



Trinity College
HARTFORD CONNECTICUT

NEWS from the Libraries at Trinity College

Director's Column: Planning in Times of Change

Dr. Richard S. Ross, College Librarian

Over the last year, the Library has been involved in a planning process that looked at key areas of our programs, services and operational systems. The outcome of this process is a new strategic plan that will guide us through the next 3 years. It will also serve as the basis for looking even further ahead, into the next 5-10 years, the time frame Trinity's new Dean of Faculty Tom Mitzel has set for the College's academic planning process.

Because of rapid changes in the information environment and constantly evolving technologies for content access, it is increasingly difficult for libraries to make long-term projections. However, our connection to the academic goals of the College remains a constant. Our programs and services will continue to reflect these goals, and we are happy to support the student-centered approach Dean Mitzel has articulated.

Already, we have been much more intentional in our outreach to students and have continued to build a first-rate research education program. In the Library's annual report for last year, we showed an increase of 28% in our research consultation sessions, and in aggregate, our librarians spent approximately 800 hours in individual consultations, mostly with students. It is this focus on student-centered outreach and research education that shapes one set of core directions of our new strategic plan.

Another set of directions is focused on the changes in infrastructure that carry and deliver our content. The traditional library could rely on its catalog to refer the user to books and other material on a shelf or in a file drawer. While that function still exists, access to content has been exponentially expanded by electronic resources in all formats. To maintain and manage these resources, to facilitate their discovery and curate their content has added an unprecedented layer of complexity to the Library's operations. Also, the systems and tools they require have become a new cost-center that will need to be built into the Library's budget.

The lively programs and ambitious plans of the Watkinson Library continue to draw scores of students and external researchers into engagement with its resources. A new Library initiative that started in spring 2011, the Trinity College Digital Repository has now more than tripled its number of titles and serves as a rich showcase of the College's history and scholarship.

Heading into a new academic year, we are confident that the directions identified in the 3 year strategic plan will further the Library's position as a vital partner in learning, teaching and research at Trinity, and will continue to put students at the center of our efforts.

Assessment as Engagement

by Erin Valentino, Research Education Librarian

How does the Library measure the effectiveness of its programs and services? How do librarians know how student and faculty researchers perceive library collections and spaces? What are students learning about research during their time at Trinity?

Last year, the Research Education Program implemented a new assessment program for the Library, with the primary goals of understanding student learning and strengthening our connection to the Trinity College community. Under the label, "Assessment as Engagement," the program includes qualitative and quantitative assessment techniques to address the various components of our Research Education Program.

Two quantitative measures provide an assessment of student learning. We are currently administering an information-literacy survey for First-Year students. Students answer ten questions about various aspects of the research process when they arrive on campus and after they have participated in a research instruction session with a librarian. This past spring, we completed a capstone assessment pilot project, in which we read and evaluated senior theses using two information-literacy rubrics developed by the Association of American Colleges and Universities and by the Gould Library at Carleton College. As part of the process, we developed our own rubric for use in evaluating senior theses next year. The quantitative measures will help us to gather longitudinal data, and just as important, to foster cohesion in the Research Education Program and collaboration among Research Education librarians.

Some of our assessment work depends upon qualitative methods. This fall, research librarians will be meeting with academic departments to discuss library research. Our goal for these meetings is to collaborate with faculty in developing student research skills and to see how the Library's Research Education Program can effectively contribute to departmental teaching and learning goals. Over the course of the academic year, we will try a technique called the 'minute paper,' to gather and analyze students' perceptions about their understanding of research processes and resources in our research instruction sessions. A minute paper contains simple questions to students about points of interest or confusion in the instruction. Students' responses to these questions will help us to shape the content and methods of our sessions. This fall, we will also begin development of a First-Year library research tutorial.



*Research Associates and Librarians
at a Drop-In Research Break*

Staff News

by Tom Zaharevich, Head Librarian for Technical and Access Services

Staff Changes/Reorganization

After nearly 28 years working on the front lines of our public service operations, we saw **Alice Angelo** retire from her position as Access Services Librarian. Alice's dedication, kindness, and professionalism have been a remarkable asset in our ability to operate so effectively.

As a consequence of Alice's departure, several staff are taking on new duties. **Jeffrey Liszka** has been promoted to be our new Circulation Librarian, with **Chalynne Reed** as our Circulation Desk Manager and **Amy Rua** as our Circulation Reserves Manager. **Yuksel Serindag** has had his duties expanded to become our Acquisitions and Interlibrary Loan Librarian. And **Todd Falkowski** now supervises our cataloging staff as Catalog Librarian.

We are also lucky to have recruited **Thomas Petraitis** to join us as Library Systems Coordinator. Tom comes to us from Hartford Hospital, and will be working with our staff to advance our technological platforms as we continue to bridge the print and digital worlds.

Library Media Center

Starting this fall, the Library Media Center will see some new occupants and an expanded array of services. Due to a drop in use over the past few years, the Library and ITS departments have been collaborating on reimagining the space in a way that more broadly supports faculty and student needs.

