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Newsletter Fall 2012

Colgate University Libraries

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The Libraries at Colgate

Newsletter | Fall 2012

Connect | Discover | Create

From the University Librarian – Joanne A. Schneider

Grover-Hargrove Digital Learning and Media Center

The Anita Grover MD '74 and Tom Hargrove P '14 Digital Learning and Media Center in Case Library and Geyer Center for Information Technology will provide enhanced digital functionality for the campus. It also brings to completion the original fourfold vision for the building:

1. A dynamic intellectual center of campus where knowledge is created daily
2. Where students acquire the skills to access, manage, and evaluate scholarly knowledge in various formats
3. Where critical thinking and communication skills are developed
4. Where traditional library resources are integrated with media and new digital technologies

As a learning space, the Center provides direct support for the Libraries' information literacy program in recognizing that students have changed in how they relate to the world. This change impacts how they discover, consume, and analyze scholarly information, which is digital and multi-modal. A primary goal is to teach students critical thinking skills, such as understanding the context in which digital information was created and applying criteria for indicators of authority, attribution, and bias. This has become more challenging with the emergence of social platforms such as blogs and wikis.

continues on page 2



University Librarian Joanne Schneider speaking at opening of the DLMLC

Colgate University Libraries

BY THE NUMBERS

2011–2012

Attendance

733,090

up 6.5% from 2010–2011

Database searches

775,395

up 5.8% from 2010–2011

Full-text retrievals

386,309

up 8.9% from 2010–2011

Classes taught

248

up 3.3% from 2010–2011

Reference questions answered

3,888

up 1.2% from 2010–2011

Special Collections and University Archives visits, classes, and reference questions

862

up 26% since 2010–2011

Inside this issue

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Journal Inflation and Open Access

Peter Tagtmeyer

It's budget preparation time again, and the pesky issue of journal price increases re-appears like a past and future ghost. Locally, the price for journals Colgate subscribes to are again projected to rise well beyond predicted inflation (~6% vs 1.4% to 2.1%.) Why do journals cost so much?

Scholarly literature production costs do not derive from their creation. Scholars usually receive no royalties for writing journal articles. Rather, authors accrue non-tangible benefits of recognition, status, accolade, and credence of authority for their intellectual endeavor.

Indeed, authors often pay "page charges" for the privilege of having their work peer reviewed and accepted for publication. Google "page charges," and you will find that charges of \$110 to \$200 per page is not uncommon.

Include color pictures, and the page cost significantly increases.

The costs usually don't stem from peer review. Scholars who provide the time and labor to read and evaluate potentially publishable articles are not routinely paid. Rather, it is again prestige and recognition that are recompense to editors for facilitating the production of quality scholarly content.

Now, think about how most scholarly literature is digital and not printed on paper in large scale anymore. Rather, articles are streams of digital bits. The user (or library) pays for the paper used to print the article. So, where does the cost of a journal, supposedly reflected in the subscription price (hundreds to thousands of dollars for a library,) or single article purchases at \$25-\$40 a pop come from?

If the scholars who produce the content and the scholars who police and ensure the quality of content do so gratis for works that are issued in digital formats that are infinitely reproducible, where does the cost for the product come from?

The evident answer is the publishers who appropriate works from scholars, then organize and orchestrate their review and distribution. There are costs for putting the works on networked computers for distribution. Additionally there are costs for policing and enforcing digital rights management, copyrights, and lobbying efforts to create and maintain laws that create artificial scarcity. But do these costs add up to the prices charged for access and annual, beyond regular inflationary, increases in prices?

The Economist reported that Reed Elsevier, a major publisher of academic literature, made over one billion dollars in 2010, a 36% profit margin. That same year Reed Elsevier expended \$1,660,000 on lobbying efforts according to OpenSecrets.org. Elsevier says it publishes about 2,000 journals. These numbers suggest that Reed Elsevier profited, very roughly, about half a million dollars per journal.

News and realization of this situation has visibly upset a number of scholars. Timothy Gowers of Cambridge University expressed

concerns about Elsevier's costs and practices last January. His observations resulted in a boycott by 1,200+ academics against working with Elsevier journals. (See thecostofknowledge.com)

It's likely that the boycott will not adversely affect Elsevier. However, it does behoove academe to examine the ways scholarly information is produced, disseminated and paid for should widespread, sustainable access be a concern.

Open Access publishing shows promise for changing the conditions and methods of scholarly communication. However, academics need be much more vested in the details and nuances of control over the works they produce. Higher education institutions need to identify and examine the ways, current and potential, that faculty research is supported and promoted. Change, a trying behavior for academe, is a requisite response to the evolving publishing environment. Proactive action will potentially bring benefits, but if no such action is attempted, costs will definitely continue to increase.

