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.

NEWS from the Libraries at Trinity College

Raether Library and Information Technology Center
300 Summit Street
Hartford, CT 06106-3100

Wattinson News: Exhibit at Mt. Vernon
Sally Dickinson, Associate Curator & Preservation Librarian

That the Wattinson Library has hidden treasures in its stacks is accepted lore at Trinity, but it is always a delight to discover that we own an unusual item from an interesting 3rd party! Such was the case with Henry Fielding’s History of Tom Jones: A Foundling, a book owned by George Washington when he was a young man. The library received a request last spring from the Mt. Vernon museum in Virginia to borrow Washington’s copy of Tom Jones for the exhibition “Take Note! George Washington the Reader.” The exhibition celebrates the opening of the Fred W. Smith National Library for the Study of George Washington at Mt. Vernon. The book, in four volumes, was printed in London in 1750. The Wattinson owns volumes 1 & 4, which are both signed “Washington” at the head of the title-page. The books, along with 2 other titles owned (and signed) by Washington, were bought in 1883 with credit extended to Trinity College by Joseph Jesse Cooke to be used to purchase books at the sale of his library. Three sales were held in New York City on March 13, October 1, and December 3, 1883, consisting of 8,326 lots of well over 20,000 items. Trinity bought 1,380 volumes from the sale for a total of $5,000 (to buy the equivalent material today, if it were on the market, would require well over $6 million!). Tom Jones was from Part II, October 1883 (lot 886). The other titles owned by Washington are the 2nd edition of Considerations on criminal law by Henry Dugge (London, 1774) and William Rowley’s Rational practice of physic (London, 1793.) Rowley’s work is inscribed “To his Excellency General Washington from the author” and also has “Geo. Washington” signed on the title-page. Some of the Wattinson’s most beautiful and rare books were bought at Cooke’s sale, including several 15th century manuscript Books of Hours, five incunabula (books printed before 1501) and numerous other early printed books. Shown here is a photo of our book in situ:

Spring 2014 Volume 7, Issue 2

DIRECTOR’S COLUMN
Dr. Richard S. Ross, College Librarian
Enhancing Student Learning in the Digital Age

As part of its educational mission, Trinity College Library has long been engaged in forging innovative approaches to its instruction programs. A decade ago, we applied a shared CTW consortium grant from the Andrew W. Mellon Foundation to develop tools and programs integrating elements of the latest Information Literacy Competency Standards for Higher Education into classroom instruction across all disciplines and course levels. This initiative from 2002-2006 laid the foundation for our current Research Education Program, which continues to grow in impact and reach at Trinity.

While the First Year Seminars are central to the Library’s instructional outreach, we also work with many upper-level classes, particularly methods courses and those supporting senior theses or projects. The number of instruction sessions taught by librarians over the last two fall semesters show an impressive increase, as do the number of students reached: 103 classes taught in fall 2013 (vs. 88 in fall 2012), for a total of 1828 students reached (vs. 1329 in fall 2012). Equally important to research instruction are the individual research consultations, which are often a follow-up from the class. In fall of 2013 we saw an increase of 17% in individual consultations, from 728 in fall 2012 to 859 in fall 2013.

A new chapter for information literacy is about to begin this summer with the expected formal adoption of a significantly revised information literacy framework that has been drafted over the past couple of years by a task force of the Association of College and Research Libraries (ACRL). The new framework takes into account changes in the information environment and new modes of learning that have developed over the last several

Research Education Advisory Group
Erin Valentino, Research Education Librarian
Professor Diane Zannoni, Public Policy Major
Kaitlin Ready, and Librarian Doris Kammradt

This past February, we hosted the second meeting of the Research Education Advisory Group (REAG). The group meets annually and includes faculty and student representatives from the humanities, social sciences, natural and physical sciences, arts, and math and engineering. A key part of a broader assessment project for the Library’s Research Education Program, the advisory group helps to shape the conversation about information literacy, both within the Library and more broadly on campus. I coordinate the group along with Doris Kammradt (Head Librarian for Collections, Research & Instruction) and Kelly Dagan (OASIS and Instruction Librarian).

The Research Education Advisory Group meetings focus on discussion among faculty, students, and librarians about the role that information and research play in teaching and learning across the disciplines. The discussions present an opportunity for faculty, students, and librarians to confer on the way that the Research Education Program relates to Trinity’s diverse curricula and communities. The annual meetings also provide the Library with invaluable feedback on matters that relate to research in an academic library and beyond. Feedback has ranged from suggestions about the kinds of research materials that best support particular courses to anticipated skills needed in the workplace and changes in the information environment that impact knowledge production in a field of research.

