

# Helmke Highlights

News from the Walter E. Helmke Library



Indiana University–Purdue University Fort Wayne

www.lib.ipfw.edu

## Inside this Issue:

Notes from the Dean	2
Health Information on the Go!	2
Mobile Reference Schedule	2
Information Foraging Short Takes: How Crediting Your Sources Enhances Your Credibility	3
Digital Initiative News: Opus: Research and Creativity at IPFW	4
Helmke Highlights Library People and Their Accomplishments	5
DDS: Evidence-Based Collection Development	6
About <i>Helmke Highlights</i>	6

## IPFW Learning Commons Initiative Attracts National Attention IPFW Students to "Sit on It at the Library"

IPFW students are taking a lead role in determining the look and feel of the future IPFW Learning Commons. The Indiana-Purdue Student Government Association (IPSGA) has generously donated \$50,000 to fund new furniture for the future IPFW Learning Commons and test the feasibility of a system designed to check out mini-laptop computers. From February 8 to March 8, students will be invited to test out new library furnishings including lounge chairs, footstools, and task-table seating designed to support student learning behavior that we characterize as "studying alone in the company of others." The "Sit on It at the Library" event will include a sit-test survey, focus groups, and YouTube productions to solicit and give voice to student preferences regarding comfort, convenience, and other enhancements to the learning environment.



The goal is to create both the journey and the destination that will inspire IPFW students to take an idea through the research and writing process to completion, with coordinated support along the way. The future IPFW Learning Commons, when it opens in 2012, will occupy an entire 18,000-square-foot floor of the Walter E. Helmke Library. The space will be defined by an elevated walkway that opens a new second-floor entrance to the library and connects to the new Student Services Complex, Walb Student Union and Gates Sports Center. It will bring together librarians and support staff from Helmke Library, Writing Center consultants, tutors, and other partners who share the mission to foster academic success, from a student's first year at IPFW through graduation.

"Student Government has been watching the evolution of the IPFW Learning Commons with great interest, and we are excited and proud to contribute to its next stage of development."  
— Amanda McCann, Student Body President



The IPSGA gift will also fund the testing of a management system to support a mini-laptop (netbook) computer check-out program. The key to the implementation of a successful program is the development of a process to refresh the computers automatically and recharge them quickly and efficiently so that staff can meet student demand. The idea of pairing a test of furniture and flexible technology is to create a convenient and comfortable centralized place that helps students connect with all of the academic and technical support and tools they need to succeed.

## Scott Bennett, Library Space-Planning Consultant, to Visit IPFW



Dr. Scott Bennett, library space planning consultant and Yale University Librarian Emeritus will be spending two full days (February 8 and 9) on the IPFW campus to meet with the chancellor, vice chancellors for academic, financial, and student affairs, student government representatives and other groups of students, faculty, and staff from the library, Academic Success Center, ITS, and CELT to gather input on the commonly held vision for the IPFW Learning Commons. Dr. Bennett is the author of *Libraries Designed for Learning* (2003) and other monographs, including an ongoing series of highly regarded articles on library space planning. He will contribute most to the visioning phases of the project by working with the individual constituents to ensure that the chief drivers of space design are the university's goals to "foster and create knowledge," "develop quality of place and experiences," and "contribute to the development of the northeast Indiana region."

## Notes from the Dean



**Cheryl Truesdell, M.L.S.**

Last fall, President Obama declared October 2009 National Information Literacy Awareness Month. He recognizes that "rather than merely possessing data, we must also learn the skills necessary to acquire, collate, and evaluate information for any situation." He also singled out the role of universities and libraries in helping students "separate truth from fiction and signal from noise." IPFW faculty agree. The most recent Higher Education Research Institute (HERI) survey of IPFW faculty found that 97% believe that it is very important or essential to help students evaluate the quality and reliability of information (information literacy instruction). In addition, the Faculty Senate has adopted the Pedagogical Framework for an IPFW Baccalaureate Degree that identifies six requirements of a baccalaureate education, all of which include information literacy components.

Information literacy is the library's academic program. In collaboration with the IPFW Senate Library Subcommittee, librarians have defined information literacy and identified the core elements that constitute an information-literate graduate: the ability to recognize an information need, develop a strategy to locate, evaluate, and synthesize information, and cite sources accurately. The initiative to teach and assess information literacy at IPFW involves integrating basic information skills and concepts within existing required courses. Information literacy, as an expectation of all IPFW graduates, can be introduced at the beginning level and reinforced at the advanced level through an integrated approach that targets required survey, research, and writing courses and the capstone courses in every academic program. Librarians are already working to assist faculty in integrating information literacy skills and assessment into the curriculum.

