

*Do You Know that You are the Object*

*Under  
the  
Lens?*

Did you know that you were the object under the lens? Libraries, museums and archives are endlessly fascinated by your actions. When did you last visit us? How often do you visit? How long do you stay? Why haven't you visited? The list goes on. As a result, much of our research focuses on how users perceive our services and collections. The data we gain are used to modify, adapt, and create new structures and processes. Our research often uses methodologies common to social science research and includes quantitative and qualitative data. Research is individual or collaborative and can involve other faculties and units.

Our most commonly used research method is the survey questionnaire. LibQUAL<sup>+</sup>, a web-based survey designed to measure user perceptions and expectations of library service quality, is one of our largest, most formal surveys and includes all our user groups. In this issue, Darlene Warren discusses how data from this survey have been used to identify specific areas for improvement as well as document areas where we are doing well.

Other, smaller more informal surveys include evaluation forms distributed in class regarding the use of the library or other resources. These surveys help us understand how successful (or not) our efforts have been. They are primarily formative helping us modify and adapt our instruction to meet changes in user be-

havior, knowledge and technology. A current survey tool being used by several librarians to evaluate library instruction is the FAST Survey developed at Mount Royal College. This tool allows one to quickly prepare a web-based survey, post a URL and retrieve an analysis of results. Using this tool, Don MacMillan reveals how he was able to document improvement in research skills between first year and third as a result of library instruction.

A second common methodology is the use of focus groups. In redesigning our Library web pages information on usability was acquired through focus groups. The input helped us concentrate on what our users wanted most and resulted in an improved, more user friendly product.

Bibliometric and content analysis forms a significant part of information science research. Counting and evaluating citations for patterns which indicate user trends in searching provides useful data documenting changes in practice. Claudette Cloutier and Jennifer Lee are using six years of citation information from Science 311 papers to track changes in student use of specific types of material. What impact has the Internet had? How has the citation pattern changed?

Collection analysis is central to what we do. Analyses include studies on who uses the collection, items per discipline, as well as benchmarking against peer institutions and publisher output. Currently, with the expansion of the digital library, research is focusing on new ways to monitor and evaluate collection effectiveness. While staying current with research has always been a concern of scholars, the digital environment can provide new ways of doing this. Helen Clarke relates some interesting findings on measuring how well the digital library serves the working habits of scholars. Finally, some analyses examine specific collections for the purpose of discovering new knowledge about a culture, place or process. As Michele Hardy relates, textiles can reveal much about the tradition and culture of Muslim women. In the article by Regina Landwehr, you will see how research conducted in Archives on the selection and preservation of electronic records will do much to ensure that there are meaningful records available for future users.

The examples above represent only a portion of the richness of research reflected in this InfoServe. Read on to discover more. You may find the ways we evaluate your needs and wishes interesting or confusing. But be assured, you are our target audience, the focus of our attention, and our principal pre-occupation.

Peggy White, Client Services

This spring the University Library will be surveying faculty and students using a web-based instrument designed to measure user perceptions of library service quality. LibQUAL<sup>+</sup> was developed as part of the new measures initiative of the Association of Research Libraries in partnership with Texas A&M University. The University of Calgary participated in the survey in 2002 and 2004. Late in 2005 we learned that the Canadian Association of Research Libraries would be coordinating a Canadian aggregation in spring 2007. We decided to wait an extra year to repeat the survey and are participating this year as part of the Canadian group.

In March, an email was forwarded to a random sample of students and faculty with a link to the web-based survey. The survey is left open for three weeks during which period an invitation to participate and two reminder notes are sent.

In 2002, the survey consisted of 25 questions designed to measure four service dimensions (Affect of Service, Library as Place, Information Access, and Personal Control.) By 2004, the survey had undergone some adjustments and 22 standardized questions focused on three service dimensions (Affect of Service, Information Control, and Library as Place). In the 2007 survey, standardized aspects of the survey are unchanged from 2004.

When the survey is closed, data is analyzed through software developed and maintained at Texas A&M University. As a participating institution we receive:

- A general analysis of the results for the University of Calgary,
- A copy of aggregate survey results when participating in an aggregation (in 2002 we were aggregated with all four-year universities; in 2007 we are part of the Canadian aggregation),
- An SPSS file of our survey results for further analysis, and
- A file containing all comments submitted by University of Calgary participants.

The primary purpose of administering a LibQUAL<sup>+</sup> survey is to provide objective data that a specific library can use to improve its services and collections. With the results of the 2002 and 2004 survey, the University of Calgary Library has acquired extremely useful data about user preferences and desired improvements. The data are analyzed for gaps between respondents' minimum level of service quality expectations compared to their perceived level of service quality. A small group of librarians work together to further analyse the results within the



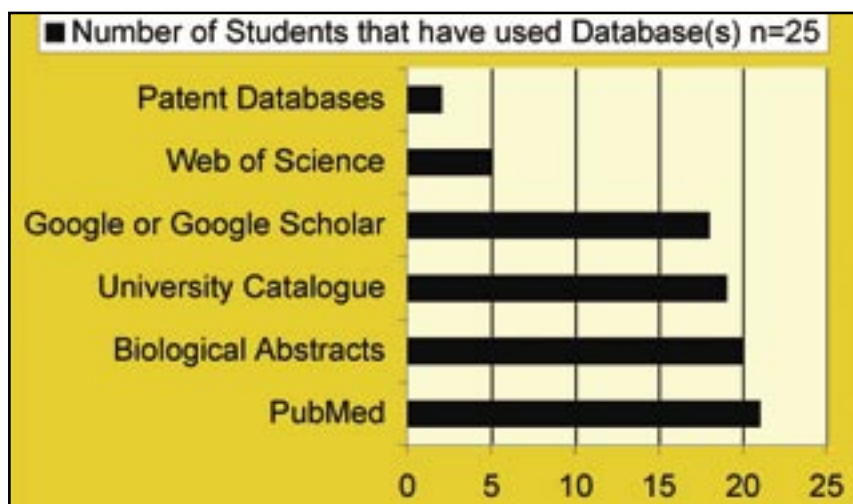
**Surveying  
Our Users with  
LibQUAL<sup>+</sup>  
Helps Focus  
Service Quality  
Improvements**

context of our environment and to develop recommendations for action. Negative gaps focus us on those areas where service improvements are most critical. In 2002 and, less so in 2004, the negative gaps were in the dimension of Information Control and specifically related to collections and access. In response, the Library has undertaken several corrective measures to address these gaps starting in 2002 and continuing through the present. Examples of measures taken by Libraries and Cultural Resources which address the gaps include the following:

- Collections have been significantly improved with the addition of several thousand electronic full text journals and large monographic collections.
- Lois Hole Campus Alberta Digital Library funding from the Alberta government is being used to develop a virtual library that will offer high quality electronic information resources to post-secondary students and faculty across the province. The University Library is a leading participant.
- The University Library's website was thoroughly reviewed and a redesigned website was launched in fall 2005.
- Plans to improve the Library space are proceeding under the umbrella of the Taylor Family Digital Library.
- Wireless access has been expanded to include most public spaces in the library. The survey data obtained through LibQUAL<sup>+</sup> has been valuable in iden-

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At the University of Calgary, there has been a long-standing integration of information literacy (IL) skills into the first and upper level Biological Sciences programs. As part of an ongoing process to assess the IL program, senior biology students were surveyed about their information skills, the resources they used, and how their research habits had evolved over the course of their studies. The questions in the survey appeared to stimulate critical thinking and self-assessment, and many responses went beyond what was asked, providing additional information about the usefulness of the IL program. By asking interesting questions, the author got more information than anticipated!



## ASK AN INTERESTING QUESTION

### Insights From A Reflective Survey Of Senior Biology Students

The survey used the FAST (Free Assessment Summary Tool) online survey tool to ask students to reflect on their research process and the various tools they used at different stages, such as Biological Abstracts, Google Scholar, PubMed and Web of Science. By acknowledging that different stages of the research process required different tools, the questions prompted some interesting notes. As students articulated their habits, some exhibited strong preferences for certain tools at certain stages, others used the same tool for all aspects of their research. Throughout the responses, students indicated that their habits would change as a result of the information literacy session with many statements in the future tense. This indication of the impact of IL was neither expected by the librarian nor required by the survey. Other questions asked students to reflect on their learning, how their strategies had changed and how they learned about new tools. The results showed students felt their range of strategies and tools had both broadened and deepened — they learned about more resources and they learned how to use those resources more effectively as they progressed through their studies. Throughout the survey students made reference to the value of IL sessions to their research processes.

One of the most fruitful questions asked students what they wish they had known earlier — answers to this question will have a direct impact on future information literacy sessions. Many results indicated that PubMed was a valuable tool and should be introduced earlier in the program. A factor in this is that a large number of students indicated that they would be going on to Graduate or Medical School. As informative as the survey results were to both librarians and teaching faculty, it was also clear that taking part in the survey benefited the students. The meta-learning and reflection prompted by the questions encouraged students to value their information skills, to see where they might need further development and to assess their own strategies.

If you would like more information on the survey or on the FAST tool, please contact Don MacMillan at [macmilld@ucalgary.ca](mailto:macmilld@ucalgary.ca). If you would like to book an information literacy session for your students, get in touch with your subject Librarian at <http://library.ucalgary.ca/services/contactyoursubjectlibrarian/>.

The author would like to thank Dr. Howard Ceri and students in CMMB 421 for their cooperation with this survey as well as the Conjoint Faculties Research Ethics Board for the assistance provided.

Don MacMillan, Client Services

## Surveying Our Users with LibQUAL<sup>™</sup> Helps Focus Service Quality Improvements continued...

tifying areas most in need of improvement. The 2004 survey confirmed that using this information in planning can be very effective. A notable decrease in negative gaps was seen in the area of collections due to the addition of many electronic resources and a sustained effort in the acquisition of monographic collections since the 2002 survey. Future LibQUAL<sup>™</sup> surveys will continue to inform our service decisions.

Participation in the Spring 2007 LibQUAL<sup>™</sup> survey as part of the Canadian aggregation will add value to the data by providing us with a grouping against which to benchmark our results. Sixty-three academic and large government research libraries are participating within this consortium and we will receive an aggregate analysis of the responses of all 63 libraries in addition to the specific analysis of the University of Calgary responses. We are looking forward to the receipt of these analyses in summer and continuing to use our results to improve the quality of your library services.

Darlene Warren, Associate University Librarian for Client Services

# Library Research READINESS of Graduate Distance Students

Are students who enter distance graduate programs adequately prepared with the necessary research readiness skills for the new information era? Specifically, are they able to identify the best library subject databases, keywords and concepts for their topics of study, and are they skilled at screening authoritative information from bad information? Based on professional experience, many professors and librarians would say no. However, we wanted to gather empirical evidence, as well as be able to identify specific areas where students were having trouble in order to utilize better our limited library instruction time with the students.

The researchers involved in this study included: Maureen Hunter, Subject Librarian for Psychology, Education, and Social Work, Paul R. Pival, Distance Education Librarian, and Dr. Jennifer Lock, Graduate Division of Educational Research. Having worked together for several years, we noted that many of our distance students, in particular, seemed to be lacking the information skills required in order to be able to conduct library research at the graduate level. We sought to find an instrument that would measure how comfortable and competent the students felt they were with information seeking. Further, we wanted a tool that would also demonstrate to the students, and to us, just what they actually did know about library research. After an extensive literature review, we settled upon the Research Readiness Self Assessment (RRSA), which was developed by a team of librarians and researchers at Central Michigan University.

We modified the RRSA to include Canadian and University of Calgary-specific content. After obtaining ethics approval, we distributed the instrument to three separate cohorts of predominately distance graduate students between 2005/2006. Upon completion of the 50-question web-based survey, students received immediate feedback on their areas of strength and weakness, along with links to websites and resources where they could either learn more or practice their skills.