Colgate University Libraries
<http://exlibris.colgate.edu>

Regular Library Hours
Academic Year 2012–2013

Case Library and Geyer Center
for Information Technology

Sunday: 10 am – 4 am
Monday – Thursday: 8 am – 4 am
Friday: 8 am – 10 pm
Saturday: 10 am – 10 pm

Cooley Science Library

Monday – Thursday: 8 am – midnight
Friday: 8 am – 10 pm
Saturday: 10 am – 10 pm
Sunday: 10 am – midnight

For exceptions to the regular hours see:
<http://exlibris.colgate.edu/about/hours.html>

Phone Numbers

Case Reference: 315-228-7303
Case Circulation: 315-228-7300
Cooley Reference: 315-228-7312
ITS/Source: 315-228-7111

Colgate University Libraries Newsletter
University Librarian: Joanne A. Schneider
Editor: Peter Rogers
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Digital Learning and Media Center *continued from page 1*

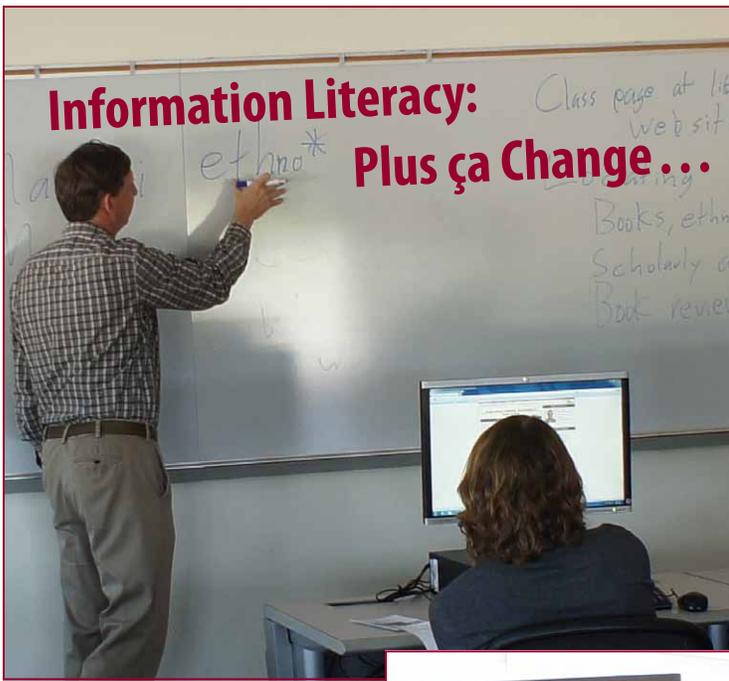
Utilizing the Center, librarians and technologists will guide students to become informed authors of their own digital content. Over the past four years, the integrated group called the Collaboration for Enhanced Learning (CEL) has provided support for faculty who wish to assign and assess research projects involving media. Small teams of librarians and technologists have guided students through their research and project creation. Examples of such projects have been video narratives from an extended study group in Rome and Pompeii, podcasts on marginalized world conflicts placed on iTunes, and Wikipedia articles on Middle Eastern history. Assessment results indicate that students are more engaged in the content of their study using such a multi-modal approach, and they work harder — something we love to hear — if they are working on a project that will be shared with a broader audience, particularly using social media.

The Center will help us provide the context in which students learn best. Such a context was described in a comprehensive ethnographic study sponsored by the MacArthur Foundation which found that:

- **Students best learn** by doing, connected to other things of interest, and engaged with others
- **Learning environments must change** by adding discovery, participation, and creation using digital media
- **Learning institutions need to change** by employing digital media as a connector between students' ubiquitous online experiences and offline interactions with teachers

Equipped with 16 networked individual Macintosh workstations and 4 MacBook Pro laptops with media editing software, the Center has an instructor's networked workstation that includes data projection control of all computers in the room, wall-mounted screen, Blu-Ray DVD player, and state-of-the-art surround sound system to fully integrate educational technology. The role of digital media as connector between student time spent in and outside the classroom is key and Colgate will be able to do this supported by the Grover-Hargrove Digital Learning and Media Center.

Contact Sarah Kunze (x6791), Instructional Technologist in ITS, to arrange for access and use.



Peter Rogers

It should not come as news to anyone that one of the biggest challenges facing academic libraries today is the rate of technological innovation and change. Full-text online journal databases, ebooks, new search and discovery tools, institutional repositories, digital media, etc. — the list could go on and on. Academic libraries today are in a continual process of reinvention.

