From the President

by Cynthia Akers, akerscyn@esumail.emporia.edu

Hello from the Midwest! It will be much colder by the time you read this column in December, but even at this writing there has been a definite change in Kansas from late fall to an early winter promise.

The fall can be both nostalgic and invigorating, especially as we look for new ways of offering library instruction to our patrons. I was reminded recently of our need to think constantly about our patrons' learning styles and methods of acquiring information.

In September, I enrolled in an online seminar on collaborative information literacy sponsored by ACRL. For three Tuesday afternoons, I sat in front of my computer, taking in information simultaneously from Powerpoint slides, "pushed" Web pages, and online chat with fellow participants. Thanks to a sophisticated courseware program, I was also able to raise my hand virtually to answer a query or ask a question via a microphone if I wanted.

Now, how much information could I absorb realistically from these multiple access points? The honest answer is, "Not much!" I am grateful for the recording of the live

Webcast sessions so that I can return to the Web site at my leisure and review some great tips on collaboration for information literacy objectives.

I plan to continue with professional development, as we all strive to do – and I think it's wise for us to place ourselves once-in-a-while in the situation of a learner.

Looking ahead to Boston, I am excited about the wonderful work being accomplished by our LIRT committees! The list of meeting dates and times for ALA Midwinter are found elsewhere in this issue. Don't forget to check our active LIRT Web site for exact meeting locations and other updates for the ALA Midwinter Meeting.

Take care, and see you in January!

BostonUSA!
Greater Boston Convention & Visitors Bureau

LIRT - Midwinter Discussion Forum

Are there more and more adult patrons in your library? Data suggests that their numbers are increasing and they will be a significant portion of library users in the future. If you are interested in the adult patron, please mark your calendars and plan to join members of the LIRT Adult Learners Committee for a lively discussion on the topic - "Instruction for the Adult Learner".

The discussion forum will be held from 2 PM to 4 PM on Sunday, January 16th. Please check the LIRT web site (http://www3.baylor.edu/LIRT/) under LIRT at Midwinter in Boston for updated information.

INSIDE

*F*rom the Editor

Everywhere You Go

My husband and I just returned from a trip to Spain. The trip, an Alumni Campus Abroad tour, was one of several trips offered by the University of Michigan Alumni Association. The trip not only gave us the opportunity to visit Spain and to learn about its rich culture and history, but we also met several fellow alumni. We received the names of our fellow travelers, including degrees and graduation dates, a few weeks before departure. As I scanned down the list, I immediately noticed that one of our traveling companions was a graduate of the School of Library and Information Science. I felt an immediate connection and knew that I wouldn't be totally lost among the engineers, medical doctors, lawyers, and researchers on the trip.

Quite by accident, Esther and I sat next to each other at dinner the first night. Now retired, she spent most of her career as a school librarian. We had many opportunities during the trip to reflect on our days in library school and all of the changes that have occurred in our profession since the late 1960's and early 1970's (have I dated myself?). During that initial meeting, we discussed the challenges that we faced as new technologies (on-line catalogs, electronic databases, electronic journals, and the web) made an impact on libraries since we began our careers at a time when library automation was in its infancy. We truly learned on the job and just as we were comfortable with one technology a new one came along! (See Lisa Williams' article for hints on "Keeping up with Technology".) Instruction was also a topic of mutual interest and we talked about the challenges of guiding students through the research process, not only locating and evaluating information, but also using it appropriately. As I reflected on these conversations, I realized once again the value of my LIRT membership. LIRT has and continues to provide an opportunity to share ideas and to learn from others through discussion forums at Midwinter and timely programs at Annual.

Although the activities at Midwinter will focus on the "work" of LIRT, the "Instruction for Adult Learners" will provide a forum for reflection and continued discussion on the information presented during the program at Annual 2004 (From Angst to Zest: Empowering the Non-traditional Student) which focused on adult learning theory. "Bites with LIRT" also provides wonderful opportunities to meet with colleagues in an informal setting. Good food and good conversation are sure to be plentiful!

See you in Boston!

Caryl Gray

LIRT Program at 2005

LIRT's Conference Program and Transitions to College committees are collaborating to present the 2005 Conference Program. Although program details are being finalized, the program will focus on creating transitions to college programs and will feature a panel discussion with a librarian focus. Panel members will address 3 main ideas: Collaboration; Information Literacy; and Multicultural/ Diversity Issues. Each of these main ideas will include 3 threads: generational ideas, assessment, and technology.