True to the demographics of the distant learner, of our 50 participants, the majority were between the ages of 31 and 50. Eighteen of 50 were pursuing an educational doctorate or a doctor of philosophy degree. Thirty-two of the students were pursuing a master's degree. The majority of the participants had just entered their program of study, but we were pleased to learn that most of them had used a library, either online or in person, and/or consulted with a librarian on a regular basis in the previous 12 months. Almost all the students felt good or very good about their ability to conduct library research in general; but were less comfortable when asked specifically about library research at the graduate level.

One interesting result was the response to the question that asked students to agree or disagree with the statement, "More often than not, I can find exactly what I want for my research assignments by using only web search engines." While we had expected everyone to respond "strongly disagree", 20% somewhat agreed with the statement, forcing us to consider whether search engines could, on occasion, suffice for graduate-level research. In light of resources such as Google Scholar and the types of material available in Institutional Repositories through the Open Access movement, we realized that in certain instances, and for certain subjects, the statement may indeed be accurate. Recent research (Internet and Higher Education) seems to support this contention.

We were disappointed in the 19% response rate (50 students of 262 invited), but were surprised and encouraged by the results we obtained, which suggested that students exhibited a high level of competence and confidence. The majority of respondents was comfortable with new technologies and was able to demonstrate how to access scholarly resources through library databases and the internet. Questions remain and suggest areas for further research, specifically related to the appropriateness of the chosen methodology. Were the few students who participated the "keeners", and thus unrepresentative of the population as a whole? Are graduate students who did not complete the assessment the individuals who most require assistance from their professors or librarians to learn how and where to access academic sources for their graduate work? Would the response-rate have been higher had the survey been shorter, offered an incentive other than personal enrichment, or been required?

It is apparent that more work needs to be done to confirm the results of the survey. Other methods such as focus groups or structured interviews should be considered to obtain a broader set of data.

Full results of this study have been submitted for publication and are expected to be available later this Spring.

Paul Pival, Client Services

# I Have the Data NOW WHAT?

Many libraries use formative tests to determine students' level of information literacy. I wanted to know if the multiple choice format most of these tests use influence the results. Are students simply selecting the right answer through a combination of chance and good guessing? Would other types of survey techniques offer additional data that might be used to assess the effectiveness of information literacy classes? The class I chose to work with is Humanities 200, a full year course, first introduced in the fall of 2002. This inquiry-based course incorporates an information literacy session conducted by Humanities liaison librarians.

At the commencement of this course, a questionnaire is administered to assess incoming students' prior information literacy skills. Using open-ended questions, we ask the students to answer from their own experience. This appears to provide a much truer representation of their knowledge base. The preliminary questionnaire not only helps to inform the content of the information literacy session, but it also serves as a useful tool to make students aware of gaps in their information literacy knowledge and thus ensure a greater receptivity to learning. Since 2003 we have collected these research skills' questionnaires from approximately 60 students per year. Additionally, we have collected the results of the library quiz the students complete as a class assignment. Using this data, I hope to learn more about the actual information literacy readiness of these students.

This summer I completed a Faculty Teaching Certificate which made me eligible for Students' Union funding to support teaching innovation. I was successful in obtaining a grant to hire a student to assist in analyzing the data. In addition, because the data was primarily narrative I knew that I would require qualitative analysis software to help manage, analyze and report on it. Searching the web, reading and consultation with colleagues led me to a product called NVivo.

The University has a site licence to NVivo and I was able to acquire a year of access for \$150. Learning to use the software has been a real challenge! It is not intuitive and I've spent many hours in exploration. Consulting with Gisela Engels, the Information Technologies expert in this product was most helpful. An important task before any analysis can take place is the appropriate coding of the narrative data. In order to code, that is assign the data to categories in a consistent manner, the person conducting the coding must be thoroughly familiar with the data as well as be able to interpret precisely what the responses sought to communicate relative to the questions asked. In other words, the potential for ambiguity in categorizations must be kept at a minimum to ensure the highest possible degree of validity in the summarized evaluation of the data. At this point, I have begun coding the data and have realized what a daunting task this is.

My timeline for completing this project is for Fall 2007. I believe that the outcome of this qualitative data analysis in combination with the library quiz results will help plan and structure information literacy instruction to enable the most effective learning experience possible.

Sandra Lipton, Client Services

## Science 311: Writing and Reviewing Scientific Reports A bibliometric study ... in progress: background, challenges and next steps

A bibliometric study analyzes the bibliographies of articles to gain insight on information-seeking behaviour, library resource use or publication patterns. Recent bibliometric studies have also looked at undergraduate students' papers to determine the impact of the Web on referencing habits of economics students (Davis, 2002, 2003; Davis & Cohen, 2001) and political science students (Robinson & Schlegl, 2004.) Using these studies as a model, Claudette Cloutier and I are using Science 311 student papers to conduct a bibliometric study at the University of Calgary Library.

### BACKGROUND

The Davis and Cohen studies compared bibliographies from papers written in 1996 to those written in 1999, in 2000, and lastly in 2001. They found that bibliographies of papers written in 1999 had a significant decrease in the mean number of scholarly resources, while Web and newspaper references increased significantly. In 2001, the professor gave explicit instructions on the assignment to include scholarly resources, and instituted academic penalties for not doing so. The bibliographies changed accordingly: the number of scholarly citations increased back to 1996 levels, and Web and newspaper references decreased.

Robinson and Schlegl analyzed their data in a similar manner, however, they also categorized all electronic references as scholarly or not. They found that similar academic penalties lead to bibliographies with greater overall scholarly references and number of references, and fewer overall non-scholarly resources. However, in looking at the electronic resources, they postulated that while many were non-scholarly, not all were invalid. Since they were looking at political science papers, many electronic resources included political party sites, elected officials' home pages, etc., which could legitimately be used in political science papers.

