue; the user must click on the Quest link and read our holdings information. Finally, not all databases currently work with a link resolver. For these, you'll still want to use the Journals link. But in spite of a few limitations, almost everyone who uses a link resolver finds it a great tool for improving their efficiency in finding their ultimate goal—the actual article. Please let us know if you have any suggestions for making this service work better!



NEW!

Starting Spring 2005, the Library doors will be locked at 8 p.m. Sun-Thurs.

You will need to swipe a Tiger Card to enter after 8 p.m.

THE DIGITAL COMMONS: TRINITY'S INSTITUTIONAL REPOSITORY

For years, college libraries have collected and bound typescript copies of student honors theses. This work has been available only to those on campus, and primarily to those who knew it existed—usually others in that department.

Small, highly selective liberal arts institutions such as Trinity have long provided undergraduates with opportunities to do significant research in all disciplines. In the print era, it was difficult to showcase that work without a formal publication program. As a consequence, much of the effort put into

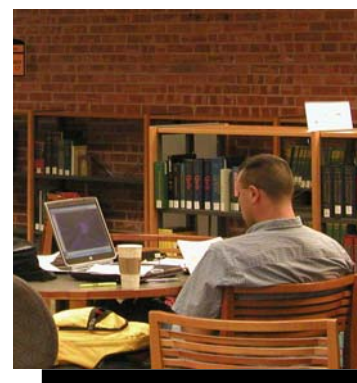
student theses went unnoticed and was unavailable to others studying similar questions or topics.

The Digital Commons provides an opportunity for Trinity students to not only archive their work in a digital format, but to showcase it. Placement of honors theses and other significant student work in the Digital Commons allows students to make their research available to others via the World Wide Web.

It also allows those students—and their institutions—to highlight the remarkable work those

The Digital Commons provides an opportunity for students to not only archive their work but to showcase it.

students produce. The structure of the Commons is made possible by Berkeley Electronic Press, which provides the framework for such open source efforts as the California Digital Library.



—Continued on page 3

NEW DATABASES OFFER ENHANCED FULL TEXT

Each semester, the librarians and staff of Coates Library work to provide the very best and most useful electronic resources currently on the market. Through product trials, consultation with faculty members, and assessment of student and curricular need, the work involved in selecting new electronic resources is continuous.

The following resources have been recently added to the library's collection, and are available through the "Databases" link at the library homepage (lib.trinity.edu).

LexisNexis Academic offers full-text access to over 5,900 news, business, legal, medical, and reference publications. It includes newspapers, magazines, journals, broadcast transcripts, legal citations, and more.

Bloomberg Professional Service, an online database operating from a special station in the Information Commons, provides real-time pricing, data, history, news, analytics and research for global financial markets. The markets covered include government and corporate bonds, mortgage, money market, indices, currency, commodities and equities.

Access World News includes full electronic editions of over 1100 US and international newspapers, including English translations of selected top stories from more than 1,000 sources.

Dictionary of National Biography provides 50,000 signed biographies of men and women important to British history and culture, through the year 2000.

BioMed Central is a portal to journals, meeting abstracts, and Current Controlled Trials database.

IEEE Xplore (All-Society Periodicals Package) database includes 118 Society-sponsored transactions, journals, and magazines in engineering and computer science.

RedLightGreen searches millions of records from the RLG Union Catalog to put the most widely held, most relevant items near the top of any search results list. This is designed to help you zero in on the most credible books and authors quickly.

Visit the Information Commons Help Desk for more information on using these resources.

In 1995 the library provided access to 3,515 journal titles, all through print subscriptions.

In 2004, the library provided electronic access to over 22,000 journal titles, in addition to 3,000 print subscriptions.

REFWORKS

RefWorks, Coates Library's online citation database program, has been extremely popular with students and faculty.

Two instruction sessions on using RefWorks were provided for faculty members during the Fall semester, and more sessions are on the way.

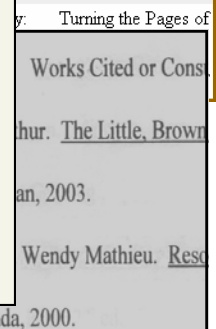
Instructional handouts are available at the Help Desk, and faculty or students may choose to use the online tutorial (available at www.refworks.com/tutorial).

If you're interested in learning how to use RefWorks or would like to schedule a RefWorks instruction session for your classes, please contact your liaison librarian.