Susan Sykes Berry
Chair, LIRT Program Committee

We need your words

Articles are needed for the
LIRT Newsletter

See Contributor's Guidelines at
http://www3.baylor.edu/LIRT/guidelines.html

Deadlines:

March 2005 issue is Frebruary 15, 2005

June 2005 issue is April 15, 2005

By Lisa Williams   williamsl@uncw.edu

Keeping up with technology

The library world has under gone a radical transformation in the past ten years with the main change involving technology. At one time librarians were regarded mainly as information specialists. However, they are now serving up less information and instead, filling up printers with paper and toner, retrieving lodged discs, trouble shooting software/hardware problems just to name a few situations. The cause of this transformation is due to our impatience as a society. People always want the next best thing and when it comes to technology we are "chomping at the bit" for new software and hardware upgrades. When was the last time you used Word Pad to type an article? The same need for upgrades and new technology applies to electronic subscription resources. We want easier searching interfaces, bibliographic management technology for exporting citations and links to the online catalog. We also want to be able to click on a button and the article or book citation information is transferred to the interlibrary loan request form. When these demands are met how do you keep up with the changes? What can you do to be on top of the game especially when it's your job to pass along this information to the library users?

Let's start our mental technology upgrade locally. I sent out a survey to several list-servs to see how librarians are keeping up with technology and recorded many of the responses below.

Free training and support.
Many college and universities offer technology training for free. An Information Technology department often provides training sessions in a classroom setting, as an online tutorial, or an informal drop-in session. Topics covered in the classroom sessions may include an introduction to Office 2003 products or using DreamWeaver to create web pages. Additional sessions may provide instruction on adding audio/video to PowerPoint presentations or scanning and using digital images, as well as using contribute software for maintaining web pages. If you are more of a self-sufficient learner, the IT department and many software programs will offer help guides or tutorials so you can learn at your own pace.

State Libraries and Consortia.
Several responses from the list-servs I polled mentioned state libraries and library consortiums as great providers of technological information. For example, one state library offered workshops on designing effective web pages, locating business information, training the trainers, and creating a web-blog for your library. A librarian in Illinois responded that the Illinois State Library offers a program called "Try It!". This program provides local libraries with full and free access to a list of databases for 30 days. The consortia can also be very helpful for libraries with small travel budgets or for staff who don't have the time to be away from the library. If your area doesn't already have a consortium organized, contact your area libraries. You'll soon find out that you may have a lot in common with them when it comes to keeping up with technology. Through the consortium you can hold workshops, start a list-serv, and get to know what resources and support is around you.

Ask others for help.
Our best support system is our peers. By asking your colleagues what software they have used or are using you will often get quick guidance and tips. If you feel really comfortable with new technologies why not offer a staff/ faculty training session? These informal meetings can help both the experienced user and the new user. List-servs can be another informative resource to collaborate with your peers from the comfort of your own computer. The Colorado Department of Education has compiled a list of technology list-servs at http://www.cde.state.co.us/cdelib/ technology/lists.htm. Other responses mentioned Libref-L, LITA and GenX as great technological information resources.

Technology literature.
There are several print and electronic publications that offer technology reviews, tips and tricks, and updates. These titles include: *Library Journal*; *Information Technology & Libraries*; *PC World*; *D-Lib* http://www.dlib.org/dlib.html; and *OCLC News* http://www.oclc.org/news/.   There are also several web-blogs and web sites that can help you keep up with technology such as: the *Kept-Up Academic Librarian* http://www.bloglines.com/blog/papergirl?subid=2114855; *Wired.com*, *Cnet.com*; and *First Monday* http://www.firstmonday.dk/.

Technology conferences.
If you are interested in attending conferences that focus on technology then you might want to check out the Library Technology Conferences website http://www.libraryhq.com/ conferences.html which offers listings for major conferences and regional workshops, seminars and classes. The Computers In Libraries Conference http://www.infotoday.com/cil2004/ also offers training on the latest technologies, equipment, software, and services.

Free trials.
What better way to learn about new technologies than to try them out before making a purchase? Database and software vendors will offer a limited time trial for their products. Usually there is no personal support for software but the help guides can be sufficient.

Subscription Databases Support.
Database vendors offer several resources for keeping up to date with technology. Many vendors, Lexis-Nexis, ABC-Clio, Cambridge Scientific Abstracts and EBSCO to name a few, offer email updates. Many offer support through

by Susan Metcalf,   smetcalf @lib.NMSU.Edu

Member A-LIRT

Carol Schuetz

This issue's A-LIRT bio features Carol Schuetz, LIRT's vice president/president elect. Carol is the Lecturer and Social Science and Humanities Reference Librarian at Baylor University, a position she has held since 1998.

In Carol's first career, she spent ten years as a veterinary technician. She then returned to school, earned a BS in Secondary Education, and worked a bit as a special education teacher. A summer temp job at a Baylor library got her hooked on libraries, and she went on to earn an MSLS from the University of North Texas.