Information literacy instruction is a critical part of any academic library's mission, and it has been affected by technological change as much as any other component of the library. Even the term, "information literacy," which grew out of the more narrow field of "bibliographic instruction," is a product of these changes. Information comes in a multitude of forms: images, audio, geospatial, video, and text; as well as from a diverse array of sources: commercial databases, Wikipedia, social networks, etc.

As a result of this quantitative and qualitative explosion in information, information literacy instruction has adapted and changed. One approach has been to reconceptualize information literacy as "transliteracy" that spans multiple "platforms, tools, and media" (see the Spring 2011 *Libraries Newsletter* for a fuller discussion of transliteracy). Another important change in infor-

mation literacy instruction has been integrating it with new teaching and learning technology as is being done in the new Digital Learning and Media Center described elsewhere in this newsletter.

New concepts and new technology are important; however, in many ways, the core principles of information literacy have not fundamentally changed. The Association of College and Research Libraries Information Literacy Competency Standards (see <http://www.ala.org/acrl/standards/informationliteracycompetency>), first proposed in 1989 and last revised in 2004, are still valid today with their six key points:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

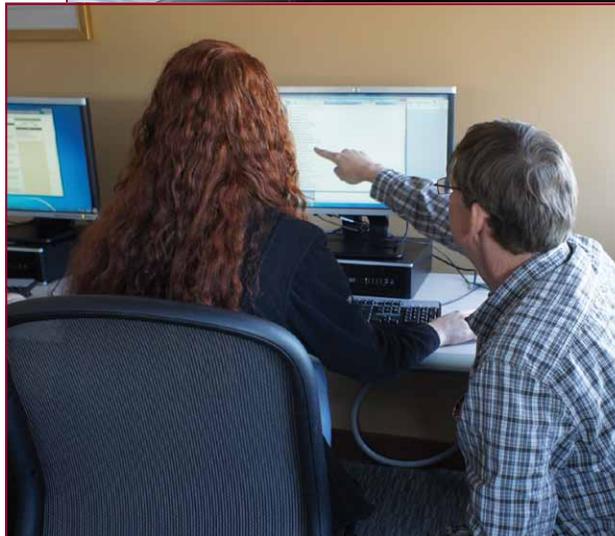


These can be streamlined further into what I have taken to calling a 3+2 model of information literacy:

1. Ask good questions
2. Find high-quality information in order to answer your questions
3. Effectively communicate your answers to others

Plus

1. Do all this in a legal and ethical manner
2. Recognize that context is critical



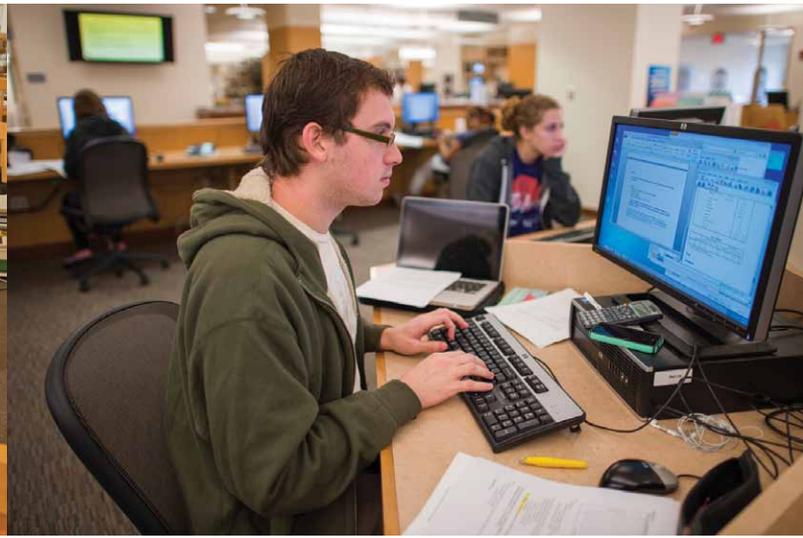
This 3+2 framework can be applied to academic research and other examples of information acquisition across a wide range of information forms and sources. High-quality information can be good old-fashioned books, online journal articles, large quantitative databases, a student's own survey research, geospatial data, and so on and so on. The framework also has space for the diverse ways in which we communicate our answers, ways which include the classic research paper, video narratives,

Wikipedia entries, posters, podcasts, and a number of other media which are supported by the Collaboration for Enhanced Learning (CEL) group of librarians and technologists (see the Fall 2010 *Libraries Newsletter* for more on CEL).

In short, a clear and straightforward set of information literacy principles such as the ones presented above can provide guidance to the students and teachers of information literacy even as the forms and sources of information rapidly change about us.