Science 311 - *Writing and Reviewing Scientific Reports* is a writing course mainly for Science students. Throughout the course, students write several papers, or literature reviews, which we accessed to provide data for the current study. Students also have a substantial library assignment that involves choosing, evaluating and referencing different sources. Library information literacy sessions are held for the students to assist them in this assignment. Ultimately, the sessions also help the students find and evaluate appropriate sources for their papers. We are currently working with data from 1999, 2000, 2003 and 2004 and hope to replicate the work done by Davis and Cohen and Robinson and Schlegl. Our study will test the reliability of the previous studies by using and comparing data from a different discipline.

### CHALLENGES

The challenge when conducting a bibliometric study is to determine a data collection model. For this particular study, we built on established research. We focused on the interpretation of past methods and the analysis of the process of data collection and interpretation of previous authors. We decided to use the Statistical Package for the Social Sciences (SPSS) software to collect and analyze our data because of its functionality and ability to perform complex statistical analysis. We have made use of Gisela Engels' (IT Research Group) SPSS expertise to assist us throughout this process.

### NEXT STEPS

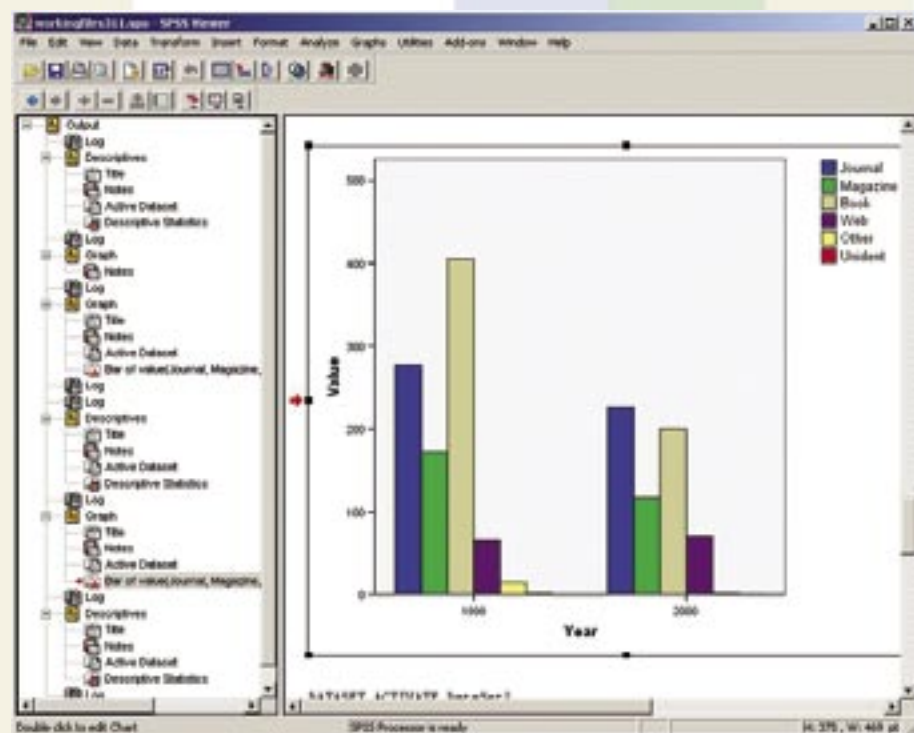
Data entry and analysis is still in progress. Robinson and Schlegl have graciously allowed us to use their *Electronic Source Classification Checklist* to analyze our Web data.

Some other avenues of research that can come from this study include comparing our completed study to 2007 data, where there have been substantial changes in the course instruction, information literacy instruction and a library assignment. We would also like to examine any newly gathered data to determine if there is a correlation between attendance at an information literacy instruction session, completion of the library assignment, types of sources cited and overall marks for the two major course literature reviews.

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Jennifer Lee, Client Services



As one of the people responsible for the Library's collection, I work in a group that spends a lot of time counting things. We count how many times people use something, we count book titles, we count journal titles, we even count how many things we have that can't be counted. And then these numbers are compared against counts from other libraries, all in an attempt to understand how well our collection is doing.

But as anyone involved in such benchmarking knows, while it can tell us a great deal about how we stack up and about the health of the collection, it isn't necessarily answering a more fundamental question...how effective is the collection as a tool for scholars? My most recent research project sets out to explore potential measures for assessing the effectiveness of digital collections.

My research included creating three personas to encapsulate the varied nature of scholarship. See if you match any of these characters.

## Making Measurement of Use



Michael, **"the focused reader"**. Michael works in a specialty that is focused and self-contained, he rarely needs to look for information outside his domain.

Athena, **"the interdisciplinarian"**. Athena made her reputation on the strength of interdisciplinary work. Her information seeking involves keeping up with core readings and reading widely to stay abreast of developments in many areas. She publishes widely in a variety of formats, including government reports, book chapters and articles. Much of her work is the result of collaborations with colleagues and is co-authored.



Sandy, **"the novice"**. Sandy is a recent PhD and she has just joined the Department. Her field is characterized by very individualized specialized topics. Each researcher tends to work and publish independently. Because she is new to the Department she is anxious to prove herself. She feels that she must demonstrate mastery of information related to her topic.

All these personas work quite differently, but surprisingly many common measures could still be used to assess the effectiveness of the collection for each scholar. For example, that oldest activity of libraries, the organization and description of knowledge (cataloguing), is still a critical tool for finding information. The behavioral studies I reviewed in this project demonstrated that scholars depend on these descriptions, whether in library catalogues, archival finding aids or other lists, as a way of identifying what information is available and where it is located. Cataloguing is also the basis for "re-finding" information, either documents that have been referenced by earlier scholars or works scholars themselves previously read. Finally, description provides key elements of metadata, such as source, edition and creator, which are highly valued by scholars. All three scholars rely on the data provided by cataloguing. Reaffirming the importance of descriptive cataloguing is important at a time when librarians,

overwhelmed by the popularity of internet based search tools, may question the continuing value of this activity.