Carol says her primary area of expertise is business. "I really enjoy working with the business students and faculty. The students are sharp and demanding in their information needs, which is good. It helps keep me up-to-date on things. Some of the projects are very imaginative." She conducts bibliographic instruction in all areas of business,

and also serves as the library's consultant for American & Jewish Studies, American Studies, and Modern Foreign Languages. She is pursuing a second master's degree in economics at Baylor, and compiling "Holocaust Resources on the Internet".

A member of LIRT for six years, she has served as editor of *LIRT News* and is the current production editor for the newsletter. When asked to comment on what role the round table has played in her career, she said: "LIRT is great. You meet wonderful, helpful people, who provide support and serve as resources for your library instruction programs."

Carol married her husband Melvin in 1996, and they are the proud parents of a hairless cat named Boyd. Boyd is 8 years old, and according to Carol he hasn't figured out he's a cat yet—he thinks he's human!

● ●

LIRT Meeting Schedule

ALA Midwinter 2005

Check the LIRT web site http://www3.baylor.edu/LIRT/ for updated information on locations of meetings and the discussion forum.

Saturday, January 15:
8:00 - 9:00 am: Executive Board I
9:30 - 11:00 am: Steering Committee I
11:00 am - 12:30 pm: All Committee Meetings I

Sunday, January 16:
2:00 - 4:00 pm: Discussion Forum, "Instruction for Adult Learners",
sponsored by the LIRT Adult Learners Committee

Monday, January 17:
8:30 a.m. - 9:30 am: All Committee Meetings II
9:30 a.m. - 12:00 pm: Steering Committee II
12:00 to 1:00 pm: Steering Committee Lunch (optional)

Tuesday, January 18:
9:30 - 11:00 am: Executive Board II

Keeping up with technology

tutorials, online training, news and press releases. EBSCO offers the "Library Reference Center" through their free resources website http://www.epnet.com/ freeres.asp. This is a searchable database of indexes and abstracts for more than ninety library trade journals. Vendors will often visit the library to offer training for database users at no cost or they will offer teleconferences in tandem with an online presentation. If you are responsible for teaching others how to use a subscribed database, it is a good idea to check out the vendor's website or subscribe to their email updates.

Now that you have the information at your fingertips it is up to you to find the time to keep up. Set priorities for what is most important to you and what information you're responsible for passing on to your users. We all know there is not enough time in the day to keep up with technology since it changes like the tide, but it is nice to be riding the technology wave instead of it leaving you stuck in the sand.

By Sharon Ladenson (ladenson@mail.lib.msu.edu)

Check These Out!

As the "Check These Out" columnist, I am pleased to review recent literature on information literacy and library instruction. The resources listed in this column focus on the development and use of Web tutorials. What motivates libraries to utilize tutorials for instruction? Do students learn information literacy concepts more effectively from tutorials, or from face-to-face instruction? What are some of the issues to consider when developing a tutorial? Check these out, and enjoy!

Cunningham, H., Cunningham M., Devakos, R. & Hahn, T. (2003). "Comparing two approaches to developing interactive tutorials." In R. Baier, R. Bullard, J. Nims, & E. Owen (Eds.), *Integrating Information Literacy into the College Experience* **(pp. 85-88). Ann Arbor, MI: Pierian Press.**

The authors describe the process of creating information literacy tutorials for life sciences students at the University of Toronto, and for students in the English department's freshman writing program at the University of Maryland. Each institution developed information literacy tutorials in order to provide more in-depth instruction to large numbers of students: during one year, the University of Toronto libraries provided instruction to more than 1,500 students in an introductory biology course, and the University of Maryland libraries delivered bibliographic instruction to approximately 3,300 students in an introductory English class. The biology information literacy tutorial covered searching and critically evaluating biology resources, and included interactive learning exercises and quizzes from the Texas Information Literacy Tutorial (TILT). The University of Maryland libraries also adapted TILT for local use. The project had several phases, including reviewing the existing TILT site, modifying it, and evaluating Maryland's version the tutorial. Revisions were implemented based on feedback from graduate students who were involved in the project, and librarians' analysis of TILT's effectiveness in helping students meet the ACRL Information Literacy Competency Standards for Higher Education.