Library Sessions Improve Student Scores

Debbie Krahrer



Last year, the Core Communities and Identities faculty worked closely with Colgate University Libraries to survey their students on what resources they use and how they evaluate them. One of the things the survey revealed was that students who had a library session as part of their Core CI class used scholarly materials more than students who did not have a library session.

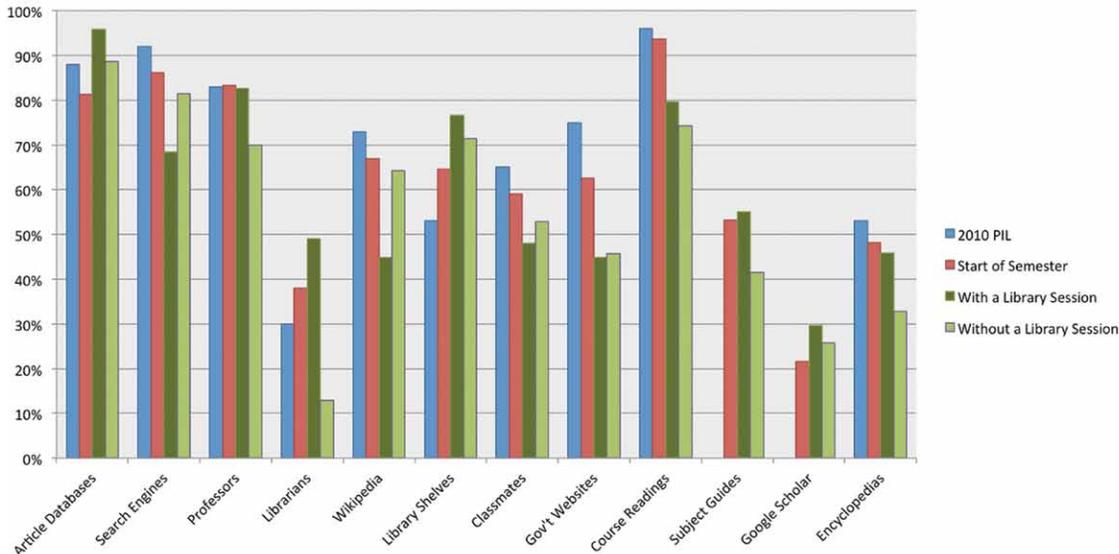
The survey showed that while students tend to move

from non-scholarly to scholarly sources over the semester; students who had a library session are more savvy users of information. They consult online databases much more often and generic Internet search engines much less often. Nearly 50% of students who have a library session consult with a librarian in the course of a research project, while those who do not have a library session tend to not consult with librarians.

Core CI is renowned in the Core Curriculum for emphasizing information literacy as one of the three major goals of the course. Nearly all Core CI courses include a research component, from the traditional research paper to posters to video narratives. The variety of research projects has been an obstacle to designing a suitable assessment instrument. In the past, Core CI has also used Wordle exercises and other surveys.

The broad reach of the University of Washington's Project Information Literacy (PIL) nation-wide survey, *How College Students Evaluate and Use Information in the Digital Age*, made it the perfect model for developing a simple assessment tool that could be used for any course. (See the Fall 2011 *Libraries Newsletter* for more information on Colgate's results in the PIL survey.)

Summary of sources used by students, as measured in the 2010 Project Information Literacy survey and the 2011–2012 Core CI survey