Over the past year, the Library has consolidated services formerly performed at the Media Center desk with those at our main Circulation desk on Level A.

But the biggest change this semester is the relocation of the Educational Technology staff, including the Instructional Technologists, into the offices in and around the Media Center. The Student Technology Assistants have joined them to assist students and faculty with their projects, bringing along an expanded array of equipment to the facility.

While the Library will still be building our media collections to support curricular needs, having these important staff, services, and equipment in a more visible location will hopefully draw attention to the ways College staff can support class projects as well.

Expansion of Online Content in the Catalog

by Doris Kamradt, Head Librarian for Collections, Research and Instruction

The number of e-book records in the Library's catalog has more than doubled over the past year, from about 146,000 titles in 2011/12 to now over 379,000. A shared CTW Consortium subscription to the **EBSCO EBook Academic Collection** of 114,300 titles accounts for the majority of the additions. The collection contains academic titles from more than 500 publishers, including more than 38,000 titles from university presses. About 25% of the titles were published in 2009 or later. For a very reasonable subscription price, this collection both

augments the Library's monographic collections and provides an additional option for accessing titles that may be on-loan or lost as a print book.

Other new online subscriptions this year include **Scifinder Scholar**, **PscycTest**, and **JSTOR Collections X & XI**. As one-time purchases: newspaper archives for the **Chicago Defender** (1910-1975), **Chicago Tribune** (1881-1989), and **Los Angeles Times** (1848-1975). We have also expanded online journal backfiles for **Nature** (pre-1997) and **Scientific American** (pre-1948). New primary source collections are **Nineteenth Century Collections Online** (NCCO) and **The Making of the Modern World**, which includes 62,000 titles based on the **Goldsmiths-Kress Collection of Economic Literature** (1450-1850) and the collection of **Economic Literature, 1851-1900**.

"Don't be the kind of man that takes everything out of college and puts nothing in"

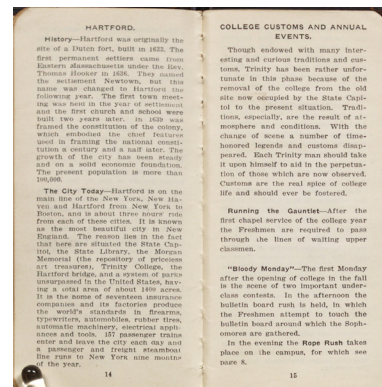
—Life at Trinity in 1916

by Amy Harrell, Digital Projects Librarian

Trolley schedules, chapel attendance requirements, where to get the best clothing in town ("Horsfall Apparel from Hat to Shoes [...] A particular store for particular men" at 93 Asylum St.) — Trinity College Student Handbooks have provided all of these essential bits of information to incoming students so they may have an easier transition to college life. The Digital Repository now has a selection of these handbooks published between 1916 and 1994 at <http://digitalrepository.trincoll.edu/handbook/>.

In 1916, the "Students' Handbook of Trinity College" was published by the Trinity branch of Y.M.C.A. , measured 3" x 5.5," and was 100 pages long. Page 54 emphasized curricular involvement for a student, "not only for the personal benefit he will derive therefrom, but also because he should place whatever abilities he may possess at the service of his class and college." Suggested activities included football, baseball, tennis, hockey, Glee Club, the Jesters theatrical club, Debating Team, and even Mandolin Club (by audition!).

Scattered among the advertisements are additional words of wisdom on surprisingly familiar themes, such as procrastination ("Don't leave things until next year; they will never be done"), drinking ("Don't get the idea that a man's consumption of alcoholic beverages is a measure of his manliness"), and the need for a balance of activities ("Loaf not, neither grind"). Yet in 97 years, one piece of advice has apparently stood the test of time: "Try Studying in the Library."



Students Report from the Stacks: A Field Study of the Library

by Kelly Dagan, Outreach/Instruction Librarian

In the Spring of 2013, the Library began a class collaboration with Professor Beth Notar, centered on Anthropology 301: Ethnographic Methods and Writing. This course is a requirement for Anthropology majors and focuses on teaching the essential research methods of the field, including observation, interviews, focus groups, mapping, and other techniques. Students are expected to develop their skills through a series of assignments, culminating in a field site study.

I proposed a partnership with Professor Notar for this class, as it provided an ideal opportunity for the Library to gather student feedback and engage with scholars through the academic lens. The course was re-structured so that the Library would approach students as a client, seeking their ethnographic expertise in order to better understand our campus population. The skills-based assignments during the semester invited students to use the library as both a resource and a study topic, from conducting field observations of student movements through different areas of the building to setting up practice interviews about student study habits and preferences. The final assessment was a group research presentation, in which students applied all of their learned ethnographic research methods to answer a research question of their choosing about Trinity students' perceptions and use of the Library.