Bundza, M. & Jayne, E. (2003). "*SEARCHPATH***, a new information literacy tutorial, or how a grant, hard work and open publication licensing made it possible." In R. Baier, R. Bullard, J. Nims, & E. Owen (Eds.),** *Integrating Information Literacy into the College Experience* **(pp. 153-157). Ann Arbor, MI: Pierian Press.**

Jayne and Bundza describe the process of developing, using, and evaluating an information literacy tutorial at Western Michigan University (WMU). In order to prepare for the project, the authors reviewed approximately 20 tutorials, and selected the Texas Information Literacy Tutorial (TILT) to use as a model. Jayne and Bundza used TILT for "ideas, images, and content," but made substantial changes for their own tutorial, such as increasing the number of modules from three to six. The authors describe numerous design, content, and technical issues, such as (among others) consistency in navigation; developing and presenting information at an appropriate level of detail; avoiding library jargon; using Macromedia Flash Animation software; developing activities for interactive searching; and the use of quizzes and games. *SEACHPATH* has been well received by WMU faculty. When students complete the tutorial in preparation for a library visit, they are consequently less overwhelmed by library instruction sessions. The authors include an annotated list of links to various Web tutorials.

Churkovich, M. & Oughtred, C. (2002). "Can an online tutorial pass the test for library instruction? An evaluation and comparison of library skills instruction methods for first year students at Deakin University." *Australian Academic & Research Libraries***, 33(1), 25-38.**

In order to fulfill a goal of teaching information literacy skills to 95% of first year students, Deakin University librarians not only provide numerous instruction sessions to groups, but also an interactive Web tutorial (Smart Searcher). The university's commitment to delivery of online instruction provided a particularly strong impetus for using a tutorial. The authors sought to determine which mode of instruction was most effective for teaching library research. A review of the literature indicated that there was not a significant difference between online and face-to-face instruction in acquisition of key information literacy skills. On the other hand, when Churkovich and Oughtred evaluated the effectiveness of online and in-person instruction, their students had a different experience. The authors distributed pretest and posttest information literacy questions to three groups of first year sociology students. The first group used the Smart Searcher tutorial, and experienced no face-to-face instruction. The second group also used the tutorial, and received additional guidance from a librarian, who answered questions as the students completed the online modules. The third group received traditional in-person instruction, and completed an exercise sheet, but did not use the tutorial. The posttest results revealed that library instruction, regardless of the method, improved scores. The group receiving face-to-face instruction without an online tutorial had the most dramatic improvement in the posttest results. Consequently, librarians at Deakin University intend to continue conducting classroom instruction sessions for subject specific classes, for their research indicates that using a tutorial exclusively is not necessarily the most effective method of instruction. However, they will continue to use the tutorial for basic online catalog training for large

numbers of students receiving introductory library orientation.

Diel, E. & Flett, T. (2003). "The role of cooperation in creating a library online tutorial." *The Reference Librarian*, **(83/84), 175-182.**

Flett and Diel had several reasons for creating an information literacy tutorial, including (among others) accommodating diverse learning styles, reaching distance education students, and allowing more time for specialized bibliographic instruction. The authors emphasize the collaborative nature of their work in developing an online tutorial. They worked together throughout the process: developing objectives, selecting course and Web development software (WebCT and Dreamweaver), and designing, utilizing, and evaluating the tutorial. The tutorial showcased interesting features, such as an interactive online tour that included a three dimensional presentation of the library's floor plan. As a result of high demand for the tutorial, and positive feedback from students and faculty, the librarians decided to eliminate walk-in tours (which had not been well-attended).

Ehrenberg, E. & Tempelman-Kluit, N. (2003). "Library instruction and online tutorials: developing best practices for streaming desktop video capture." *Feliciter* **49 (2), 89-90.**

The authors describe the process of incorporating video desktop screen capture technologies into an existing interactive tutorial offered by the New York University (NYU) Libraries. The NYU librarians hoped to reach the more aural and visual learners, and, consequently, they decided to add streaming media to their Web-based tutorial, "How to Find a Book." The authors note various production issues, such as the audio quality, the use of a script, and the coordination of mouse movements with the audio component. The authors also list and briefly describe the software tools considered and tested for the project, including (among others) SmartBoard ("an interactive, touch-sensitive lecture board"); and Camtasia ("a screen capturing and recording tool").

Kearley, J. & Phillips, L. (2003). "TIP: tutorial for information power and campus-wide information literacy." *Reference Services Review*, **31(4), 351-358.**

The University of Wyoming (UW) Libraries decided to develop a tutorial in order to change the focus of their bibliographic instruction; accommodate distance learners and others at point of need; and reduce extensive staff time and other costs required for distributing and teaching an introductory library skills exercise for massive numbers of new students. The structure of the tutorial was based on five ACRL information literacy standards, including: investigating a research topic for sources; searching for information about a specific topic; finding the information within the UW libraries; evaluating the information; and utilizing the information in a paper or project. The authors describe issues to consider when developing and using a tutorial, including various technical problems. The tutorial was modified based on feedback from faculty and students. For example, students found flash animations to be distracting, and, consequently, such animations were removed. The authors emphasize that the tutorial has had a strong impact on information literacy, and was well worth developing. Reference librarians at UW now find that fewer students have difficulty distinguishing the online catalog from an index, or understanding the difference between online subscription resources and free resources available on the Web. The success of the tutorial also facilitated the promotion of information literacy across the entire UW campus.