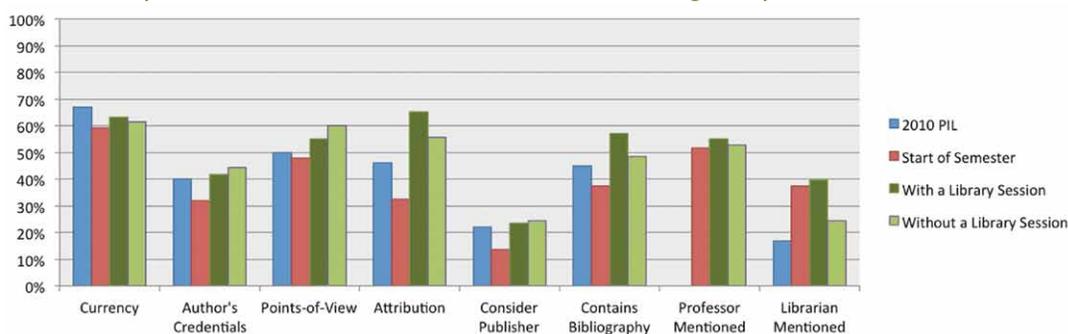


Quick Facts about the Core CI Information Literacy Assessment

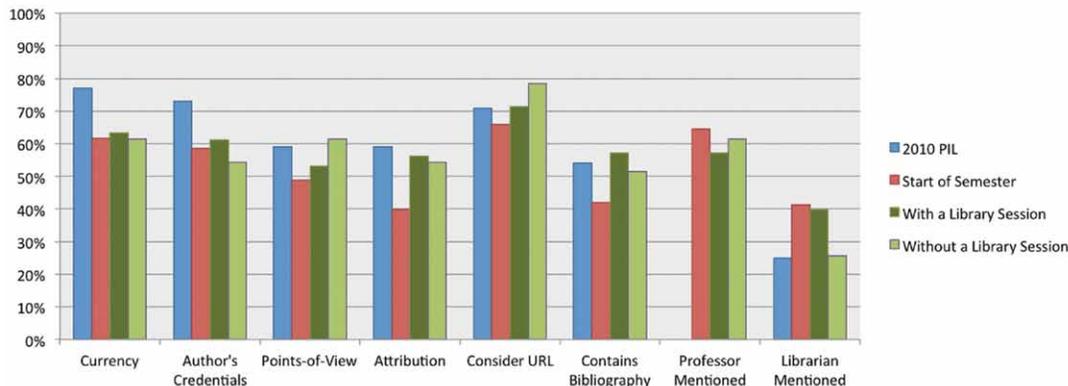
- 7–8 question survey modeled after the PIL instrument
- Delivered at the beginning and end of the semester, Fall 2011 and Spring 2012
- Anonymous and voluntary
- Survey created using Google Forms
- 4 ebook readers given out in random drawings
- Questions were measured on a Likert scale:
 - 0 = Don't Understand
 - 1 = Never
 - 5 = Always
- 574 students surveyed
- Response rate:
 - Pre-course 36%
 - Post-course 32%



Summary of evaluation methods students used when examining library materials



Summary of evaluation methods students used when examining websites



A small working group of faculty and this librarian created a short assessment instrument to determine how students are using and evaluating resources. The survey was administered at the beginning and end of the semester; at the end of the semester students were also asked if they had a library session.

Just as in the PIL study, students reported that they are more frequently using evaluation methods for web resources

than library resources; however, students at Colgate tend to use materials from the libraries' shelves more than students in the national PIL study. Students are also more likely to consider what the URL means for a website than they are to consider who the publisher is of a library resource.

In order to verify the validity of the results from 2011-12, the Core CI faculty and librarians are again distributing the information literacy assessment

tool to Core CI students this academic year.

The survey has helped both Core CI and the Libraries to determine areas where instruction should be improved, but, more than that, the conversation around information literacy standards and expectations has improved since the survey. Frank, open discussions of what faculty and librarians expect from students are necessary for continuing to improve our support of student learning.

The Core CI survey focused on standards developed by the Association of College and Research Libraries Information Literacy.

An information literate student:

- Defines and articulates a need for information
- Locates and retrieves information
- Critically evaluates information

Colgate Libraries Goals & Objectives for First Year Students:
<http://exlibris.colgate.edu/InformationLiteracy/goals.html>

ACRL Information Literacy Competency Standards:
<http://www.ala.org/acrl/standards/informationliteracycompetency>

For more information on the PIL surveys, check out <http://projectinfolit.org>.

To schedule a library session, speak to your department library liaison, or contact Peter Rogers, Information Literacy & Social Sciences librarian at 315-228-6544 or progers@colgate.edu

LibQUAL+ Survey: Students

Frank Gavett

In October and November of 2011, the Colgate University Libraries administered LibQUAL+, a survey developed by the Association of Research Libraries to measure students' perceptions of service, information access, and facilities of academic libraries. LibQUAL+ is a scientifically validated instrument that uses gap analysis measurement to quantify service quality. For each service attribute, it measures differences in student perceptions of three levels of quality:

- my minimum service level is ...
- my desired service level is ...
- perceived service performance is ...

LibQUAL+ has been used by hundreds of libraries nationwide, including many liberal arts college members of the Oberlin Group, making it an excellent choice for benchmark comparisons. The response rate was strong (24%). Respondents were characterized by an overrepresentation of women, science and math students, and fourth-year students.

Students reported being fairly well satisfied in all areas. Colgate's performance in the additional general satisfaction and information literacy measures was very favorable compared to both its earlier 2003 LibQUAL+ survey results and to its Oberlin Group peers.