At the group’s first meeting, discussion focused on the circumstances that contribute to student success in research. We considered ways that individual departments integrate research methods into their courses. Students conveyed the critical importance of understanding the search process, how databases work, and the value of bibliographies for research. Another important part of the discussion addressed the challenges that students might face in doing research, and ranged from questions about the ways that students apprehend the fluid nature of interdisciplinary research, to the accessibility of original language materials.

At our most recent meeting, we asked participants to reflect on how changes in the information landscape have altered their teaching and learning, particularly in terms of how they conceive of and implement the research process. Our meeting included a small-group activity in which students and faculty together described the ways that information discovery and organization relate to knowledge production in their fields.

For the Research Education program, the fact of change appears in the form of a new framework for information literacy. Since 2000, many academic libraries have developed and sustained their instructional programs under the rubric of the Information Literacy Competency Standards for Higher Education. The new framework revises the older standards to engage teaching and learning in “a more complex information ecosystem.” Although the new draft is still a work in progress, we expect that it will provide the Research Education program with substantial opportunities to renew and revitalize our engagement with information literacy learning outcomes at Trinity College.
The Trinity College Digital Repository has grown to become a rich and vast archive of materials that tell the history of the college. This spring, the Library is launching a new way to feature these materials in the form of online exhibits. Using the Omeka platform, we are building a digital exhibit on Trinity College in 1914, titled “100 Years Ago at Trinity.” Items in the exhibit are taken from the Tripod Trip to the Trinity Ivy, and include articles, photographs, advertisements, and other pieces that when grouped together paint a picture of life in the College in 1914. The exhibit is organized around themes such as student life, the curriculum, the physical plant, and athletics. It launched on March 7, and is available at: http://library.omeka.net/exhibits/show/1914.

We hope this new presentation of digital objects will help uncover and bring life to Trinity’s fascinating archival materials.

Seniors Share About: Research Methods and the Library
Kelly Dagan, Outreach and Instruction Librarian

The Library is in its third year of offering our half-credit course on research skills, COLL 220 Research Methods and Information Resources, and several of our inaugural class members are now seniors. Two of them, Beck Prigot ’14 and Gaurav Toor ’14, generously agreed to reflect on their experience with this course, their research, and the Library in personal interviews.

Why did you decide to enroll in the COLL 220 Research Methods and Information Resources course?
GT: Mainly to acquire research skills. I wanted to independently pursue quality research and get sources for the topic in hand. I was heavily dependent on the research librarians before. Research is an integral part of academic, perhaps even casual, interests and I wanted to break free of any doubt about the worth of my research.
BP: Short answer: Because I wanted to become a more efficient librarian. Longer answer: I’ve always believed that being a librarian is my calling in life, but I can’t fulfill that goal if I don’t know the basics of the field. Even though I know that I’ll get a proper education in librarianship at library school, it’s better if I can “hit the ground running.”

On a more personal level, I knew that enrolling in the course would improve my research papers; although my papers tended to be pretty balanced in their sources before, I knew that the course would give me a larger variety of databases, as well as help me find relevant sources more quickly.

What did you learn during this class and/or through work with librarians that was surprising or engaging to you?
GT: If you think you know how to do research, both online and manual, you are in for a shocker. The expanse of resources is overwhelming. The ways historians can use statistics, sociologists can use photos from ARTstor, political scientists can make use of PEW data, and other disciplines through the resources, is mind blowing. For me, anyone who takes this class is guaranteed to reconsider research as a monotonous activity. You will learn how to do research efficiently and have fun while doing so.
BP: Of course! [when I wrote up a collections development proposal about why the Library should have a more balanced graphic novel collection] was definitely one of the most surprising experiences I had in the class. While I knew that librarians can’t just say “I want these books, here’s the estimated cost and benefit to the library” and be done with it, I didn’t realize that much of this decision-making process went into establishing a collection. (I’m sure that these kinds of proposals are lengthier and more in-depth in the “real world!”)