Orne, W. (2004). "A study of the residual impact of the Texas Information Literacy Tutorial on the information-seeking ability of first year college students." *College & Research Libraries*, **65(3), 205-215.**

Orne discusses a study of the impact of the Texas Information Literacy Tutorial (TILT) on the information seeking skills of first-year students at Indiana-Purdue University Indianapolis (IUPUI). Four groups of students were examined: the first group did not use TILT or receive classroom library instruction; the second group used TILT without classroom instruction; the third group received classroom instruction only; and the fourth group used TILT and received classroom instruction. At least 30 students were included in each group (128 in total). Students were required to complete a protocol questionnaire that included TILT quiz questions. Students were also asked to conduct a search for "information literacy" in a specific database, transcribe citation information necessary for finding the item in the library, and then investigate whether the library owned the item in question. Students who had been exposed to TILT were able to perform specific tasks, such as locating a periodical in the online catalog, more effectively. There was also a statistically significant difference between the TILT quiz scores of students who had been exposed to the tutorial, and those who received no instruction at all. However, no statistically significant differences were evident between students who used TILT exclusively, and those used TILT in combination with classroom library instruction. This finding (among others) lead the researcher to conclude that TILT can be at least as effective as classroom instruction for teaching information literacy skills to first-year students.

Of further note:

Ardis, S. (1998). "Creating Internet-based tutorials." *Information Outlook*, **2(10), 17-20.**

Dewald, N. (1999). "Transporting good library instruction practices into the Web environment: an analysis of online tutorials." *Journal of Academic Librarianship*, **25(1), 26-32.**

Forays, M. & Magarrell, K. (2002). "A race against the clock: re-tooling the tutorial—what happens when your library gets a new online catalog?" *Technical Services Quarterly*, **20(2), 13-20.**

Join us for BITES with LIRT

AMERICAN
LIBRARY
ASSOCIATION
BOSTON 5
MIDWINTER
MEETING

in Boston, Massachusetts
January 15-16-17, 2005

Once again, LIRT is organizing groups for lunch at modestly priced restaurants during the ALA Midwinter Meeting in Boston. This is your opportunity to meet and eat with other librarians interested in library instruction.

LIRT welcomes anyone who has an interest in instruction from all types of libraries. You need not be a member of LIRT to participate. We hope you will join us in this opportunity to exchange ideas and experiences about library instruction in a relaxed setting. The local arrangements group will help us pick the restaurants and we will post details and maps on the LIRT website as soon as the selections are made. Enjoy a stimulating and fun lunch with LIRT—good food, good company, and interesting conversation. We will make the arrangements; all you have to do is reserve your spot and show up! Deadline is January 10, 2004. Confirmations will be sent by e-mail.

Send requests for reservations to: ssc@lib-mail.humboldt.edu
Sharon Chadwick, Science Librarian
The Library, Humboldt State University, One Harpst St.
Arcata, CA 95521-8299   (707) 826-4955 (w) (707) 826-4900 (fax)

_____

BITES REGISTRATION FORM

Name: _____

Institution: _____

Phone:_____

E-mail : _____

Join us as many times as you'd like. Please mark your preference(s) below:

__ Saturday, January 15, 2005, 12:30 p.m.
   Atlantic Fish Company   www.atlanticfish-restaurant.com/

__ Sunday, January 16, 2005, 12:30 p.m.
   Vinny Testas   http://www.vinnytsofboston.com/

__ Monday January 17, 2005, 12:30 p.m.
   Abe and Louies   http://www.bbrginc.com/al/1.html

Are you a LIRT member? yes _____ no _____

Would you like to join LIRT and become active in a committee? yes _____ no _____

Committee Volunteer Form
Library Instruction Round Table

If you are interested in serving on a LIRT committee, please complete this form and mail it to the Vice-President/President Elect of Lirt:

Carol Schuetz, Jesse H. Jones Library
Baylor University, One Bear Place, #97146
Waco, Texas 76798-7146
254-710-4410
Email: Carol_Carson@baylor.edu
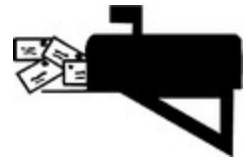
Name and Title:

Telephone (work):
            (home):
FAX:

email:

Institutional address:

Home address:

Please list committee preferences from 1 -11, with 1 being the most preferred:

___Adult Learner
___Conference Program
___Continuing Educatio
___Liaison
___Long Range Planning
___Newsletter
___Nominations, Organization
    & Bylaws

___ Public Relations/
    Membership
___ Research

___Teaching, Learning,
    & Technology
___ Transition to College

Public Relations/Membership
Publicizes LIRT purposes, activities, and promotes membership in LIRT. Develops brochures and news releases to inform members, prospective members, and the library profession about LIRT activities. Sponsors an exhibit booth at the Annual Conference. Organizes BITES (meals for instruction librarians to meet for food and discussion) at conferences.