Did you know?

A RefWorks Tutorial is available online at www.refworks.com/tutorial



DIGITAL COMMONS (CONT.)



The Digital Commons@CDMT represents a pilot effort by library and information technologists at Carleton College, Middlebury College, Dickinson College and Trinity University to provide an alternative to traditional print archives and publishing for students. The pilot at Trinity University began with papers from International Studies and Computer Science. In academic year 2004-05, senior

theses will be added. Eventually, we plan to expand the Commons to include faculty work—pre-press and working papers, for example. The library faculty will be starting a Library Working Papers series, which will be a vehicle for short descriptive pieces on library projects and innovations. Check the space periodically for updates and new additions.



GROWING AN INFORMATION LITERACY PROGRAM —MICHELLE MILLET

As we continue to build an information literacy program at Trinity University, the librarian faculty wants to be certain that we are teaching students new and applicable skills. This requires that we keep in touch with the abilities of our students. To gauge what information literacy skills first-year students already possess and, therefore, design appropriate instruction sessions, we created a short quiz. 233 first-year students participated in the 10-question skills test during the fall 2004 semester.

The questions were framed around a set of skills that librarians and first-year seminar faculty discussed during 2003 and 2004. The discussion involved what specific information literacy “skills” first-year students should know or learn during their first year of college. By the end of their first-year, a Trinity student should be able to...

- locate material and service points in the library, including librarians;
- navigate the library Website;
- understand how information is produced, organized, and disseminated;
- choose a research topic and develop keywords for that topic;
- use the library catalog to find books;
- use a level-appropriate database effectively to find articles on a topic;
- identify how to locate material regardless of format (full-text, in library, ILL, etc.);
- understand the difference between sources and the potential of each (journals, books, Internet sites);
- choose and utilize reference materials for background information;
- understand the purpose of different sources (scholarly versus popular);
- understand the elements of a citation;
- evaluate sources (including Web pages);
- correctly cite sources.

Keeping this skill set in mind, students were asked ten questions. From the results, it appears that the majority of students have some sense of the library and its resources. The overall grade was

an 83%. We think it can be better. In particular, the results of the test reveal that students are not familiar with the flow of information and the role of information in scholarly research. When asked, “To find the most current information, it is best to consult...” 65.6% of students correctly chose “The Web,” but another 33.5% chose “Journal Articles” as the best answer. Clearly, students do not understand the time associated with publication in journals after the research process is complete or the scholarly research process and the dissemination of information.

Keeping this skill set in mind, students were asked ten questions. The overall grade was an 83%. We think it can be better.

Many of our assumptions were confirmed. Trinity students are familiar with many basic research principles. For example, 99.6% of students knew that one uses Quest, the library catalog, to find out if the library has a book. However, when asked, “A professor requires you to find three scholarly articles for your paper from three different sources. It is best to start looking for these articles using...” 29% of students choose either “an Internet search engine (Yahoo!, Google, etc.)” or “Quest, the library catalog.”

We also learned that students understand how to search the library catalog and know what a bibliography is! When we teach students, we like to involve active learning experiences and often we do not have time to cover every aspect of the library or the research process. Knowing for certain that students have some skills reassures us that we are not skipping vital information when we do not begin a session with ‘the library catalog demonstration.’

Clearly, students understand the basic concepts of a library catalog, but they need guidance beyond that. First-year students need course-related instruction. Yes, they will come into the library to use the computers or buy coffee, but they also need to understand that the library is a place for learning. The teaching faculty are critical in this process because they are enrolled in your classes and you assign their grade.

Having a library instruction session that does not relate to their coursework is not the best way to introduce them to information literacy. Why? A session in the library without a tie to an assignment or a course-related goal lacks relevance. At eighteen, they don’t understand that information literacy skills may help them decide which graduate school to attend or how to research a mortgage, but they do understand when something helps them earn a better grade and they recognize a good use of their time.

We also understand that you do not always have time to bring your students into the library for an instruction session. In that case, call your liaison and work out a schedule to send students for individual research consultations. There is also a form on the library homepage where students can request their own individual consultations. Consider inviting your liaison into your classroom for a brief introduction to research resources. Putting a human face on the library can benefit your students and give them someone to ask when they need help.

Please feel free to contact Michelle Millet, the Information Literacy Coordinator or your liaisons with questions. We continue to work towards the mission of creating information literate Trinity graduates.