How have your interactions with the Library affected your Trinity academic career?
GT: Never worried now! It is so much easier now. Finding data for econometrics projects and peer-reviewed articles for others is an exercise I look forward to. Research becomes an enjoyable, and of course resourceful, habit that everyone should acquire!
BP: As I suspected, my sources for my research papers became more varied – I didn’t have to rely on JSTOR and the library catalogs anymore. However, I’d say that my future academic career has been more affected by my interactions with the Library. As I finish up library school applications, I know that my experiences in COLL-220 and in the Research Associates program have given me both an advantage over some of my fellow applicants and a greater chance of employment. But as I mentioned in a few of my applications, even if I can’t obtain a position in my potential schools’ libraries, I’d still be more than happy to draw upon my experiences at the Library to provide assistance to my classmates in my free time.

Library Workshop for Entrepreneurs
Kelly Dagan, Outreach and Instruction Librarian

In November, the Library partnered with the Career Development Center for their 2013-2014 Entrepreneurship Competition, providing targeted research instruction to the competing student business teams. Librarians Rob Walsh and Kelly Dagan taught the first session on market research and industry awareness, enabling students to refine their proposals for their target markets. Librarians Amy Harrell and Erin Valentino taught the second session on intellectual property rights, guiding students to resources and strategies they could apply to ensure proper use and protection of ideas.

The finalist teams were announced January 16, with awards of $2,000 each to further develop their pitches, and the winning team will be awarded $10,000 to launch their enterprise in April 2014. The Library was pleased to support this exciting opportunity for student innovation and teamwork on campus.

Enhancing Student Learning (continued)

years. Most importantly, it recognizes students as both consumers and creators of content within the decentralized, fluid, and media-rich context of the digital age.

Trinity’s research librarians are already preparing to incorporate principles from the new framework into their programs. This January, they hosted an all-day workshop with Trudi Jacobson, one of the co-chairs of the ACRL task force (see “New Concepts in Research”). In mid-February, the Library Research Education Advisory Group met to discuss changes to the research process over the past 5 years, which led to introducing the new directions in information literacy. Finally, the ½ credit course on Research Methods and Information Resources, offered by a team of research librarians in the spring semester, has been substantially revised for this term to include core elements of the evolving holistic approach to information literacy.

To conclude, let me state that the complexity of information sources in the digital age as well as the expectations for scholarship and future employment require ever more collaboration among faculty, librarians, and students to turn the potential for information overload into a successful and focused learning process. The Library is enthusiastically committed to developing and enhancing its part in this ongoing collaboration among faculty, librarians, and students to turn the scholarly and future employment require ever more collaboration among faculty, librarians, and students to turn the potential for information overload into a successful and focused learning process. The Library is enthusiastically committed to developing and enhancing its part in this ongoing collaboration among faculty, librarians, and students to turn the potential for information overload into a successful and focused learning process.
Enhancing Student Learning (continued)

Online Exhibit: “100 Years Ago at Trinity”
Amy Harrell, Digital Projects Librarian

The Trinity College Digital Repository has grown to become a rich and vast archive of materials that tell the history of the college. This spring, the Library is launching a new way to feature these materials in the form of online exhibits. Using the Omeka platform, we are building a digital exhibit on Trinity College in 1914, titled “100 Years Ago at Trinity.”

Items in the exhibit are taken from the Tripod Típ Brian III and the Trinity Ivy, and include articles, photographs, advertisements, and other pieces that when grouped together paint a picture of life in the College in 1914. The exhibit is organized around themes such as student life, the curriculum, the physical plant, and athletics. It launched on March 7, and is available at: http://library.omeka.net/exhibits/show/1914.

We hope this new presentation of digital objects will help uncover and bring life to Trinity’s fascinating archival materials.

New Concepts in Research: Metaliteracy
Rob Walsh, Social Sciences Librarian

In January, the Research Education librarians held our first semi-annual professional development workshop, with the goal of providing us an opportunity to enhance our teaching skills by highlighting emerging pedagogical trends. For the inaugural session, Trudi Jacobson, Head of the Information Literacy Department at SUNY-Albany and co-chair of the ACRL Information Literacy Competency Standards (A&HCI), is the best known database for cited reference searching. It includes Science Citation Index, Social Sciences Citation Index, and Arts & Humanities Citation Index. The library has just purchased the complete backfiles, so dates of coverage are from 1900-present (SCI, SSCI) and 1975-present (GIS). The theories embedded in metaliteracy support and inform the ongoing revision of the ACRL Information Literacy Standards.

January’s workshop was sponsored by the CTW consortium. Trinity librarians were joined by our Connect2K College and Wesleyan colleagues to critically examine how our existing approach to research education can integrate the concepts of metaliteracy. Our teaching methods will evolve to ensure that students not only are proficient with accessing, evaluating and analyzing information, but also are adept at actively producing and sharing new information. These latter skills are shaping information literacy in the 21st century.