Faculty at IPFW should feel free to contact their liaison librarian about integrating information literacy instruction and assessment into the curriculum. As President Obama declared: "An informed and educated citizenry is essential to the functioning of our modern democratic society," and it is our role to provide them with the abilities necessary to be critical thinkers and consumers of information throughout their work and private lives.

## Health Information on the Go! By Shannon Johnson

The National Library of Medicine has just released a version of the popular consumer-health resource MedlinePlus for use with a mobile phone. Mobile MedlinePlus has many of the same features as the regular Web site but is programmed to display on mobile devices. The service is available at <http://m.medlineplus.gov/>. Like MedlinePlus (available at <http://medlineplus.gov/>), Mobile MedlinePlus contains encyclopedia articles on health topics, drug information, images, treatment information, and quick summaries of medical conditions, and healthy living tips.

Mobile MedlinePlus does not have all the features of the full MedlinePlus. External links to research are not available nor are the flash tutorials and videos that make up a good part of the regular Web site. Nevertheless, this is a valuable free service from the National Library of Medicine that puts credible health information at your fingertips.



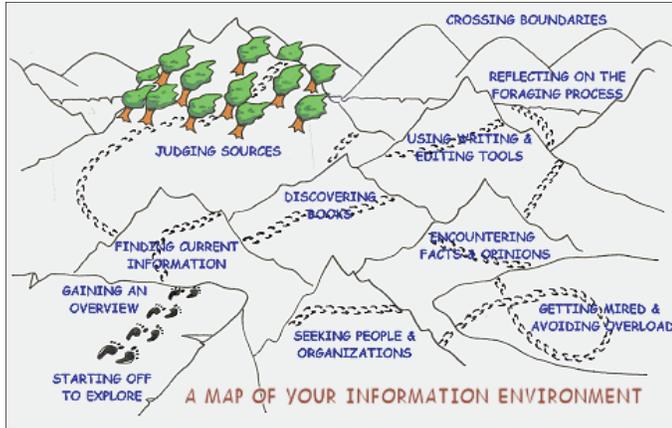
## Mobile Reference Schedule Spring 2010 February – April 2010

Writing Center, Kettler G19  
Wednesdays, 10:30 a.m. - 12:30 p.m.

Nursing Laboratory, Neff B42  
Tuesday, 11:30 a.m. – 1:30 p.m.  
Thursday, Noon – 1:00 p.m.

## Information Foraging Short Takes

### How Crediting Your Sources Enhances Your Credibility By Pamela Efrein Sandstrom



Parallels between procuring food and pursuing scholarly information can be drawn even in the most unlikely quarter: ethics. The ethical forager is supremely alert to the power dimensions of controlling and redistributing valued resources. A valued hunter who brings home the bacon usually shares the meat, and the credit, with all the members of the foraging band.

Sharing (crediting your sources in the scholarly world) enhances your prestige because it shows the breadth and depth of the work you have done. Do it. Always.

Citing sources is ultimately social. This customary practice of scholarly communication serves to turn others on to information they can use. It helps them avoid duplicating their work. And it trades in what Robert Merton called the

"coin of recognition" by rewarding a token of acknowledgment between the citer and the cited; these citations accumulate over time and point readers to the high levels of intellectual activity at the research front. But it's ultimately a social network that citation traces.

There are so many interesting parallels to be drawn between the egalitarian social structure of small, mobile foraging bands with their high value placed on generalized reciprocity, and on the characteristics of productive scholars in research specialties. We know, for example, that the ideal of scholarship rests on an ethos of common ownership of intellectual goods. Scholarship depends, too, on the absence (or at least the detection) of fraud, and on organized skepticism, which invites challenges to orthodoxy. In fact, these values are kept in place by the on-the-ground choices that individual scholars make every day about who to take note of, read, and cite. Scholars' own interpersonal networks, as they grow larger, tend to fission into smaller units (research specialties) in order to maintain some of the same efficiencies and social benefits that groups of hunter-gatherers exhibit.

Without a keen awareness of past research literatures, the theories and findings that have once been published will risk becoming what is called "undiscovered public knowledge." We are doomed to repeat costly research, and base conclusions on faulty, contradictory evidence. And worse, we might even develop theories that deny the existence of a reality outside our own consciousness, or that question the authority of scholarship to discover truth. The scary part is that information overload can contribute more to ignorance than scarcity of information.



#### **IIFE Insight #7: When you borrow another author's ideas or words, it pays to cite your source every time.**

Your credibility goes up, your diversity of resources becomes visible, and you position yourself right in the knowledge production stream. Let us help you cite like a pro.

Professional writers and scholars take great care to avoid plagiarizing others' ideas. They do their best to credit their sources and cite accurately. They make it all look easy. But habits like these are learned, not natural. The writing consultants at IPFW's Writing Center can help you understand the ins and outs of different citing styles.

