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CONNECTIONS

From the Dean's Desk

Our continuing strategic planning has involved everyone employed in the University Library, leading to the formation of work groups in three areas including both librarians and clerical staff: Staffing and Workflow, Master Planning and Facilities, and Information Literacy and Services. Each work group has already made significant recommendations with more to come.

We will participate in a highly-regarded national survey on library user satisfaction (LibQUAL+) in the Spring 2004 semester. We hope that the results of this survey of student and faculty users will help us assess our present services and resources, enable us to compare our libraries to other participating institutions, and provide information for future improvements. The article below provides further details.

We continue to refine and extend our user instruction program with its important Information Literacy focus. Articles in this issue offer more about the critical partnerships and learning outcomes we associate with this core value and strategic goal.

The pursuit of a Federal Depository Library designation paid off this summer with the opportunity to acquire many needed government resources in support of the curriculum. We appreciate the advocacy and support of Congressman Patrick Kennedy's office in this regard.

Our Friends of the Library members continue to build our book fund endowment as they support the costs for eight annual public programs - six of these annually on the first Wednesday of each month, featuring University faculty members: Jill Stoner, SAAHP; Matt Stein, SECCM; Bob Engvall, SJS; Dick Bernardi, GSB, Madge Thombs, SED; and Marci Marston, FCAS. Our popular October 2003 program featured Dr. Paul Robinson, an expert on Native American archaeology. On May 7 the University Library will welcome Charles W. Freeman, former ambassador to Saudi Arabia, who will speak about his recent books and politics in the Middle East.

Looking toward the future, we're delighted to be selected from the many applicants to host the traveling exhibit "Elizabeth I: Ruler and Legend." Although the exhibit and extensive surrounding events will not be part of our calendar until Fall 2006, we want to acknowledge with appreciation the strong support for our successful entry from many colleagues across the campus. We look forward to including many more in the planning of and participation in this prominent exhibit and related programs.

Peter V. Deekle
Dean of University Library Services

How are we doing?

By John Schlinke

Access Services Librarian



Here's an opportunity to participate in a survey that will lead to positive, tangible results, and you might even win a prize for simply telling us what you think. During the 2004 spring semester the RWU Library will conduct a survey of patrons (students, staff, and faculty) to gather information on how you feel the library is performing. We want to know what you're thinking so we can better meet your needs.

The survey will contain approximately 25 questions. When it is ready in the spring you will receive an email at your RWU email address with a link to the online survey. You'll be able to fill it out

from any computer connected to the Internet, and paper copies of the survey will also be available if you prefer. It doesn't take long to complete, and by participating you'll be entered in a drawing for a series of prizes.

The survey is administered by the Association of Research Libraries and over 400 institutions have participated to date. Your responses will help us identify our strengths and weaknesses, and we will be able to compare our library to others of similar size and mission to learn how we may improve our service to you.

We'll advertise the survey more as the time approaches to participate. We hope you'll take us up on the chance to voice your opinion, influence the future of the library, and maybe even win a prize.



HUZZAH!

“Queen Elizabeth I” is coming to the Roger Williams University Library in 2006.

“Elizabeth I: Ruler and Legend” is a national traveling exhibition organized by the Newberry Library’s Center for Renaissance Studies in collaboration with the American Library Association Public Programs Office. It is based on a major exhibition of the same name mounted by the Newberry Library in 2003 to commemorate the reign of Queen Elizabeth I on the four hundredth anniversary of her death. The Newberry Library, Chicago, is an independent humanities research library, and is free and open to the public.

This exhibition has been made possible in part by two major grants from the National Endowment for the Humanities, promoting excellence in the humanities. Major support for the exhibition is provided by the Vance Family Fund and the University of Illinois at Chicago.

From 2003 through 2006 forty libraries across the United States will host this traveling exhibition. Roger Williams University Library was chosen as one of only two host libraries in New England. This honor was earned through a collaborative campus-wide effort spearheaded by Christine Fagan, Collection Development Librarian. The application and associated grant proposal was submitted in December 2002 and the award granted in May of 2003. The success of the proposal in large part was due to the extensive programming designed to supplement the exhibition, including lectures and events sponsored by the Feinstein College of Arts and Sciences, the School of Architecture, Art and Historic Preservation, the Elizabethan Society and the University Library. In addition the School of Education agreed to design curriculum to promote the exhibition to the public schools and to enhance student understanding of the role of Elizabeth I in the shaping of the modern world.