Seniors Share About: Research Methods and the Library
Kelly Dagan, Outreach and Instruction Librarian

The Library is in its third year of offering our half-credit course on research skills, COLL 220 Research Methods and Information Resources, and several of our inaugural class members are now seniors. Two of them, Beck Prigot ‘14 and Gaurav Toor ‘14, generously agreed to reflect on their experience with this course, their research, and the Library in personal interviews.

Why did you decide to enroll in the COLL 220 Research Methods and Information Resources course?
GT: Mainly to acquire research skills. I wanted to independently pursue quality research and get sources for both the topic in hand. I was heavily dependent on the research librarians before. Research is an integral part of academic, perhaps even casual, interests and I wanted to break free of any doubt about the worth of my research.
BP: Short answer: Because I wanted to become a more efficient librarian. Longer answer: I’ve always believed that being a librarian is my calling in life, but I can’t fulfill that goal if I don’t know the basics of the field. Even though I know that I’ll get a proper education in librarianship at library school, it’s better if I can “hit the ground running.”

On a more personal level, I knew that enrolling in the course would improve my research papers; although my papers tended to be pretty balanced in their sources before, I knew that the course would give me a larger variety of databases, as well as help me find relevant sources more quickly.

What did you learn during this class and/or through working with librarians that was surprising or engaging to you?
GT: If you think you know how to do research, both online and manual, you are in for a shocker. The expansion of resources is overwhelming. The ways historians can use statistics, sociologists can use photos from ARTstor, political scientists can make use of PEW data, and other disciplines through the resources, is mind blowing. For me, anyone who takes this class is guaranteed to reconsider research as a monotonous activity. You will learn how to do research efficiently and have fun while doing so.

BP: Our professor [where I wrote up a collections development proposal about why the Library should have a more balanced graphic novel collection] was definitely one of the most surprising experiences I had in the class. While I knew that librarians can’t just say “I want these books, here’s the estimated cost and benefit to the library” and be done with it, the research process was so much richer and justification went into establishing a collection. (I’m sure that these kinds of proposals are lengthier and more in-depth in the “real world!”)

How have your interactions with the Library affected your Trinity academic career?
GT: Never worried now! It is so much easier now. Finding data for econometrics projects and peer-reviewed articles for others is an exercise I look forward to. Research becomes an enjoyable, and of course resourceful, habit that everyone should acquire!

BP: As I suspected, my sources for my research papers became more varied – I didn’t have to rely on JSTOR and the library catalog. However, I’d say that my future academic career has been more affected by my interactions with the Library. As I finish up library school applications, I know that my experiences in COLL-220 and in the Research Associates program have given me both an advantage over some of my fellow applicants and a greater chance of employment. But as I mentioned in a few of my applications, even if I can’t obtain a position in my potential schools’ libraries, I’d still be more than happy to draw upon my experiences at the Library to provide assistance to my classmates in my free time.

Library Workshop for Entrepreneurs
Kelly Dagan, Outreach and Instruction Librarian

In November, the Library partnered with the Career Development Center for their 2013-2014 Entrepreneurship Competition, providing targeted research instruction to the competing student business teams. Librarians Rob Walsh and Kelly Dagan taught the first session on market research and industry awareness, enabling students to refine their proposals for their target markets. Librarians Amy Harrell and Erin Valentino taught the second session on intellectual property rights, guiding students to resources and strategies they could apply to ensure proper use and protection of ideas.

The finalist teams were announced January 16, with awards of $2,000 each to further develop their pitches, and the winning team will be awarded $10,000 to launch their enterprise in April 2014. The Library was pleased to support this exciting opportunity for student innovation and teamwork on campus.
Watkinson News: Exhibit at Mt. Vernon
Sally Dickinson, Associate Curator & Preservation Librarian

That the Watkinson Library has hidden treasures in its stacks is accepted lore at Trinity, but it is always a delight to discover that we own an unusual item from an interested 3rd party! Such was the case with Henry Fielding’s *The History of Tom Jones: A Foundling*, a book owned by George Washington when he was a young man. The library received a request last spring from the Mt. Vernon museum in Virginia to borrow Washington’s copy of Tom Jones for the exhibition “Take Note! George Washington the Reader.” The exhibition celebrates the opening of the Fred W. Smith National Library for the Study of George Washington at Mt. Vernon. The book, in four volumes, was printed in London in 1750. The Watkinson owns volumes 1 & 4, which are both signed “Washington” at the head of the title-page.