Publications
Establishes, maintains, and disseminates LIRT Publication Guidelines. Solicits ideas for publications and   advises as to the appropriate means for publication.

Research
Identifies, reviews, and disseminates information about in-depth, state-of-the-art research concerning library instruction for all types of libraries. Pinpoints areas where further investigation about library instruction is needed.

Teaching, Learning, & Technology
Identifies and promotes use of technology in library instruction, with special attention given to technologies that enhance learning and can be easily adapted to a variety of different learning environments.

Transition from High School to College
This committee builds and supports partnerships between school, public, and academic librarians to assist students in their transitions to the academic library environment.

Adult Learners - Assists library professionals to understand, find information or promote ideas on learning styles, teaching methods, and training resources most often associated with adult learners.

Conference Program - Plans the LIRT program for the ALA Annual Conference. Makes arrangements for speakers, room, handouts, and activities during the program.

Continuing Education - Conducts research and develops plans, actual materials, and directories to further the education and help meet the information needs of librarians engaged in user education.

Liaison - Attends and reports to LIRT Steering Committee and members about committees within ALA involved in library instruction activities. Distributes to conference attendees a listing of instruction-related programs and meetings at ALA Conferences.

Long Range Planning - Develops short and long range plans for LIRT. Implements planning and operations for the activities of LIRT. Chaired by president-elect.

Newsletter - Solicits articles, prepares and distributes the LIRT newsletter. The Executive Board of LIRT serves as the Editorial Board for the LIRT newsletter.

Nominations, Organization & Bylaws - Reviews, revises, and updates the organization manual of LIRT. Recommends to the Executive Board, and through it to LIRT members, the establishment,functions, and discontinuance of committees and task-forces. Maintains the Constitution and Bylaws of LIRT and recommends amendments to those documents. Prepares a slate of candidates for LIRT offices and maintains records on procedures, candidates, and election results. Solicits volunteers for LIRT committees and maintains files of prospective committee appointees.

Dear Tech Talk— Talk of "open access" to journals and associated issues seems to be everywhere. However, there doesn't seem to be much interest where I work. So, why should the average reference/instruction librarian be concerned about open access journals anyway? — Obtuse About Open Access

Dear OAOA— There is no doubt about it, the concept of open access to scholarly literature is definitely on the rise. A literature search quickly demonstrates the increased interest in this topic since the first significant initiatives developed. However, before addressing the implications for librarians in general and reference/instruction librarians in particular, some background information and definitions would be helpful.

There are two primary issues associated with the open access movement – the rising costs of accessing (especially) scientific, technical, medical (STM) articles and the permissions (licensing terms and software controls) that prevent librarians from using e-journals in the same way they use print journals. (Suber 93) Librarians have been aware of journal inflation issues for decades; the permissions issue has appeared on the horizon more recently. Because of these two issues, researchers and scholars find their access to scholarly information becomes more limited as libraries cut their journal subscriptions in an effort to stave off the tide of rising costs, relying on interlibrary services for articles from cancelled subscriptions. Even though the cost of humanities journals is a fraction of the cost of STM journals, humanities scholars do not escape unscathed. As libraries spend larger percentages of materials budgets on smaller numbers of STM journals, one consequence is less money to purchase the bread and butter of humanities research – books.

To address these issues, many open access initiatives and publishers have emerged in recent years: PubMed Central (February 2000 – http://www.pubmedcentral.nih.gov/); the Tempe Principles for Emerging Systems of Scholarly Publishing (May 2000 – http://www.arl.org/scomm/tempe.html); the Budapest Open Archives Initiative (BOAI, February 2002 – http://www.soros.org/openaccess/); BioMed Central (July 2002 – http://www.biomedcentral.com/); the Bethesda Statement on Open-access Publishing (June 2003 http://www.earlham.edu/~peters/fos/bethesda.htm); the Public Library of Science (PLoS, October 2003 http://www.plos.org/).; the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities (October 2003 – http://www.zim.mpg.de/openaccess-berlin/berlindeclaration.html); and the Washington, DC Principles of Free Access to Science (March 2004 – http://www.dcprinciples.org/). Most recently, both the US Congress and Great Britain's Parliament have proposed that research results funded with public funds should be freely available. (Foster and Guterman) For a complete timeline of open access activities since 1966 see Suber's "Timeline of the Open Access Movement" (http://www.earlham.edu/~peters/fos/timeline.htm).