Other proposed events include guided tours of the exhibition, a panel discussion focused on Elizabeth’s influence on international affairs, book discussions, an Elizabethan tea and an Elizabethan film festival. The closing program is expected to feature an Elizabethan Banquet, including period food and table settings, costumes, dancing, music and theater.

At this time three prominent scholars, Carole Levin, Clark Hulse and Karen Newman, are scheduled to participate in the events surrounding the exhibition. The keynote speaker will be Carole Levin, the Willa Cather Professor of History at the University of Nebraska and author of *The Heart and Stomach of a King: Elizabeth I and the*

Politics of Sex and Power. Prof. Levin has published extensively about Elizabeth I and English history during the medieval and renaissance periods. She is also the historical consultant for the Elizabeth I exhibition currently on display at the Newberry Library in Chicago.

Clark Hulse is the curator of the “Elizabeth I: Ruler and Legend” traveling exhibition, a Professor of English and Art History, and the Dean of the Graduate College at the University of Illinois at Chicago. Karen Newman is a nationally known scholar of Shakespeare and early modern literature. She is the Dean of the Graduate School at Brown University and a professor of comparative literature and English literature.

While awaiting the arrival of the exhibition there will be much to do in planning and coordinating the programs associated with the event. The exhibition will actually take place from October 18th through December 1st 2006. It is hoped that faculty in all disciplines may find connections from the Elizabeth I theme to their curricular content. While the preliminary program proposal was limited by the deadline for the application, the Library is now seeking additional ideas for programming from throughout the university community. If you are interested in participating in the Elizabeth I exhibition or would like further information, please contact the Exhibition Coordinator, Christine Fagan at x3029 or cfagan@rwu.edu.

COLLABORATING FOR SUCCESS



by Barbara Kenney,
Information Literacy Librarian

Deb Robinson does it. So does Mel Topf. Dick Eldredge, Katherine Hall, Debra Mulligan, Glenna Andrade, Lisa Bauer, Rebecca Leuchak and Kathy Micken do it, too. Faculty in Education, Business, Writing, Psychology, History, Art and Architecture are collaborating with librarians to provide student-centered instruction in the use of library resources that is relevant to the research requirements of the courses they teach. The results of these collaborations can be seen in the improved quality of the research product, as well as in the growing number of students who are taking advantage of the consultation services provided by librarians. Collaboration is the heart of what library instruction is about. It provides the framework for the instruction session, as well as the foundation for the research enterprise.

Here's how it works. Sometime before the semester begins, Deb Robinson will call to arrange for a consultation with members of the instruction team. Deb plans to bring in each of her four classes for topic-specific instruction. This

semester, Deb wanted to put a new "twist" on her 300-level Shakespeare course. The focus would be on Shakespeare in performance, with the students performing scenes from selected plays. Knowing that Deb enjoys bringing media into the classroom, I suggested we begin the class with scenes from Al Pacino's "Looking for Richard," a documentary which focuses on the process of mounting a stage production of Richard III. Deb's students get to see all the dimensions of performing Shakespeare, while learning the challenges and pitfalls from professionals. We then have the students work in groups to evaluate a collection of books from the RWU Library that might be useful for their research for performance. The students make recommendations to their peers about the value of each of the books and in so doing, create their own bibliography for the class.

**“Collaboration
is the heart of what
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is about.”**

This semester, Lisa Bauer's Critical Writing class was studying censorship and young adult literature. Lisa and I met several times to discuss the goals and objectives for her class, the kinds of resources she wanted the students to use, and the research possibilities surrounding the main topic. I designed two rather extensive worksheets for the students, requiring them to find the original reviews for their "banned books" using print indexes and microfilm. They were also required to use reference sources like the *New York Times* and *American Chronicle* to help them understand the cultural context for the banning. Students searched electronic databases and print reference sources to find literary criticisms as well as biographical information on the authors. The worksheets became part of the students' grades, as well as the foundation of their research. One student commented, "It's a lot of work, but I'm learning so much."