What varies by persona is the importance each character places on certain aspects of cataloging. Michael wants to know that he can find his core journals in the catalogue, with links to electronic versions. Athena wants to be certain that the catalogue has all the obscure, specialized, local resources she values. Sandy, who may have to travel to other collections to find rare or archival material, wants complete descriptions so she can find items and assess their importance.

Other measures suggested by the study are more novel. For example, digital resources are usually purchased under license agreements which limit who can use the product and what they can do with it. Reviewing behavioral studies revealed that scholars routinely engage in activities that are prohibited by many licenses, such as, sharing information with colleagues, printing multiple copies to distribute in class or downloading entire issues or volumes of journals for later reading. This indicates that we need to review our licensing practices and try to move vendors towards a more realistic understanding of how scholars work.

In all, the study suggested nine areas of measurement we could use to assess the effectiveness of the collection. The next phase of my study will include wider discussion of these measures, and possible refinement. Eventually, I hope to apply these measures in a way that will allow us to gather useful data for assessing and evaluating our performance.

Helen Clarke, Collections Services

## INSTITUTIONAL REPOSITORY

### Digital Scholarly Communication at the University of Calgary

<https://dspace.ucalgary.ca>



The University of Calgary Institutional Repository, also known as DSpace, is the digital archive of the University's intellectual output, to preserve and disseminate the University's record of scholarly information. The collection holds academic papers, presentations and book chapters from faculty including librarians and archivists as well as support staff who retain copyright to their work. In this way, our University of Calgary scholarly information will neither be ceded nor lost to commercial enterprises.

This central holding of faculty research is collected and disseminated to the public via the internet and will be preserved in electronic form by Libraries and Cultural Resources. It is this electronic dissemination of academic works that contributes to the new digital form of scholarly communication and is a key part of the new Taylor Family Digital Library. DSpace facilitates an increase in readership as its contents are searchable by major search engines such as Google.com. Research is showing that citation rates increase from 25-250% when they are available in this type of repository. On campus, several departments and research institutes are currently participating by depositing scholarly works into DSpace. This includes the department of Biological Sciences, Libraries and Cultural Resources, and the Van Horne Institute.

The University of Calgary Institutional Repository is the second most populated repository in Canada, the first being the University of Toronto. We are currently working on building a collection of electronic theses and dissertations from our University of Calgary graduate students as part of the Lois Hole Campus Alberta digitization program with the Faculty of Graduate Studies and University Archives.

When introduced to the Institutional Repository most faculty have copyright concerns. Most large publishers have clearly defined policies for the repository

staff to work from. However, when publishers do not have clear policies concerning Institutional Repositories, we work closely with the Copyright Office here on campus to ensure copyright policies are understood between the publisher and the Institutional Repository staff.

We are encouraged by the positive response we have had from our participating members. Two specific benefits have been identified. First, the ability to instantly share completed research with international colleagues by e-mailing a url of the work rather than mailing a print version. Second, the ability to access your own research when you are away from your personal computer. These advantages and an increased awareness of Institutional Repositories continue to boost both patronage and interest in our DSpace.

Our statistics show that these academic works have been accessed daily from across North America, Western Europe, China and Japan and on average a third of our collection is viewed everyday. The most accessed file is a report from the Alberta Gaming Research Institute, *The impact of the Windsor Casino on adult gambling in the city of Windsor: preliminary report*, which has been viewed 3,837 times in the past two years. (<https://dspace.ucalgary.ca/handle/1880/468>)

Further examples of contributions include the following. A variety of research papers from Libraries and Cultural Resources staff has been deposited in the Institutional Repository which is being accessed regularly. For example, in January of 2007 Claudette Cloutier's paper "Setting up a fee-based information service in an academic library" was viewed 76 times and Rob Tiessen's article "Desktop Delivery and Interlibrary Loan" was viewed 42 times.

Libraries and Cultural Resources also has many collaborative collections in the Institutional Repository, such as the Council of Prairie and Pacific Libraries (COPPUL) Animated Tutorial Sharing Projects, where librarians from across western Canada deposit their Information Literacy tutorials created in Shockwave Flash. This collection can be found at <https://dspace.ucalgary.ca/handle/1880/43471>.

The Canadian Association of Research Libraries (CARL) has a collection focusing on Institutional Repositories which aims to help academic and research institutions in Canada develop institutional repositories. Librarians from across Canada contribute to this collection as well.

There is also a visiting scholars collection which at this point includes one presentation by Dr. Kumbar on libraries and librarians in India.

Please visit our Institutional Repository at [dspace.ucalgary.ca](https://dspace.ucalgary.ca), and contact Shawna Sadler, Coordinator, Digital Initiatives for further information, [ssadler@ucalgary.ca](mailto:ssadler@ucalgary.ca)

Shawna Sadler, Information Technology Services



Mutwa dowry quilt, 2006. Photograph courtesy of Michele Hardy.

A sage once told me that in order to be sustainable, research needs to be driven by passion—passion for one's topic, for the process, and for sharing its results. He was right and I count myself very lucky to be in a position where my ongoing research interests fit so well with those associated with my position at The Nickle Arts Museum. The research I am currently engaged in builds on my dissertation research while it extends my interests into new geographic, cultural, conceptual, and aesthetic territories. Broadly speaking, it seeks to investigate how Islamic women, working in traditional textile media, adapt to changing markets and globalization. By examining the impact of foreign markets on embroidery in India and carpet weaving in Turkey, it proposes recovering Muslim women's voices and comparing their experiences of change.

My research in India involves examining how a group of Muslim women embroiderers have negotiated a series of profound changes. These have included the shifts associated with a move from pastoralism to factory work, the introduction of tourism, and the development of new markets for the embroidery women have traditionally stitched for domestic use. Following the completion of my dissertation research, a major earthquake decimated the region early in 2001 prompting further change. While the subjects of my research were spared much of the devastation, the quake nevertheless undermined local markets for embroidery as well as international tourism. Funded with a University of Calgary Start Up Fellowship, I was able to return to India last October 2006 in order to assess the ongoing impact of the earthquake on these women.