The books, along with 2 other titles owned (and signed by Washington), were bought in 1883 with credit extended to Trinity College by Joseph Jesse Cooke to be used to purchase books at the sale for a total of $5,000 (to buy the equivalent material today, if it were on the market, would require well over $6 million!). Tom Jones was from Part II, October 1883 (lot 866). The other titles owned by Washington are the 2nd edition of *Considerations on criminal law* by Henry Dagge (London, 1774) and William Rowley’s *Rational practice of physic* (London, 1793.) Rowley’s work is inscribed “To his Excellency General Washington from the author” and also has “Geo Washington” signed on the title-page. Some of the Watkinson’s most beautiful and rare books were bought at Cooke’s sale, including several 15th century manuscript *Books of Hours*, five incunabula (books printed before 1501) and numerous other early printed books. Shown here is a photo of our book in situ:

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.

**DIRECTOR’S COLUMN**

Dr. Richard S. Ross, College Librarian

Enhancing Student Learning in the Digital Age

As part of its educational mission, Trinity College Library has long been engaged in forging innovative approaches to its instruction programs. A decade ago, we applied a shared CTW consortium grant from the Andrew W. Mellon Foundation to develop tools and programs integrating elements of the latest Information Literacy Competency Standards for Higher Education into classroom instruction across all disciplines and course levels. This initiative from 2002-2006 laid the foundation for our current Research Education Program, which continues to grow in impact and reach at Trinity.

While the First Year Seminars are central to the Library’s instructional outreach, we also work with many upper-level classes, particularly methods courses and those supporting senior theses or projects. The number of instruction sessions taught by librarians over the last two fall semesters show an impressive increase, as do the number of students reached: 103 classes taught in fall 2013 (vs. 88 in fall 2012), for a total of 1,828 students reached (vs. 1,329 in fall 2012). Equally important to research instruction are the individual research consultations, which are often a follow-up from the class. In fall of 2013 we saw an increase of 17% in individual consultations, from 728 in fall 2012 to 859 in fall 2013.

A new chapter for information literacy is about to begin this summer with the expected formal adoption of a significantly revised information literacy framework that has been drafted over the past couple of years by a task force of the Association of College and Research Libraries (ACRL). The new framework takes into account changes in the information environment and new modes of learning that have developed over the last several years.

The Research Education Advisory Group (REAG) meets annually and includes faculty and student representatives from the humanities, social sciences, natural and physical sciences, arts, and math and engineering. A key part of a broader assessment project for the Library’s Research Education Program, the advisory group helps to shape the conversation about information literacy, both within the Library and more broadly on campus. I coordinate the group along with Doris Kammradt (Head Librarian for Collections, Research & Instruction) and Kelly Dagan (Outreach and Instruction Librarian).

The Research Education Advisory Group meetings focus on discussion among faculty, students, and librarians about the role that information and research play in teaching and learning across the disciplines. The discussions present an opportunity for faculty, students and librarians to confer on the way that the Research Education Program relates to Trinity’s diverse curricula and communities. The annual meetings also provide the Library with invaluable feedback on matters that relate to research in an academic library and beyond. Feedback has ranged from suggestions about the kinds of research materials that best support particular courses to anticipated skills needed in the workplace and changes in the information environment that impact knowledge production in a field of research.

At the group’s first meeting, discussion focused on the circumstances that contribute to student success in research. We considered ways that individual departments integrate research methods into their courses. Students conveyed the critical importance of understanding the search process, how databases work, and the value of bibliographies for research. Another important part of the discussion addressed the challenges that students might face in doing research, and ranged from questions about the ways that students apprehend the fluid nature of interdisciplinary research, to the accessibility of original language materials.

At our most recent meeting, we asked participants to reflect on how changes in the information landscape have altered their teaching and learning, particularly in terms of how they conceive of and implement the research process. Our meeting included a small-group activity in which students and faculty together described the ways that information discovery and organization relate to knowledge production in their fields.

For the Research Education program, the fact of change appears in the form of a new framework for information literacy. Since 2000, many academic libraries have developed and sustained their instructional programs under the rubric of the Information Literacy Competency Standards for Higher Education. The new framework revises the older standards to engage teaching and learning in “a more complex information ecosystem.” Although the new draft is still a work in progress, we expect that it will provide the Research Education program with substantial opportunities to renew and revitalize our engagement with information-literacy learning outcomes at Trinity College.