The Library Instruction Team teaches over one hundred sessions each semester. The sessions are designed to teach library resources in context, resulting in unique and highly individualized sessions. Through collaboration, librarians teach to the Association of College and Research Libraries' Standards for Information Literacy, while meeting the students' need for instruction in how to use and evaluate sources for academic work. Without that collaborative element, library instruction sessions lack relevance for the student. Because instruction in library resources is optional, with the exception of Critical Writing and Writing for the Professions, many students are unprepared for the research challenges of higher level classes. This manifests itself in poorly researched papers which rely on web-based resources lacking authority and inadequately cited. Faculty report disappointing research skills and problems with plagiarism. Collaborative planning provides an approach to library instruction that is incremental and meets the needs of students as they progress through their academic careers. Collaboration is a win-win endeavor. Try it, you'll like it.

TWO SUCCESSFUL COLLABORATIONS



Katherine L. Hall, Ph.D. *Assistant Professor, Writing Studies*

As a professor of Writing Studies, I am charged with the dissemination of information to my students. This information is of the nature that will inform and enhance my students' future educational endeavors at the University and on into their professional lives. The challenges of making students better writers are multi-faceted. Along with the expectation that students improve their writing by writing, my classroom techniques must also teach and emphasize how to do effective research. Without collaboration with the University library, the instruction of research methodology would be an insurmountable task.

I am now in my third year as an Assistant Professor at Roger Williams University (RWU), and this year, as in the previous two years, my collaborative work with the library faculty has been invaluable. My critical writing course focuses on Appalachia, a topic which began as a challenging one to research in New England. Talks with the library faculty occurred early on in my work at RWU. Barbara Kenney, Susan McMullen, Chris Fagan and Veronica Maher all began by helping me locate information that would inform my students' and my own research on Appalachia. Additionally, the library faculty helped me to begin the process of acquiring texts and journals that would make researching Appalachian concerns less of a challenge at the RWU library.

The collaboration I have done with the library faculty goes beyond the acquisition process, however. Susan and Barbara have developed training for my students that closely aligns to the instruction about research that I teach in the classroom. My students are able to clearly sense the connections between what is said and demonstrated between my classroom and the classroom they visit in the library. By taking my assignments, the library faculty demonstrates to my students how to develop topics, to do research on their chosen focuses and to also document in such a way that my students are emerging scholars in their research writing. Many new sources and databases have been shown to us that have provided invaluable resources for our developing work on Appalachia. Students have also been able to utilize the online research aids that the library has developed.

In closing, I have taught at a lot of different schools and universities, both large and small. More times than not, the library is not an environment in which students feel comfortable. They see it as an intimidating place that is reserved for faculty and graduate students. The library

faculty at RWU has continued to make my students and me feel welcome, provide us with useful instruction and hands-on training, and also to encourage us all to continue the process that is collegiate research. I know that my critical writing classes have gained from the expertise they are shown in the library and I know that I am constantly inspired by the faculty at the library to continue teaching and conducting my own research. The collaboration between the library faculty and myself has made me a better teacher and researcher.

Lisa Bauer *Coordinator of Academic Support Programming, Disability Support Services and Adjunct Faculty, Writing Program*

For the past two semesters my experience working with the library faculty, in particular, Barbara Kenney, has been a most positive one. I'd like to share how I am using the library instruction in my 200 level writing course. This fall, I am teaching Critical Writing with the theme: **Exploring Censorship Issues in Young Adult Literature**. Needless to say, the topic invites ample room for investigating, exploring, and researching the many, many controversial books written in the past several decades. I have partnered with Barbara Kenney on the research component of my class.

For example, I may require research to be done on the young adult novel, *The Outsiders*, first published in 1967. Students are asked to research the time period of 1967: what was going on in our country when the book was published; what may have influenced the author to write the novel; why is the book on the 100

Most Frequently Challenged Books list compiled by the American Library Association and so on. The library faculty's knowledge of research and resources is invaluable to today's college student. They know how to dig, where to dig and how to **challenge** students to do the digging themselves for information. The collaboration we have developed over the past two semesters is one I have come to rely on as I prepare assignments and class discussions. The students who know how to navigate themselves through the Internet AND the library shelves are the most successful in preparing research papers. I consistently remind my students that all of the answers to their research questions do not lie at the other end of the Internet in Google or Ask Jeeves. They must dig for answers. They must use their critical thinking abilities. They must have a research plan. A continued collaboration with the Library faculty can only serve to strengthen the delivery and understanding of material I am offering in my courses. More importantly, my students will exit the course with research tools and strategies to be used in future courses and in their professions.