And IPFW librarians help you identify the essential style guides in every field of study. Go to our *Find Resources By... Type* on the library's homepage, and choose *Style, Publishing, Writing Guides*. Here you will find recommended (marked with a star) and other useful handbooks that will help you format your in-text citations and cite your references in correct style. Many of these resources also offer valuable suggestions and standards for doing research, writing, and publishing in a particular discipline. *The Chicago Manual of Style* is one such example of a comprehensive guidebook in the social sciences and humanities.

**Next time: Recognizing the boundaries of your information landscape.**

## Digital Initiative News

### Opus: Research and Creativity at IPFW

*Opus: Research and Creativity at IPFW*, IPFW's institutional repository, is beginning to take shape. The Web site has five sections now under development and two others planned for future implementation. These components include:

**Colleges, Schools, Departments and Centers** – This section is the university's official site for scholarly and creative work that has been published, presented, performed, or displayed.

**Faculty Profiles** - This part of the *Opus* site is available to faculty members to build their own individual Web pages. "Faculty Profiles" can be populated with items from the "Colleges, Schools, Departments, and Centers" section, thus making it easier to personalize these pages. Faculty may add works to this site that do not fit the requirements for "Colleges, Schools, Departments, and Centers," such as works in progress, instructional materials, or any other items that they want to share with other scholars and creators.

**IPFW Journals** – This section will include online journals produced by IPFW faculty, faculty-student partners, or administrative units using the publishing tools offered by the *Opus* system.

**Student Projects** – The section of student-produced materials will include research and creative works presented as part of an IPFW-sponsored student forum such as the Student Research and Creative Endeavor Symposium.

**Master's Theses** – The library will be working with the IPFW Director of Graduate Studies and with graduate schools at Indiana University and Purdue University to include copies of theses submitted in fulfillment of a graduate degree at IPFW.

**University Administration** - This section will include major reports and other document series of the university beginning with the North Central Accreditation materials.

Additional sections to be added to *Opus: Research and Creativity at IPFW* in the future, include:

**IPFW Conferences and Events** – This planned section will provide an online- management system for IPFW-sponsored conferences, handling such operations as sending out calls for papers, the review of papers, and notification of acceptance processes. Following an event, this component of *Opus* will provide online access to the official proceedings of conference presentations.

**IPFW Gallery** – The Gallery section will support online exhibits of visual items. Faculty will be able to request a gallery for their work in "Colleges, Schools, Departments, and Centers."

Currently, a team of librarians is batch-loading data from *iBidX*, IPFW's *Faculty Scholarly Works Database*, to populate the "Colleges, Schools, Departments, and Centers" section of *Opus*. You are welcome to view our progress at <http://opus.ipfw.edu>. Don't worry if you don't see your work listed yet. It will take us some time to get everything from *iBidX* loaded. Watch for more news about *Opus: Research & Creativity at IPFW* from your liaison librarian in the weeks ahead.



**Opus:**  
Research & Creativity  
at IPFW

<http://opus.ipfw.edu/>

## Helmke Highlights Library People and Their Accomplishments

### Library Staff "Fit for a Cause"

A team of energetic library staff participated in the campus Health and Wellness "Fit for a Cause" Holiday Challenge. The idea behind the challenge was to contribute one cent to a charity of our choice for every minute of fitness activity from Thanksgiving to New Year's Day. IPFW's library team logged almost 9,000 minutes of activity and donated \$91.84 to the Zielinski Angel Fund. The Angel Fund, named in honor of former IPFW Center for Women and Returning Adults (CWRA) director Christine Zielinski, is administered by CWRA to help students weather short-term financial crises that threaten their ability to complete their studies. The library team raised the second highest amount on campus and missed being the largest contributor by only \$2.75 or 275 minutes of activity. The "Fit for a Cause" challenge raised more than \$300 campus wide. Some of the other charities that benefited from IPFW efforts are the Brown Ink Society, David Swinehart Scholarship fund, and Vincent Village.



### Librarian Summer Tritt Receives Vice Chancellor's Assessment Grant



Summer Tritt, librarian liaison to the departments of History and Political Science has been awarded \$1,500 under the Vice Chancellor's Assessment Project (VCAP) grant program for her project "Bibliometric Analysis of Student Research Papers in the History Department." She will be working with history faculty member Professor Christine Erickson and the students in her HIST H217: Nature of History course that covers historiography, historical writing methods, and the fundamentals of historical research. Summer will provide in-class instruction on basic information literacy skills, including how to locate, select, and evaluate scholarly information sources. At the end of the semester, she and Professor Erickson will conduct a bibliometric analysis of the references-cited sections of the students' research papers to evaluate their ability to use library resources and services and formulate effective search strategies that yield a variety of information sources relevant to their research topics. The long-term goal of this project is to develop rubrics that can be integrated into the existing assessment method used by the history department to evaluate its graduating cohort. The method, if judged successful, could be used as a model for evaluating students' research skills in other disciplines.