Embroidery has always been a very significant means of expressing identity and women's status for members of the Indian Mutwa clan although it is increasingly contested. Young women are re-imagining the meaning and production of embroidery in order to suit their evolving ideas of themselves as Muslims, as members of the Mutwa clan, and as 'good' women. Within the last fifty years, for example, young women have disembodied embroidery, gradually removed it from their bodies, and purged it of motifs deemed embarrassing. Since 2001 this has intensified. So has the production of embroidery that is both domestic and strategically commercial. Women are producing embroidery for themselves or family members that can be used or sold, providing families with significant insurance.

The second part of this project takes me, literally, into new territory. In the spring of 2008 I will conduct participant observation in Western Turkey with a carpet-making family. I intend to work with women who weave for the DOBAG<sup>1</sup> cooperative, an initiative that has attempted to revitalize carpet weaving in Turkey. I plan to sit with the weavers, learn how they weave, document the context of their weaving, and discuss with them the impact of weaving for a develop-

## Muslim Women: Textiles, Tradition and Change

### AN INTERIM REPORT



Trimming the pile of a carpet, Istanbul, Turkey, 2006.  
Photograph courtesy of Catherine Mortensen.

ment organization. Like their Indian sisters, these women are Sunni Muslim, have faced dramatic changes to their mode of production, the development of tourism, and the commodification of traditional craft products. This research will enhance my understanding of the techniques of carpet making, facilitate understanding of Turkey and its importance as a centre of carpet making and trade, and generate cross-cultural comparisons.

The results of my research in India and Turkey will directly inspire my work at The Nickle Arts Museum. As the curator responsible for The Jean and Marie Erikson Collection of Rugs, I strive to develop exhibitions that examine carpets from a variety of perspectives. I am particularly passionate about examining the people and cultures beyond the objects in our collection and forging links between visitors and the motivations and meanings surrounding artifacts.

Michele Hardy, The Nickle Arts Museum

<sup>1</sup> DOBAG stands for *Dogal Boya Arastirma va Gelistirme Projesi* = Natural Dye Research and Development Project.



Kirsehir rug, Turkey, c.1880, Jean and Marie Erikson Collection,  
The Nickle Arts Museum.

"Surely the buildings which have had impact upon us and are memorable to us, are so, because some skilled and sensitive photographer made a patient and dedicated search for this essential quality in these buildings; and in doing so has fulfilled a rather large historical responsibility to the architectural profession and to society as a whole."<sup>1</sup>

Libraries and Cultural Resources and the Faculty of Fine Arts are partnering in an exciting research initiative that has developed an exhibition to be shown in the Eric Arthur Gallery, University of Toronto, from May 11 to August 3, 2007. The exhibition, entitled *Mid-Century Icons: Architectural Photography from the Panda Collection*, will feature images from the Canadian Architectural Archives and highlight the work of prominent Canadian photographer, Hugh Robertson and his firm, Panda Associates (1946 – 1992). Co-Curated by Geoffrey Simmins and myself, working with Fine Arts student Rebecca Lesser, this exhibition will highlight the remarkable work of this firm as it documented the development of post-war Canadian architecture. Fifty images have been selected for the exhibition from a portfolio of more than 250,000 photographs.

Panda Associates was one of the few Canadian commercial photography firms dedicated to architecture and it played a significant role in documenting the built environment of post-war Canada as the country and its architecture developed its own voice. The images selected from the Panda Collection are intended to reflect Canadian society after the Second World War using photographs of the many building types that are represented in the collection. Using the themes of gendered spaces, post-war optimism, the modern Canadian city, idealism and paradise, and the marketing of the Canadian dream, this exhibition will compare the built environment in both urban and suburban settings, juxtaposing buildings characteristic of each. These photographs represent the birth and development of the Canadian city with soaring high rises, airports, office and apartment buildings, religious buildings, and department stores, and the rise of the Canadian suburbs with single family houses, shopping malls, factories, and schools – all of which reflect how Canadians lived, dreamed, and defined themselves. Architectural photography has great historical significance and yet has received little scholarly attention and architectural photography specific to Canada, even less so. The research that has resulted from the planning and preparation of this exhibit will culminate in a monograph that will explore the themes outlined above.

The reception following the Royal Architectural Institute of Canada's College of Fellows Convocation will also celebrate the opening of this exhibition. The exhibition will be featured in Toronto's CONTACT Photography Festival, May 1 - 31. A sister exhibition, also based on the Panda Collection and curated by Rebecca Lesser, will be on display at Mirvish Books in Toronto for the duration of the Photography Festival.

We are very appreciative of the support we have received from the University of Calgary's Undergraduate Research Awards, the University of Calgary's Special Projects grants, and the University of Toronto. The Panda Collection is currently



Faberge Plant, 1950  
Panda Collection, Canadian Architectural Archives  
PAN 501167-14

being digitized through donations from West Canadian Digital Imaging and a grant received from the Canadian Culture Online Program through Canadian Heritage, the Canadian Council of Archives, and Library and Archives Canada.

Linda Fraser, Archives and Special Collections

<sup>1</sup>Johansen, John M. "Introduction." In Veltri, *Architectural Photography*, 7-8.

# ● Panda Exhibit ●



Don Mills Convenience Centre, 1955  
Panda Collection, Canadian Architectural Archives  
PAN 55943-10



Gander Airport, 1960  
Panda Collection, Canadian Architectural Archives  
PAN 60740



## PEAK Practice Enhancement Achieved Through Knowledge

Health Sciences Library and Rockyview General Hospital Knowledge Centre librarians, as part of the Health Information Network, are participating in the implementation and evaluation of an innovative knowledge brokering program at the Canmore General Hospital and Bow Corridor Community Care, Canmore, Calgary Health Region. PEAK, or Practice Enhancement Achieved Through Knowledge, is a knowledge brokering model for rural health care decision makers that is designed to make a difference to patient safety and quality of care.