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Roger Williams University Designated as a Depository for United States Government Publications.

John Fobert

Serials/Government Documents Librarian

On the recommendation of Congressman Patrick J. Kennedy, the U.S. Government Printing Office has approved the University's request to become a Federal Depository Library for the 1st U.S. Congressional District. This successful designation was based on the quality of library services and our commitment to the Federal Depository Library program. Roger Williams University Library has been serving as a selective housing site since 1987 for Barrington Public Library and later Newport Public Library. With this designation, the University Library can broaden our offerings in Government Documents and help safeguard one of our nation's strongest traditions: the public's right to know.

Since it was established by Congress in 1813, the Federal Depository Library Program (FDLP) has collected, organized and preserved information published by the federal government, and assisted people in locating and using it.

Libraries designated as depositories provide local, no-fee access to information from the government in impartial environments. Expert assistance in locating specific information is available at all locations from government information librarians.

Federal depository collections are available for use by everyone. Collections include documents in many formats, including print, microfiche, CD/DVD, and online. They cover a wide range of topics relevant to the general public and to professionals, researchers and students in almost every field of study.

Categories include:

- Laws and regulations
- Business
- Careers
- Census statistics
- Science and Technology
- Travel
- Defense and Military History

Overseen by the U.S. Government Printing Office, the FDLP offers a number of benefits. For example, the program:

- √ Facilitates public access to information published by agencies in all branches of the federal government;
- √ Ensures high standards for information access, and public service;
- √ Encourages libraries to tailor collections to meet local needs;
- √ Provides computer guidelines for accessing online government resources;
- √ Preserves online government resources through GPO Access and the FDLP Electronic Collection archive;
- √ Furnishes records, via an online catalog of government publications.

For more information on Federal Depository Library Program, please contact John Fobert, Serials/Document Delivery librarian at ext. 3374.

booksinprint.com BIP and much more



With the library's recent subscription to Bowker's booksinprint.com, the RWU community can now access this widely used reference source from anywhere on campus. Previously, users who wished to retrieve

ordering information for book, audio, and video titles needed to consult the BIP printed volumes available in the library's reference collection or search each title through our password protected OCLC FirstSearch subscription. Now, *Books in Print* is more widely accessible via the web. Not only can you search online for particular titles by keyword, author, title or ISBN - you can also take advantage of many of the product's value-added features. Some of these features include an e-mail alert function and the ability to browse/search for scheduled releases in the Forthcoming Books Collection. You can also locate over 100 years of bestseller lists and search/browse award winning titles from nearly 400 major book, audio, and video awards.



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To access this web-based version of *Books in Print* go to the library home page (<http://library.rwu.edu>), select Virtual Reference under the Finding Information column and then locate it alphabetically by database name.

The direct url is: <http://www.booksinprint.com/bip/>

Pilot Project Offers Links to Library Materials through Google

Mary Wu

Catalog/Database Management Librarian

With a goal to increase the awareness and use of library resources and improve the quality of materials accessed through web search engines, OCLC has teamed up with Google to make 2 million library records from its WorldCat database available through the

Google search engine. WorldCat is the world's most comprehensive bibliographic database of library holdings. The 2 million records represent the most popular and widely available books from Worldcat's database of 53 million records. This pilot project, which includes the participation of 12,000 academic, public, and school libraries will run through June 2004.

The Google/OCLC connection should be active by mid-to-late November. When a user runs a search in Google, a link to WorldCat will be included in the search results. The user can then quickly determine which nearby libraries contain the resource they are seeking by entering their postal code, state, province, or country. This will return a list of nearby libraries, a link to a map of their location, and a link into the library's web site or online catalog.

At the end of the pilot project, OCLC will assess whether or not to proceed with the implementation of an ongoing service. Some of the measures of success will include an analysis of the online traffic generated from Google to Library web sites, an evaluation of the user experience through surveys, and usability testing. For more information about the project visit:

<http://www.oclc.org/worldcat/pilot/default.htm>

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