### Stuff-a-Stocking Program

The Helmke Library staff once again participated in the Salvation Army's Stuff-a-Stocking program, providing Christmas gifts for children aged 15-18. The Salvation Army provided the stockings to be filled, and library staff filled five stockings for girls and five for boys. Items collected included gloves, hats, cosmetics, pens/pencils, note pads, games, gum, candy, and gift cards.



### Publications and Presentations

Garrison, Judith. "Using Database Use Reports to Assess Library Instruction." *Indiana Libraries* 28, no.3 (2009): 58-61.

Skekloff, Susan, and Worth Weller. "Online Library Instruction for Distance Students: An Update on Librarian-Instructor Collaboration at IPFW." *Indiana Libraries* 28, no. 3 (2009): 34-37.

## DDS: Evidence-Based Collection Development

Recently, a contributor to an educational-technology blog at Inside Higher Education asked "why do you [academic libraries] buy things before you know whether anyone even wants them?" That is a valid question when statistics show that only a small percentage of our print collections circulate. With a perennially inadequate materials budget, it is important that every dollar is wisely spent to support the research needs of students and faculty.

IPFW Helmke Library is unique in its efforts over the years to use evidence from our superb document delivery services (DDS) to inform collection development decisions. Since 1990, Helmke Library staff have analyzed faculty and student document delivery requests to determine consistent patterns of demand for specific journal titles, and to evaluate the cost-benefit ratio between ownership of, and access to, those high-demand journals. The cost of ownership, including the yearly subscription price, binding, cataloging, shelving, and patron retrieval costs, versus the cost of access, including borrowing and lending fees, copyright royalty fees and the wait-time cost to the user, are calculated and used to determine whether it is more cost-effective to subscribe to a journal or supply individual articles in it, through DDS, on demand.

Through this analytical process, the library has targeted its serials subscriptions to ensure immediate access to the highest-demand items. We have worked diligently to guarantee reliable access and document delivery services to provide the highest level of customer service by licensing the world's largest and most respected online bibliographic databases (e.g., WorldCat, Web of Science, SciFinder Scholar, IEEE Explorer, Academic Search Premier, and many other discipline-based discovery tools). Most important, we offer efficient and user-friendly delivery tools that work at the request end (e.g., FIND IT, IUCAT Request Delivery, and document delivery services Illiad system), and pair up with fast, effective systems at the supply end (e.g., Indiana's daily state-wide courier service, electronic delivery to the Web, plus free on-campus printing).

The latest innovation in the library's efforts to respond to actual needs for research materials is its Purchase on Demand (POD) program. Student and faculty requests for books placed through document delivery are automatically routed to a purchase-evaluation queue based upon established parameters, such as date of publication and numbers of copies for loan, and analyzed for availability (24-48 hour delivery through Amazon or Barnes & Noble), price, and match with the library's collection development policy. If a book request fits the guidelines, it is purchased rather than borrowed, provided to the user within the same delivery time for borrowed books, and added to the collection. Books purchased through this program are being tracked to determine subsequent use patterns. We have found, since implementing the program in 2006-07, that the books purchased through POD are more likely to circulate than other books carefully selected by librarians and faculty. Those books acquired by virtue of being requested by someone, log at least one circulation (already more than many library books that never circulate), and we have found that a surprising 72% of the books actually circulated more than once. One book in the first year of its purchase circulated nine times. The library is now looking at expanding the POD program to include DVD requests.

The cost of providing high-quality document delivery services is significant: we estimate the cost to be \$30-\$40 per request, although the service is fully subsidized by the library for all IPFW faculty, students, and staff, and we strive to be a proactive partner in free resource-sharing networks. But it is a major component of the library's mission to teach and support the scholarly pursuits of the IPFW community, and thereby we actively promote systems for discovery and systems to facilitate delivery. DDS is part of the fabric of IPFW and a service that sets the Helmke Library apart as one of the best academic libraries in the state, measured in dollars invested per services offered.

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### About Helmke Highlights

The dual purpose of *Helmke Highlights* is to inform the IPFW community of library activities, services, and resources, and to provide an archive of information about the library. As IPFW's newest library newsletter, *Helmke Highlights* is issued bimonthly as a public service by the Dean of Helmke Library. It is distributed electronically in PDF format to the IPFW community and selected constituents off campus; a limited supply of printed issues is also available. Archived copies are posted on the library's homepage at <http://news.lib.ipfw.edu>. For further information about Helmke Library please contact the dean's office by e-mail at [admin@lib.ipfw.edu](mailto:admin@lib.ipfw.edu) or telephone at 260-481-6514. Copyright 2010 by IPFW. All rights reserved.



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