Clinicians and policy makers recognize the need for better systems of knowledge transfer, especially in rural regions where communication with information specialists and researchers in larger centres remains a challenge. Knowledge brokering involves the development of effective relationships between these professionals, helping them to identify what information they need and putting them in touch with people and organizations with access to existing evidence-based policies and literature. In addition, the PEAK model creates a culture that empowers practitioners, support staff and clients to identify areas of need for guideline and policy development. This leads to improved information sharing and team cohesiveness, care provider satisfaction and professional development, and ultimately, enhanced client care and client safety.

As the first step in the process, the healthcare professionals in Canmore identify questions coming from reflection on their practice for which a knowledge broker then seeks the best evidence-based solution by working with local experts, and with the information specialists in the Health Information Network, including Elizabeth Aitken from the Calgary Health Region, and Helen Lee Robertson and John Cole from the University of Calgary. These solutions are then discussed by the appropriate professional team in Canmore, and from this can come new guidelines and policies to promote best practice. Pilots of best practice may then be put in place and evaluated, which may lead to full implementation of the guidelines and policies, with subsequent determination of their impact on care providers, care teams and client care and safety.

The feasibility and acceptability of encouraging practitioners and support staff to participate in this innovative process was determined following a six-month pilot project at the Canmore General Hospital in 2004. Study collaborators in Canmore included Drs. John Parboosingh, Penny Jennett and David Hogan from the University of Calgary, and Kari Simonson, Carol Duncan and

Susan Langlais from the Calgary Health Region in Canmore. Support for the pilot research was provided by Aventis Scientific Communications. The pilot demonstrated the enthusiasm and ability of staff to formulate practice questions and seek evidence based solutions, and also catalyzed a strong partnership with University of Calgary Health Sciences' information specialists. It also provided the first opportunity to collect qualitative data to assist in defining the potential role and attributes of a knowledge broker, and the relation to the role of an information specialist. The pilot showed that a cultural change occurred within the professional group that fostered practice reflection, and also that team cohesiveness and information sharing increased.

The next phase of this research program was to expand the knowledge brokering model to all staff and practitioners working in the Canmore General Hospital and Bow Corridor Community Care over a three-year period ending in 2008. This research is now underway with support from the Canadian Health Services Research Foundation and the Alberta Heritage Foundation for Medical Research, with Susan Langlais and Joanne Danyluk-Hall being employed as the knowledge brokers. The four primary outcome categories to be evaluated in this program are the change and development of team culture, the competencies of a knowledge broker required in this rural setting, the assessment of the practice questions and how web-based technology can enhance education and sharing of best evidence, and how policy and guideline development was changed by the adoption of the PEAK model.

The opportunity to collaborate in this joint research with the Calgary Health Region has been most valuable for the librarians involved, and for the newly created Health Information Network through which the University provides library services to the Calgary Health Region. Operationally, the results of this innovative research promise to inform us directly on the best methods of providing outreach health information services to personnel at remote sites. More generally, it will provide very useful data to assist in defining the emerging role of librarians as knowledge brokers and participants in the process of health knowledge management both at the University of Calgary and the Calgary Health Region.

John Cole, Director, Health Sciences Library

## Enabling Future Researchers: Selection and Preservation of Electronic University Records

The University Archives has the dual mandate to operate both an archives and information management program. This includes the setting of policies, guidelines and procedures for the creation, protection and disposition of university administrative and operational records. It has become clear to the Archives and our stakeholders that as more records are created electronically new methods must be developed to manage them or else these records may become incomplete, inaccurate, and unreliable. We cannot risk this if the university wants to remain accountable and transparent in its actions and decisions to current and future generations. Having just reflected on 40 years of existence as the University of Calgary, as an institution we want to ensure that we can do the same for our 100th anniversary by having available to us relevant records documenting our life as an institution in society.

What are we doing at the University Archives to tackle this pressing issue? We have established a research agenda which seeks to develop a strategy for the selection and long term preservation of university records in electronic form. We are guided in our approach principally by two major Canadian research initiatives, namely the University of British Columbia "InterPares" project, and the Library and Archives Canada "Macroappraisal Strategy" project. Some of

our foundational work includes a study of the ways in which and for what purpose records are created and used on campus. This involves an analysis of the institutional structures, functions, activities and business processes. Based on a better understanding of "ourselves", we are also defining a value system to establish what to consider worthy of preservation in the short term for business and administrative needs, and in the long term for various research interests. We employ a combination of research methods to accomplish this work. These include qualitative and quantitative surveys of university departments, analyses of university records and information systems, evaluation of pertinent digital metadata standards, and an analysis of university records in terms of structure and content. Concrete outcomes of this agenda are operational policies, standards and procedures for the management of business information assets through their life cycle. These consist of comprehensive records retention policies, a comprehensive uniform classification system for active university records in any format, a vital records protection program, and metadata standard protocols for a digital data repository.

In 2005, the University Archives was given a unique opportunity to participate in implementing an electronic recordkeeping system (ERS) for the campus. The partner in this venture is Xerox and the partnership, called Project Imagine, will run for seven years. In an effort to increase business efficiencies and fulfill compliance and risk management needs, this partnership will allow the university to implement technology to help solve electronic recordkeeping and preservation issues. Building on the understanding that we have gained, and are continuing to gain from our ongoing research, this partnership project will help us test and put into practise some of our research outcomes. Pilot projects are being developed over the spring and summer in select departments on campus, and evaluations will be conducted in the fall in order to inform further implementations. We will endeavour to update the campus community on our progress. In the meantime, please visit the University Archives (<http://www.ucalgary.ca/archives/>) and enjoy using the archival collections already available.

Regina Landwehr, Archives and Special Collections

We know you are out there somewhere, searching the net for information. But are you finding what you need? Would you like to chat with an expert? Libraries, looking for ways to help the online user, are experimenting with Chat Reference as a possible solution. Via a computer, the user can hook up with an expert and get help in real time. On the surface this seems to be a natural and obvious extension of typical library reference service. But how many libraries are really doing this and under what conditions? Is it all hype and no action?

