This newsletter took a hiatus for a year while I was on sabbatical leave, so it is now time to provide an update with highlights of changes to Library Collections and Services which occurred during the 2014/2015 academic year.

Web of Science (WOS)

Our WOS subscription includes new content:

- The Core Collection of Citation Indexes now includes the Book Citation Index—Science and Book Citation Index—Social Sciences & Humanities with coverage from 2005 to the present.
- The Data Citation Index is a new citation index to research data repositories in the Life Sciences, Social Sciences, and Physical Sciences.

I am sure you are all aware of the Wiley/Blackwell Journals cancellation, but there were several other Library database / subscription cancellations of note:

- We no longer receive the print editions of The Globe & Mail and Toronto Star newspapers but still have online access via the Canadian Newsstand database.
- Canada Info Desk: we no longer have access to Associations Canada, Canadian Environmental Resource Guide, and Financial Services Canada and several other specialized directories, but we continue to have access to the Canadian Almanac & Directory, and Canada Who’s Who.
- We no longer subscribe to the Grant Connect database. A private subscription is maintained by Development and Alumni Relations.
Insights From My Sabbatical Leave Research Projects

Project 1: Insights into primary and secondary data use.

I presented the results of a content analysis of MSCM Theses as a peer reviewed paper at the IASSIST Annual Conference in Minneapolis, MN in June 2015. The Conference’s theme was “Bridging the Data Divide: Data in the International Context”.

_Bridging the business data divide: insights into primary and secondary data use by business researchers._

Academic librarians and data specialists use a variety of approaches to gain insight into how researcher data needs and practices vary by discipline, including surveys, focus groups, and interviews. Some published studies have included small numbers of business school faculty and graduate students in their samples, but provided little, if any, insight into variations within the business discipline. Business researchers employ a variety of research designs and methods and engage in quantitative and qualitative data analysis. The purpose of this paper is to provide deeper insight into primary and secondary data use by business graduate students at one Canadian university based on a content analysis of a corpus of 32 Master of Science in Management theses. This paper explores variations in research designs and data collection methods between and within business subfields (e.g., accounting, finance, operations and information systems, marketing, or organization studies) in order to better understand the extent to which these researchers collect and analyze primary or secondary data sources, including commercial and open data sources. The results of this analysis will inform the work of data specialists and liaison librarians who provide research data management services for business school researchers.

Project 2: Insights into prescribed research, data or library use in business courses.

I presented the results of a business syllabus study as a poster session at the Special Libraries Association (SLA) Annual Conference in Boston, MA in June 2015. The Poster Session’s theme was “Revolutionary Practices in Business Information, Research, & Librarianship”.

_Revolution or evolution? Lessons learned from a business syllabus study._

Although the business school student population at Brock University was growing, requests for traditional in-class information literacy instruction (ILI) sessions were declining as faculty made room in the curriculum for ‘service learning’. I conducted a comprehensive syllabus study of the undergraduate business curriculum in order to better understand this evolving instructional environment. My primary objective was to investigate the research, data, and library use expectations of business school faculty for their undergraduate students, to gain deeper insight into the extent and nature of research-intensive assignments, including those with a service learning component. My secondary objective was to identify new instructional opportunities in order to be strategic in my outreach efforts. A total of 257 syllabi from 86 courses (representing 91% of all course offerings) were rated according to a 5-point scale of prescribed research, data, or library use. Initial analysis identified 38 different courses with significant research expectations, including 13 courses with a service learning component. A comparison of the 38 research-intensive courses against my own ILI statistics identified 26 courses (including 10 service learning courses) for follow up contact. I hope to devise a plan to provide more relevant and responsive ILI support for these research-intensive courses. As a result of this syllabus study, I now have a much better understanding of the undergraduate business curriculum, and where I might add value, in order to revolutionize my ILI practice.
Library Support for Course Readings

Electronic Readings (PDFs, Scanning, Links)

- To save you time as you prepare your classes for the Fall term, library staff can check the copyright status of your course readings. Submit your reading list to reserve@brocku.ca.
- If you wish to scan print materials and upload to Sakai, library staff will check the copyright status of the material to make sure it is compliant before posting.
- Staff can scan your readings at the cost of 10 cents a page, and email it to you for posting. These items can be forwarded to Library Copying and Printing Services. Personal books may also be dropped off for scanning.
- We can provide you with a persistent link to an e-book or online article licensed by the Library, or you can do it yourself. See: http://brocku.ca/node/11627
- A correctly constructed persistent link allows your students access to these resources from off-campus.

Traditional Print Reserves

The following content may be placed on library reserve and will be removed when the course ends:

- Library-owned books and other materials
- Books, and other copyright-compliant materials from your personal collection
- Photocopies of material for which the faculty member holds copyright
- Copyright–compliant photocopies of chapters of books or journal articles

Please submit your reserve list to the Library as soon as possible to provide timely access for your students. Retrieve a copy of a printable intake form at:
http://www.brocku.ca/library/services-lib/online-forms/printable-reserve-request-form
or complete the form online at Online Reserve Request List Form

Additional information

- Brock Copyright Information. Copyright questions? Contact copyright@brocku.ca
- Reserve Collection Policy
- Reserves questions? Contact reserve@brocku.ca, or call Elaine Jaeger, Reserve Supervisor, 905-688-5550 x 3963
Have a great Fall Term!

Four Famous Real and Fictional Librarians
1. Laura Bush worked as a public librarian and school librarian in Houston before becoming the First Lady of the United States.
2. Beverly Cleary was a children’s librarian in Yakima, WA before becoming a children’s fiction author.
3. Batgirl (aka Barbara Gordon) (fictional) was head librarian at the Gotham City Library in the Batman comic books, TV series, and movies.
4. Rupert Giles (fictional) was the school librarian for Sunnydale High in Buffy the Vampire Slayer.

Are you a 4? We need to talk (about information literacy)!

Rate your course on the Prescribed Research, Data, or Library Use Scale:

0. No research, data, or library use required. No evidence on syllabus of research, data, or library use required. Reliance on textbooks or course packs.

1. Library use for reserve readings or other assigned material available within Sakai. Linked readings, videos, and data sets, in course management system deemed equivalent to Library reserves.

2. Library use for outside readings (not on reserve or within Sakai). Library use required or expected to complete optional readings from a list supplied by the professor. This category includes other external sources such as videos, or data sets.

3. Some research, data, or library use for shorter assignments. Some research, data, or library use required for shorter class presentations or shorter writing or laboratory assignments (assignments that require self-directed, exploratory behavior).

4. Significant research projects. Research or library use required for term papers and other research projects of some “significance” (defined as written papers totaling at least 10 pages in length, presentations of more than 15 minutes, and/or value of at least 20% of final grade).**

** Please contact your Liaison Librarian to discuss options for information literacy instruction including class visits, online research guides, video tutorials, and much more!

Improving Extended Loan Periods for Books

Effective September 2015, extended loans for faculty, staff, and graduate students will now be 120 days from date of check-out instead of a fixed date. This means that extended loans will no longer have pre-determined due dates (Feb 15, June 15, Oct 15). We hope that this change makes due dates less confusing and borrowing periods more appropriate.

A few other improvements:

- We will now offer unlimited renewals for faculty, staff, and graduate students.
- Faculty, staff, graduate and undergraduate users may now sign out a maximum of 100 items. This is an increase from the previous 45 item limit.

Note: These changes are for Stack materials only. Reserves, Sound and Video, laptops and equipment loan rules are not affected.

Feel free to contact Monica Rettig if you have any questions x3088 mrettig@brocku.ca.