Students' Overall Satisfaction With CU Libraries

LibQUAL+ survey

Scale: 1 = low, 9 = high

Question	Colgate 2011 Mean	Colgate 2003 Mean	Oberlin Group 2005 Mean
In general, are you satisfied with the way in which you are treated at the library?	7.68	7.40	7.59
In general, are you satisfied with library support for your learning, research, and/or teaching needs?	7.49	7.02	7.19
How would you rate the overall quality of the service provided by the library?	7.52	7.15	7.31

Areas rated as the greatest strengths of the Libraries were:

- Modern equipment that lets me easily access needed information
- A comfortable and inviting location
- A getaway for study, learning, or research
- Contribution to the intellectual atmosphere of the campus
- Willingness to help users

Students requested improvements that included a greater ability to easily navigate the website and access resources, especially journal articles; quieter and less crowded spaces, especially in Case; and greater dependability in handling users' service problems. While librarians are pleased with the overall positive response to the survey, the results are at least as useful in identifying areas that may offer opportunities for improvement.

In addition to the quantitative results provided for the 27 items related to service, information access, and facilities, there were 232 comments. The comments were consistent with the quantitative results, indicating that students are generally quite satisfied with and appreciative of the staff, resources, and facilities; the greatest single category of comments was that of general praise.



Special Collections and University Archives — Your “Educational Laboratory”

Sarah Keen

According to the *Guidelines for College and University Archives* from the Society of American Archivists, “academic archives should serve as an educational laboratory” that introduces students to the “excitement and rigors of original research.” The Special Collections and University Archives Department provides Colgate students with hands-on access to rare, manuscript, and archival materials. Through our work with classes and individual student researchers, we serve as an “educational laboratory” and welcome professors and students to talk with us about how our collections can enrich their class assignments and research projects.

We offer several different types of instruction sessions, from a basic show-and-tell to a more engaging investigation of materials. The show-and-tell can be valuable in that students may never before have seen cuneiform tablets or Shakespeare's First Folio. However, we also have developed active-learning exercises that ask students to engage directly with documents and analyze their content. Students are asked to consider: who created a document; who owned it; who was the intended audience; what surprises them;

and what questions it leads them to ask. These and other questions help students to think about documents and other materials, and learn how to read them.

Another exercise involves using those skills to construct a historical narrative. We ask each student to study a document and then share their findings with the group. When the findings are shared, the students realize that each document contributes to a larger narrative which they are actively constructing. This and other exercises help students build their information literacy skills and gain experience working with original materials.

In addition to working with classes, the department supports students working on individual research projects. We are happy to meet with students to discuss topics and locate possible sources.

The rare book and manuscript collections and the collections in the University Archives provide a wealth of information to be discovered. If you would like more information on working with the collections in our department, please contact: Sarah Keen, Head of Special Collections and University Archivist (skeen@colgate.edu) or Francesca Livermore, Rare Books and Manuscripts, Metadata and Web Librarian (flivermore@colgate.edu).

STAFF NEWS

Alli Grim

Attended: Protecting the Collection, October 11, 2011, South Central Regional Library Council (SCRLC), Binghamton, NY; Clamshell Box Construction, October 2011, Cat Tail Run Book Bindery, Winchester, VA; Recovery of Wet Materials, November 8, 2011, SCRLC, Ithaca, NY; Planning the Work, Working the Plan, November 29, 2011, SCRLC, Binghamton, NY.

Cindy Harper

Presented Poster: 2012 Innovative Users Group (IUG) Annual Conference, Chicago, IL; **Attended:** Digital Code4lib Annual Conference, Seattle, WA.

Emily Hutton-Hughes

Promoted: Professor in the University Libraries; **Presented:** report on the ebook pilot project; report on addressing print archiving issues; **Hosted:** NE Oberlin Group Collections Confab, June 8–10, 2011, Colgate; **Attended:** ConnectNY Annual Meeting, June 3, 2011, Adelphi; Conference on Book & Serial Acquisitions Issues, Nov. 2–5, 2011, Charleston, SC; NE Oberlin Group Collections Confab meeting, May 9–11, 2012, Smith College; Eastern New York/Association of College & Research Libraries annual meeting, Measure for Measure: Exploring Library Assessment, NY May 21, 2012, Utica, NY; ConnectNY Annual Meeting, June 15, 2012, Hyde Park, NY.

Debi Ivarson

Served: ENY/ACRL conference committee; **Hosted:** Oxford (NY) High School advanced studies group for daylong workshop on doing advanced research; **Attended:** Eastern New York/Association of College & Research Libraries annual conference, Measure for Measure: Exploring Library Assessment, May 21, 2012, Utica, NY.

Ann Kebabian

Co-moderated: the IUG Cataloging Forum; **Served:** the IUG Enhancements group; **Attended:** 2012 Innovative Users Group (IUG) Annual Conference, Chicago IL.