Students present their final research in the Joslin Family 1823 Room

I joined several class sessions as students discussed their results and brainstormed additional areas of interest during the semester. Rachael Barlow was the third essential partner in this project, sharing perspective from her own library research on how the Raether Library was constructed, as well as demonstrating how to visually present data in an engaging way. Students quickly dove into the content of the course, using Google Docs, Google Forms, and Flickr to collaboratively share their findings.

For the final presentations, the Library hosted the class in our Joslin Family 1823 Reading Room with snacks and beverages. All library staff were invited to attend to hear the research group findings. There were five research teams ad-

ressing a wide variety of topics, ranging from the use of academic resources to social interactions within the Library. Each team's main research question is below:

- How have students' use of the library changed since their first semester, and why?
- How does major affect students' use of the library?
- How do students use different forms of technology in the library, and what are the unwritten rules about technology use in different spaces and at different times?
- How do students use the library depending on the types of work (or non-work) they have to do?
- How have students interacted with library staff, and how do they view library resources?

Each team presented with enthusiasm, showcasing their findings through careful observations, photo diaries, individual interviews, and small surveys. Following the presentations, the library staff audience asked questions and joined a discussion with the students about their class experience. The feedback was positive, with many students saying that they learned a lot about library resources and services in the process. They also suggested methods for the Library to better spread the word about its services to the student population. The entire interaction proved rewarding for students and library staff alike, with plans for future qualitative research from the student perspective.

Library Web Site gets updates in response to student needs

by Amy Harrell, Digital Projects Librarian

The Library's current Web site design has now been in service for one year, and several librarians convened over the summer to issue a report card. The consensus was that the site design works well overall, but it needed just a few updates to reflect two of our most in-demand library resources.

1) Course guides (courseguides.trincoll.edu) have become a crucial tool in helping students navigate their research, so there are now additional access points on the "Guides" tab of the library home page that lead students to these specially-tailored guides.

2) Citation help is also a frequently asked question, therefore the "Citing Sources" tab was launched, containing links to three major citation tools: Trinity's own Cite Source, subscription-based RefWorks, and the open source tool Zotero.

Friends of the Library Appreciation

Our thanks to all members of the Friends of the Library, a vital organization of individuals who help us to support the intellectual and creative activities of students and faculty through our developing programs, services, and collections. Your partnership is key to our engagement with the community and continued high standards of academic service to Trinity College. If you are interested in joining this group, please contact the College Librarian's Office at (860)-297-2255.

The creation of this publication is due, in part, to the support the Library receives from the Friends of Trinity College Library, a vital group of alumni, parents, and friends who share their love of learning by supporting the Library. We welcome your comments and questions about this publication or the Friends of Trinity College Library through the College Librarian's office: (860) 297-2255.



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Fall at the Watkinson Library

The Watkinson is pleased to announce its fall exhibition, “Jump & Jive: Music from the 1920s, 30s and 40s in the Watkinson Library,” celebrating the gift in January 2013 of the Bennett Rubenstein collection of over 5,000 sound recordings. Bennett “Bud” Rubenstein (1917–2000) was a pianist and jazz/swing music enthusiast who began collecting records as a teen growing up in Yonkers (NY). He was a popular deejay hired to “spin platters” at dance parties, and had aspirations of being a bandleader someday (attending Juilliard for a year). Rubenstein followed the



careers of his favorite orchestra leaders closely, not only through collecting, but also by attending the performances of bands led by figures like Benny Goodman and Glen Miller. World War II took him overseas where he served in Italy and France as a forward observer in the Army Field Artillery, managed his unit's radio communications, and fought in the Battle of the Bulge. He married his wife Barbara (“Bert”) in 1943 while on leave. The couple settled in Norwich (CT), where Bud administered the operations of one of his family's woolen mills in Yantic, and remained a passionate musician and collector. A sampling of his extensive collection, which is in pristine condition, will be on display from August 26–December 6, 2013.

In addition to dozens of upcoming presentations to classes performed by Watkinson staffers Sally Dickinson (Associate Curator) and Peter Knapp (Archivist), Head Curator Richard Ring is teaching a First-Year Seminar on “The World of Rare Books” and an American Studies course on “Museum and Library Exhibitions.”

Finally, we are very excited to announce an initiative to raise funds to acquire one of the greatest rarities of American literature—a first edition (1855) of Walt Whitman's *Leaves of Grass*. The poet paid for its publication and oversaw all the details of the book's composition and printing (setting some of the type himself), as well as its distribution and reception. “I greet you at the beginning of a great career,” Ralph Waldo Emerson wrote in a private letter to Whitman, and indeed *Leaves of Grass* has since been called America's second Declaration of Independence, one that “ushered in a new era in American letters, describing specifically American experiences in a distinctly American idiom.” The copy we are attempting to acquire is currently on loan to us (and on display in the Watkinson), and we hope the Trinity community will help us keep it here! For details, e-mail the Head Curator (richard.ring@trincoll.edu).