## Virtual Reference: Chatting Up the Librarian

In order to answer this question, the authors surveyed the 29 libraries and institutes that form the Canadian Association of Research Libraries. The survey instrument was based on an earlier 2002 survey which was sent to 124 libraries belonging to the Association of Research Libraries. The authors were interested in what might have changed over the four years and more specifically what defined the Canadian scene.

The good news is, of the 16 responses received, 13 libraries offer Chat Reference. But on what basis? The responses indicated that it was the skilled reference staff, some who have volunteered and some who have been drafted, who provide the service. This staff already possesses the necessary reference interview skills for Chat Reference, so parts of the service requirements are well addressed. However, the limited hours, offered on a Monday to Friday timetable, suggests a less favorable picture. Further confirmation of this impression can be found in the reporting structure. In many cases the Chat Reference service has been assigned to a newly created position which appears to be an add on.

More encouraging is the move away from specific Chat Reference software to the ubiquitous, easier to use Instant Messaging (IM) software. Since this is the chosen favorite of the student, using this software makes more sense. It

also means that the service can be provided at little or no cost, making it more attractive to management.

Our initial impression of Chat Reference service as borne out by the survey is of a service which has received minimal support. But what do the providers think? The final questions of the survey asked respondents to comment on ease of use, service hours, accuracy of answers, and evaluation of their service. Their answers are revealing. In most cases respondents were satisfied with

their performance with regard to ease of use and accuracy of answers. Some improvement in service hours was deemed to be desirable. Evaluation, however, was of lesser interest for all participants.

So where does this leave us? Chat Reference appears to be here to stay. Yet support for a full blown service appears to be lacking. Factors which support this conclusion can be found in staffing, reporting structure, service hours and the limited interest in evaluation. Offsetting this is the fact that these libraries are trying something new. Given time, this is a fledgling service which could become a robust addition to traditional library reference service.

In undertaking this survey, the authors hoped to get a clearer picture of Chat Reference as it stands today. Our preliminary analysis has revealed some of the picture. However, we still need to compare our results to the earlier 2002 survey and probe deeper into our analysis. As we add to our understanding of the parameters surrounding delivery of Chat Reference, we will be better positioned to make a decision about how the service might be offered at the University of Calgary.

Peggy White & Susan Beatty, Client Services

## Beyond the Patriot Act: Rulings from the Office of Foreign Asset Control (OFAC) and their Effects on Canadian Libraries and Researchers

In the aftermath of the 9/11 tragedy, much attention has been paid to American legislation that affects individuals and organizations outside of the United States.

Most of the focus has been on the USA PATRIOT Act but there are also serious implications of the rulings from the United States Department of the Treasury's Office of Foreign Assets Control (OFAC). In recent years, this body has come out with a series of rulings that are directed at countries under U.S. interdiction, such as Cuba, Iran, and Sudan, but which also affect scholarly communication involving Canadians. There are two sides to this issue: one side deals with information *to* embargoed nations while the other deals with the provision of information *from* embargoed nations. While I am interested in both aspects, much of my work has concentrated on the former.

The University of Calgary Library has subscriptions to tens of thousands of electronic journals and other electronic information products. Almost all of these are not loaded locally and are accessed at a distance by users; almost all are not housed on Canadian-based servers. Some of this material is owned by the Library, some is leased. All of these products are governed by licenses, negotiated between the publishers (the *licensor*) and the Library (the *licensee*).

Interpretations of the OFAC regulations have caused some major journal publishers, such as the American Medical Association (AMA) and the Society of Photo-Optical Engineers (SPIE), to insert clauses into their recent electronic product licenses that could forbid a licensee from providing access to authorized users (such as University of Calgary faculty, staff, and students) located in countries under American embargo (authorized users from proscribed countries who are physically at the University of Calgary would be exempt from this prohibition).

There are a number of potential problems with this situation. Many Canadian universities have established distance education programs and other cooperative ventures in countries that fall under or might fall under U.S. embargo. Many Canadian researchers work with colleagues in these countries and teach and conduct research there. As a result, university libraries are obliged under their own rules of fairness to supply all information resources to authorized users in nations interdicted by the United States.

If the University Library decides to provide licensed information to authorized users in embargoed countries in the face of a license that supposedly prohibits this, there could be repercussions. While the Library would be helping

users and striking a blow for academic freedom and freedom of information, if these actions were discovered, the Library could lose access to the content in question immediately. If this material was "owned", the case could be argued for some sort of continued access; however, if this material was leased, access could be lost completely.

Some university libraries, such as the University of Calgary, have attempted, so far unsuccessfully, to remove the contentious clauses from the AMA and SPIE licenses. Unfortunately, most Canadian university libraries have not paid much heed to this and have signed the licenses, especially the AMA license.

On a related note, most other licenses from American-based publishers, even if they don't deal with embargo issues directly, now include "government restrictions" as something for which they will not be responsible (along with natural disasters, war, and the like).

It is worth noting that the OFAC regulations are interpretations of American legislation, subject both to interpretation and to emendation. Two pieces of legislation passed by Congress, the Berman Amendment (1989) and the Free Trade in Ideas Amendment (1994), state that "informational materials" are specifically excluded from any trade sanctions. The OFAC regulations constitute very narrow interpretations of these amendments and it can even be argued that the OFAC regulations do not even apply to the provision of information *to* embargoed countries.

Currently there is little hard factual evidence about the effect of the OFAC regulations and the consequences that might flow from them. My research will examine this issue beginning with the following:

- How are other Canadian libraries handling this issue?
- What options are available for amending the situation? Is there wording that can be employed in e-product licenses that will allow libraries outside of the United States to feel secure in providing access to all licensed products for all authorized users? Will this wording also allow American publishers to feel confident that they are responding to the dictates of their own government?
- What options are available to institutions and individual users if a licensor removes access to a leased or purchased product?

Andrew Waller, Collections Services

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