Sarah Keen

Served: newsletter editor for the Description Section of the Society of American Archivists; the Mid-Atlantic Regional Archives Conference's Arline Custer Memorial Award Committee; the New York State EAD (Encoded Archival Description) Consortium Planning Group; **Attended:** Digital Commons Northeast User Group, College of the Holy Cross, Worcester, MA.

Debbie Krahmer

Presented Poster: ENY/ACRL on Colgate's Core Identities and Communities information literacy assessment project; **Co-Presented:** the CEL collaboration between ITS and Library; **Attended:** Educause/Northeast Regional Computing Program (NERCOMP) Annual Meeting, March 2012; Eastern New York/Association of College & Research Libraries annual meeting, Measure for Measure: Exploring Library Assessment, May 21, 2012, Utica, NY.

Francesca Livermore

Served: Past President of the Eastern New York/Association of College & Research Libraries; **Attended:** University of Virginia Rare Book School class: The Printed Book in the West to 1800, June 2012; Rare Books and Manuscripts Section (RBMS) pre-conference at the American Library Association annual meeting, June 2012, Anaheim, CA.

Anna Nicholls

Attended: the New England Technical Services Librarians' Annual Conference "iLibrary: Digital Futures for Libraries."

Mike Poulin

Presented: Collection Development of Digital Resources at Library School, March 8, 2012, Syracuse, NY; CLRC Unconference, September 28, 2011, Syracuse, NY; UNSLA meeting on Ebooks, October 14, 2011, Syracuse, NY; ENY/ACRL meeting on Open Access, October 25, 2011, Syracuse, NY; Electronic Resources and Libraries conference, April 1–4, 2012, Austin, TX; **Served:** Chair of the Library Faculty Handbook Committee; Central New York Library Resources Council (CLRC), Library Resources and Service Committee; EBSCO Publishing Software Advisory; Served on the NetLibrary Advisory committee; **Attended:** American Library Association, June 2011, New Orleans, LA; NE Oberlin Group Collections Confab, June 8–10, 2011, Hamilton, NY.

Peter Rogers

Attended: 3Ts 2012: Engaging Students with Transliteracy, Teaching, and Technology, March 2012, Albany, NY; Eastern New York/Association of College & Research Libraries annual meeting, Measure for Measure: Exploring Library Assessment, May 21, 2012, Utica, NY.

Joanne A. Schneider

Presented: Digital Public Library of American Project at Harvard's Beckman Center for Internet and Society, Cambridge, MA; **Served:** Chair of the ConnectNY Consortium; Chair of the Intellectual Property Committee, New York Six Liberal Arts Consortium's MediaShare Project; Academic Libraries Advisory Committee, Council of Libraries and Information Resources, Washington, D.C; External Review Committee, Franklin & Marshall College Library, December 4–6, 2011, Lancaster, PA; **Co-Planned/Presided:** March 13, 2012, meeting of ConnectNY library directors, Cornell library administrators, and Rick Lugg, R2 Library Consultant, on developing a NYS shared print archive; **Co-Hosted:** ConnectNY Council Fall Meeting, November 10–11, 2012, Le Moyne College, NY;

ConnectNY Annual Meeting, June 15, 2012, Hyde Park, NY; **Attended:** ConnectNY Annual Meeting, June 3, 2011, Adelphi; Oberlin Group Library Directors' annual meeting, October 6–8, 2012, Atlanta, GA; Colgate University Trustees Meeting, January 25–28, 2012, Palo Alto, CA; Meeting of the Academic Libraries Advisory Committee, Council of Libraries and Information Resources, June 17–20, 2012, Vanderbilt University; On behalf of ConnectNY, a meeting at Cornell University Library Annex, June 28, 2012.

Peter Tagtmeyer

Served: Co-Chair of the ACRL Instruction Section Publications Policies & Procedures Manual Review Task Force; **Attended:** American Library Association annual meeting, June 2011, New Orleans, LA; Workshop at Cornell University on the development and collection of data curation profiles, November 2011; 3Ts 2012: Engaging Students with Transliteracy, Teaching, and Technology, March 2012, Albany, NY.

Mary Jane Walsh

Promoted: Professor in the University Libraries; **Presented:** How we use the Queue Label function in III at the FDLF meeting; **Organized:** Lightning round on Collection Management at the FDLF meeting; NY state depository lunch (regional librarian not at the meeting), and III (our catalog software) depository dinner; **Attended:** Annual Federal Depository Loan Program (FDLP), October 17–20, 2011, Washington, DC; Attended webinars/Training meetings: FBIS, Connexion, OECD.