Michelle Millet is the Information Literacy Coordinator at the Coates Library

COURSE-RELATED LIBRARY INSTRUCTION

In the Fall 2004 issue of the Faculty Supplement, Sammye Johnson wrote about including information literacy and library instruction in her Communication courses. This semester, several librarians describe other course related instruction experiences.

From Barbara MacAlpine, Science Librarian:

Pete Kelly-Zion, instructor for Engineering Analysis and Design I, had concerns about student not knowing how to find good sources of information, and was also interested in some emphasizing the importance of written communication for engineers. One of the class assignments was to identify some kind of problem students have at Trinity (typically in the dorms) and design a product that provides a solution. Working in teams of two, students were supposed to do some research using information resources.

I begin this instruction session with an introduction to my problem (too much dog fur in the house) and a solution (a vacuum cleaner to use directly on pets). I follow by showing how I would conduct research for my project by using a few databases (including the U.S. Patent Office website) and give students hands on opportunities to look for items related to their own problem and solution.

I give them a research worksheet to complete as they work on the project, and it is turned in with their final report for me to grade. I also include an exercise in which the students are divided into four teams and analyze a paper with no source or author indicated (different paper for each team, but all with a vacuum cleaner theme). They report back to the class on the intended audience, likely qualifications (including sex) of the author, purpose of the paper (inform, sell, etc.), type of publication where it appeared, and a grade based on the effectiveness of the text. The 75-minute class period allows time to complete both activities.

Students commented that the sources "were very helpful, but time consuming" and that "researching was the hardest

part of the whole project!" Faculty members added that the most useful aspect of the instruction session was the chance to provide "students with an awareness of the resources available to them in the library and of the importance of those resources."

"...Designing instruction around specific assignments allows [students] to gain practical experience..."

"...the most useful aspect of the instruction sessions was the chance to provide "students with an awareness of the resources available to them in the library and of the importance of those resources."

"...emphasize the thinking part of research as opposed to the doing part."

From Jeremy Donald, Reference and Instruction Librarian:

An important thing to remember when assigning research to students is that the challenge is not all in the finding.

For students in three Communication courses, Media Audiences; Media Messages; and FYS: Media & Identity, the faculty and I decided it would be best to emphasize the *thinking* part of research as opposed to the *doing*—or finding—part.

While students invariably complain the loudest when the due date approaches and they haven't found enough sources, this tends to obscure their real problem: they often don't know their subject well enough to know how to research it.

I begin with the usual advice: use general reference sources to understand the basics of your topic, then move on to monographs and articles once you know the jargon and big ideas in the field. However, this leaves a large gap for students between being familiar with a critical framework and being certain of their argument.

Consequently, we spend the bulk of

the library session interrogating a sample topic, looking for ways to tease out what's interesting about it while anticipating what combinations of terms will help us in turn interrogate the databases containing the articles and references we hope to find. We usually end up with a *tree* not just of terms but of *ideas* and the connections between them. Ultimately we gain a sense of how the extant literature might approach the topic we find personally intriguing—and how to search it.

From Jane Costanza, Music Liaison and Cataloging Librarian:

While students are often familiar with using the library catalog, they are not as familiar with searching for musical texts or items in specific recording formats (DVD, CD, etc.). For music classes requiring students to conduct research to find videos, CDs, and vocal texts for musical works, our instruction sessions focus on different methods of limiting searches. Students are able to practice limited searching that offers results in only one recording format.

Students are also exposed to methods of searching for musical texts based on "uniform titles." Classical works are often known under several different names, some of them colloquial. Foreign language titles are also common. The "uniform title" is that title under which all of these myriad title variations are organized.

In addition to developing new search strategies, students are exposed to our historical and scholarly music editions. These editions include the complete works for a classical composer along with scholarly commentary on the texts. This gives researchers access to some of the very best resources on the study of classical music.

While students may not leave a class as expert searchers of musical texts, designing instruction around specific assignments allows them to gain practical experience in manipulating and understanding the library's catalog in new ways.

Google Scholar: Standing on the Shoulders of Giants?

Have you heard about Google's "new kid on the block"? Google Scholar has the library world buzzing with exciting promises that are at least partially met.