From all of these activities, a definition of "open access" begins to emerge. Although the definition varies, Suber states that: "Open-access literature is defined by two essential properties. First, it is free of charge to everyone. Second, the copyright holder has consented in advance to unrestricted reading, downloading, copying, sharing, storing, printing, searching, linking, and crawling." (Suber 93) Additionally, most open access definitions also focus on scholarly, peer-reviewed articles. This definition doesn't necessarily include journal articles that are publicly available after an embargo period expires. Although embargoes are preferable over "closed" access, they are not part of the open access definition. Neither does this definition state that authors give up their copyright (see the Creative Commons – http://creativecommons.org/); nor does it state that **open access = free**. As Anderson states, "For information to be made freely and permanently available to the public, the costs of creation, publication, and distribution must be absorbed by someone other than those who wish to use it." (Anderson 208)

Therein lies the rub – identifying sustainable funding models. Stern lists several existing price models: 30 days of free access after publication; free access after an initial embargo period; author charges; institutional subscriptions; author charges in combination with institutional subsidies (for reduced author charges); government supported platforms for free access; and other granting agencies providing support for open access. Additionally, Stern suggests several alternatives to the current pricing models: place future online journal materials within subject-based electronic Centers of Excellence that are developed through collaborations between libraries, scholars, academic institutions, government agencies, and grant agencies; redirect commercial profits to support existing society and not-for-profit publishers and to develop the Centers of Excellence; use consortial buying clubs to influence inflation rates and create more efficient payment methods; and reconsider the promotion and the publish-or-perish tenure process. It is clear that finding viable funding models is essential to the growth and success of the open access movement; it is equally clear that this issue rattles many cages, and it will be several years before the noise settles down to a mere "din"!

Where do the publishers – both commercial and not-for-profit – stand regarding the open access movement? Many are still rooted in denial of the long term sustainability of open access. Additionally, not-for-profit publishers are concerned they will lose a major revenue stream that allows them to break even. However, some publishers are making concessions. In May/June 2004, Elsevier announced a new policy that allows authors to post the

final editions of their full-text Elsevier articles to their personal web sites or institutional repositories. (See the "Publisher Copyright Policies & Self-archiving" web site for detailed information on publishers' activities in this area, http://www.sherpa.ac.uk/romeo.php.) With "Springer Open Choice™" (http://www.springeronline.com/sgw/cda/frontpage/0,11855,1-40359-12-115382-0,00.html) – authors can choose to pay a fee ($3,000) to Springer to make their articles available to the public. Both open access and traditional articles will appear in a journal title. Each year, Springer will recalculate the subscription cost, increasing or decreasing the cost depending on the number of articles published under the traditional model in the most recent 12 months, as compared to the 12 months prior to that.

Last, but most important – what is known about the impact of articles published under the open access model – is open access making scholarly literature more available? Both an early study (Lawrence) and a very recent study (Antelman) on the citation impact of articles in peer reviewed, open access journals demonstrate that open access articles are cited at a significantly higher rate. Additionally, Thomson ISI is both indexing 191 open access journals in Web of Science (http://www.isinet.com/press/2004/8221713) and studying their impact. (Thomson ISI 1-17) Considering that Thomson ISI touts the high quality of the journals indexed by Web of Science, (indexing only 10-12% of 2,000 reviewed journals/year), it is no small feat that 191 open access articles are now being tracked by Thomson ISI. In addition to the citation analysis provided by Thomson ISI, there are also two web-based citation analysis resources CiteBase (http://citebase.eprints.org/cgi-bin/search) and CiteSeer (http://citeseer.ist.psu.edu/cs).

Although the open access movement is still in a fledgling stage, all librarians need to be informed on the topic for two reasons: (1) Open access journals will increasingly be valuable sources of scholarly information; reference/instruction librarians need to be aware of these journals and the tools available to find information in them so they can, in turn, show them to the researchers they help; and (2) librarians in general need to be well positioned to serve as advocates of the open access movement. To this end, librarians can provide access to subject appropriate open access journals in online catalogs; include major open access site in instructional handouts and web pages; find opportunities to open dialogs with faculty, researchers, and administrators on open access alternatives; host presentations from open access advocates; work collaboratively with faculty to publish open access journals. More ideas can be found on the following web sites:

- BioMedCentral Advocacy Kit – http://www.biomedcentral.com/info/about/advocacy
- Promoting Open Access in the Humanities – http://www.earlham.edu/~peters/writing/apa.htm
- SPARC Publishing Resources – http://www.arl.org/sparc/resources/pubres.html

- University Actions Against High Journal Prices – http://www.earlham.edu/~peters/fos/lists.htm#actions
- What can you do to help the cause of open access? – http://www.earlham.edu/~peters/fos/lists.htm#do

As mentioned above, librarians need to familiarize themselves with the resources available through open access models. The list below is a good starting point:

- AERA SIG (American Educational Research Association Special Interest Group) Communication of Research – http://aera-cr.asu.edu/links.html
- BioMed Central – http://www.biomedcentral.com/
- EEVL – http://www.eevl.ac.uk/
- Electronic Journals Library – http://rzblx1.uni-regensburg.de/ezeit/index.phtml?bibid=AAAAA&colors=7&lang=en
- E-LIS (E-prints in Library and Information Science) – http://eprints.rclis.org.
- eScholarship Repository (California Digital Library) – http://repositories.cdlib.org/escholarship/peer_review_list.html
- Free Full-Text Journals in Chemistry – http://www.abc.chemistry.bsu.by/current/fulltext.htm
- Free Medical Journals.com – http://www.freemedicaljournals.com/
- Genome Biology – http://genomebiology.com/refres/
- HighWire: Free Online Full-text Articles – http://highwire.stanford.edu/lists/freeart.dtl
- ICAAP (International Consortium for the Advancement of Academic Publication) – http://bluesky.icaap.org/journallist.php?list=journlas
- Journals in Classics on the Internet, University of Saskatchewan – http://duke.usask.ca/~porterj/Resources/journals.html
- NUMDAM (Numerisation de documents Anciens Mathematiques – http://www.numdam.org/
- PLoS (Public Library of Science) – http://www.plos.org/
- PSYCLINE – http://www.psycline.org/journals/featured.php
- PubMed Central – http://www.pubmedcentral.nih.gov/
- SciELO (Scientific Electronic Library Online) – http://www.scielo.br/scielo.php/lng_en

In addition, use these specialized "search engines" or meta sites to search for information in or to find other open access journals or repositories:

- Directories of Electronic Journals – http://gort.ucsd.edu/ejourn/jdir.html
- Directory of Open Access Journals – http://www.doaj.org/
- Ejournal SiteGuide – http://www.library.ubc.ca/ejour/abc.html
- Electronic Journal Miner – http://ejournal.coalliance.org/
- Electronic Journals and Magazines – http://www2.fmg.uva.nl/sociosite/journals.html
- JournalSeek – A Searchable Database of Online Scholarly Journals – http://journalseek.net/

- J-STAGE (Japan Science and Technology Information Aggregator, Electronic) – http://www.jstage.jst.go.jp/browse/-char/en
- OAIster – http://oaister.umdl.umich.edu/o/oaister/

The issues associated with open access are vast, complex, and impossible to address adequately through this column. However, this column jumpstarts the process of getting up to speed. Use the "Additional Resources" to develop your knowledge more completely and the following resources to maintain currency on the open access movement:

- Create Change – http://www.createchange.org/
- Discussion Forums Devoted to Open-access Issues – http://www.earlham.edu/~peters/fos/lists.htm#discussions
- Lists Related to the Open Access Movement – http://www.earlham.edu/~peters/fos/lists.htm
- Nature Web Focus: Access to the Literature: The Debate Continues – http://www.nature.com/nature/focus/accessdebate
- News About PLoS and Open Access – http://www.plos.org/about/openaccess.html#news
- Non-Exhaustive List of Resources about Open Access Publishing – http://www.lehigh.edu/library/guides/Openaccessresources.htm
- Open Access News – http://www.earlham.edu/~peters/fos/fosblog.html
- Open Archives Initiative – http://www.openarchives.org/
- Open Society Institute – http://www.soros.org/
- ROMEO Project – http://www.lboro.ac.uk/departments/ls/disresearch/romeo/
- The Scholarly Publishing and Academic Resources Coalition (SPARC) – http://www.arl.org/sparc/
- SHERPA – http://www.sherpa.ac.uk/
- SPARC Open Access Newsletter and Discussion Forum. http://www.arl.org/sparc/soa/
- Timeline of the Open Access Movement – http://www.earlham.edu/~peters/fos/timeline.htm

Additional Resources:

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As always, send questions and comments to:
Snail Mail: Tech Talk
　　　　　Billie Peterson-Lugo
　　　　　Moody Memorial Library
　　　　　P. O. Box 97143
　　　　　Waco, TX 76798-7143

E-Mail: Billie_Peterson@baylor.edu