A Growing ebook Collection

Emily Hutton-Hughes

The Colgate Community has access to a growing number of recently published ebooks thanks in part to the acquisition of the *Ebrary Academic Complete* collection (75,000 titles in all subjects), *Books24x7* (10,000+ information technology titles), and the *ACLS Humanities Ebook collection* (3,519+ titles). The license for these materials restricts use to Colgate.

The 18-member ConnectNY consortia was built on the strong foundation of shared print collections, but that foundation has been shaken in recent years as member libraries devoted a greater portion of their materials budget to ebooks which cannot be shared within the consortia.

To address this issue, a committee was formed to investigate the

possibility of a shared ebook collection. In order for the project to be financially sustainable, we adopted a business model of demand driven acquisitions, whereby only titles which are used several times are purchased.

In the past two years, ConnectNY has pooled money to purchase two separate collections of ebooks. Four academic publishers were involved in the first pilot run between March 2010 and March 2011. Up to 6,000 titles

were made available, and 581 were purchased before the project ran out of money. Collectively the cost per use of those purchased titles was only \$23 during the pilot. This is comparable to a single interlibrary transaction albeit with access not restricted to a single institution. These ebooks have continued to be popular post trial.

In the second ebook trial which commenced in May, we

chose an ebook vendor called EBL which both supports demand driven purchase of heavily used titles and also allows less expensive short term loans for less used titles. There is no charge for books which are not of interest to anyone. Our first major hurdle was finding publishers who would allow multi-institution access to their ebooks in a business model allowing both purchase and short term loans. Our second hurdle was publishers having unrealistic expectation as to how many libraries are buying copies of their books. Some publishers believe that ConnectNY

Libraries are buying 15 to 18 print copies of their recent imprints and thus we should be charged a price equal to that number of cloth copies. In reality the average number of copies held of recent imprints is

two. Only 8% of titles acquired between 2010 and 2011 were held by more than two libraries. We analyzed collective buying patterns and came up with a list of 40 academic publishers whose works were most in demand. Of that number only 15 publishers are willing to deal with the consortia and have been reasonable with pricing. Of these, several restrict access to back list titles only, and some release an ebook version of a title six months after the print edition is published.

To date more than 9,400 ebooks have been made available on the EBL platform to all members of the consortia. Thirty-one have reached the level of use which generates a purchase and 860 short term loans have been generated. We are paying a great deal less for access to this material than if we had purchased those titles outright.



To learn more about ebooks accessible to Colgate, see <http://cu-cel.org/library/subjectsplus/subjects/Ebooks>

New Databases

Ebrary Academic Complete

This collection of over 80,000 scholarly ebooks is an exciting addition to our digital resources. It has broad coverage with most titles having originally been published after 2000. Most of these ebooks are available for download to a portable device such as an iPad or laptop computer for a two week loan.

British Periodicals Collection I

British Periodicals Collection I consists of more than 160 journals that consists of approximately 3.1 million pages. Topics covered include literature, philosophy, history, science, the fine arts and the social sciences from 1681 through 1921.

Linguistics and Language Behavior Abstracts (LLBA)

LLBA abstracts and indexes the international literature in linguistics and related disciplines in the language sciences. The database covers all aspects of the study of language including phonetics, phonology, morphology, syntax and semantics.

World News Connection

World News Connection® (WNC) is an online news service that offers an extensive array of translated and English-language news and information. Particularly effective in its coverage of local media sources, WNC provides you with the power to identify what really is happening in a specific country or region. WNC provides coverage from 2006 to the present, and it is a continuation of the *Foreign Broadcasting Information Service* which covers 1974–1996.

Cambridge Companions Online

Cambridge Companions are lively, accessible introductions to major writers, artists, philosophers, topics and periods. All are collections of specially commissioned essays, shaped and introduced to appeal to student readers. Together the chapters add up to a systematic critical account of, for example Plato, Luther, Jane Austen, Tom Stoppard or Stravinsky, the French Novel or Jewish American Literature, and each book is supported by reference features such as a chronology and guide to further reading.

Upgraded Databases

ProQuest Environmental Science Collection

Over 1,000 leading full-text journals from around the world are included as well as over 4,000 full-text government reports and over 1.2 million digitized pages from over 1,700 Environmental Impact Statements. This is an upgrade from Environmental Sciences and Pollution Management collection.

Proquest Social Sciences Core Collection

Includes significant additional full text content in the social sciences.

Slavery and Anti-slavery part 3 Institution of Slavery

The third installment of four in this collection.

Jerusalem Post Historical Newspaper — 1932–1988

Searchable full text of the newspaper and its predecessors. This is an addition to our existing collection of historical newspapers.