First, what is it? Per Google's website: "Google Scholar enables you to search specifically for scholarly literature, including peer-reviewed papers, theses, books, preprints, abstracts and technical reports from all broad areas of research. ... Find articles from a wide variety of academic publishers, professional societies, preprint repositories and universities, as well as scholarly articles available across the web." The emphasis here is on finding quality scholarly literature and on gaining access to the materials. For anyone who has bemoaned the lack of good sources in students' research papers, felt frustrated by the junk that comes up in one's own Google searches, or hit a brick wall when trying to locate an article online after finding it referenced in a database, this may seem like the answer to a prayer.

But what does Google Scholar actually do? Let's try a sample search, say for my perennial favorite, "ocean currents" (entered with quotation marks to force the two terms to occur side-by-side).

The results are Google-sized (5,430), but in order by relevance. Thus within the first ten references, all have "ocean currents" in their title, and all are from (more-or-less) scholarly journals. In

addition, each reference has a link to a list of sources that have cited it, giving Google Scholar a citation index quality as well.

(If some of this seems oddly familiar, it may be because electronic databases offered by the library in many subject areas also provide indexing to quality publications, often with links to the full text of the articles.)

Bottom line: Google Scholar will provide some great references and maybe even the text of the articles, but a link is not a promise that your source will be waiting for you just a click away.

Getting back to those first ten ocean current sources, *only* citations are provided for seven of them, although most of those articles can be found in print *in the library*. Of the remaining three, two are PDF files directly linked from Google Scholar. The final reference has a link to the article, but it is available online only to people whose library has subscribed to the database that offers it.

Bottom line: Google Scholar will provide some great references and maybe even the text of the articles,

the text of the articles, but a link is not a promise that your source will be waiting for you just a click away.

What about the scholarly nature of the search results? Much of the time the sources are indeed peer-reviewed journals or other quality publications. Yet we offer a small caveat. A colleague reported his search for articles about the Roman emperor Commodus. With only 56 references, he discovered that one of the "top ten" was a student paper from Stanford. Further investigation revealed that the author is currently working on the development of "IWillTeachYouToBeRich.com."

Since Google Scholar just appeared in November, it's a bit early to make any final judgments. The concept of a free, sweeping index to scholarly publications is exciting, and the familiar Google format will certainly appeal to many students more than even the most user-friendly databases the library can offer. We support the idea that it may help students struggling to identify scholarly materials, yet strongly recommend that it be used in conjunction with the usual library resources for locating articles (our web page Journals or Databases links or the Quest catalog).

Form your own opinion at <http://scholar.google.com/>, or link from "More" on the main Google search screen—then let us know what you think.

—Barbara MacAlpine, Science Librarian

Liaison Librarians

African-American Studies	Michelle Millet	East Asian Studies	Michelle Millet	Library Science	Diane Graves
Am Intercultural Studies	Clint Chamberlain	Economics	Jeremy Donald	Mathematics	Barbara MacAlpine
Ancient Mediterranean	Clint Chamberlain	Education	Benjamin Harris	Music	Jane Costanza
Art & Art History	Diane Graves	Engineering Science	Barbara MacAlpine	Philosophy	Benjamin Harris
Biology	Barbara MacAlpine	English	Michelle Millet	Physical Education	Beatrice Caraway
Business Administration	Christopher Nolan	Environmental Studies	Barbara MacAlpine	Physics	Barbara MacAlpine
Business Adm. Legal Studies	Christopher Nolan	First Year Seminar	Michelle Millet	Political Science	Jeremy Donald
Chemistry	Barbara MacAlpine	French	Benjamin Harris	Psychology	Diane Graves
Chinese	Bea Caraway	Geosciences	Barbara MacAlpine	Religion	Christopher Nolan
Classical Studies	Clint Chamberlain	German	Benjamin Harris	Russian	Jane Costanza
Cognitive Science	Christopher Nolan	Government Docs	Jeremy Donald	Sociology & Anthropology	Clint Chamberlain
Communication	Jeremy Donald	Health and Phys. Ed.	Bea Caraway	Spanish	Jason Hardin
Communication Mngmt.	Jeremy Donald	Health Care Administration	Christopher Nolan	Speech & Drama	Benjamin Harris
Comparative Lit.	Benjamin Harris	History	Michelle Millet	Urban Studies	Jeremy Donald
Computer Science	Christopher Nolan	International Studies	Michelle Millet	Women & Gender Studies	Clint Chamberlain