



# YU Library News

for York U faculty

Spring 2008 edition

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## Top Story: Learning Commons Planned at York U Libraries

The Libraries and a number of other learning support services on campus have come together to plan a “learning commons” for York University—a place on campus where students can go to study, learn, and create, and where they will find the equipment, software and assistance they need.

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## Shared Research Resource Centre


Planned as part of the new Research Tower, a shared resource centre will house the resource collections of a number of York's Organized Research Units.

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## Collaborative Teaching Fosters Students' Research Skills

Read about a course where a librarian and a faculty member combine skills and expertise to provide students with rich research learning experiences.

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### Research & Teaching

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Take a virtual look at works of art by graduating Fine Arts students displayed in Scott—and see them *in situ* on your next visit.

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### About the Libraries

## Dates & Reminders

» **Placing materials on reserve:** use the [form](#) on the Libraries website to submit new requests for reserves and to alert library staff to remove unneeded reserves.

» Obtain your [YU-card](#), now available to full time faculty and staff, and which will be useful picture ID for those who are planning to visit other libraries or museums during the summer months.

» [datalib@yorku.ca](mailto:datalib@yorku.ca) - new email address to refer data or statistics questions to the Data Librarian

» Read highlights of [recent Archives acquisitions](#).

» Find out about how [LibX](#) can bring your library to the desktop!

» YorkWrites invites faculty to notify us of your recent publications - use the form on the [YorkWrites website](#) or send email to [yorkwrit@yorku.ca](mailto:yorkwrit@yorku.ca)

» Read about [new appointments](#) in the Libraries.

» Print this newsletter (PDF)

## A Learning Commons for York University

The Libraries and a number of other learning support services on campus have come together to plan a “learning commons” for York University. This is a place on campus—on many campuses around the continent by now—where students can go to study, learn, and create, whether individually or in a group, and where they will find the furnishings, equipment, software, and assistance they need to be especially successful in their work. At the York campuses, there are many places where students study and do their course work and where they can get some kind of help; and clearly, there are also places with computers, software, books, and journals (on shelves or with online access). In the learning commons, however, many different resources and services will become available in the same location, and in a place where students already go in large numbers.

So what will a learning commons look like at York? We envision that the second floor of Scott Library (with some renovations) will become the core of the learning commons, where students will be able to obtain library/Internet research help from librarians, assistance with their writing, and coaching around various general learning skills (such as reading a textbook strategically, preparing for an exam, taking notes in class, managing time), and help with computing questions (e.g., hardware, software, accounts). In the fully developed learning commons, there may be other kinds of services and resources available to students: rooms where students can practice their class presentations or an area for digital multimedia production and editing (why shouldn't that sociology paper include a video—and why shouldn't we provide our students with the tools and assistance they need to create it?). We also envision that students will be able to attend a range of convenient drop-in “skills” workshops relating to research, writing, general learning, and computing. The learning commons will even help students who are not on campus: the core of a learning commons web site, full of useful advice and resources, interactive tutorials, and live help services, is presently in development.



Already in time for the Summer 2008 term, the Atkinson Writing Programs and the Learning Skills Program (of the Counselling and Development Centre - CDC) are working with the Libraries to undertake a pilot project that will include some weekly hours of drop-in writing, learning skills, and research assistance on the second floor of Scott Library. And for the first time, students will be able to attend workshops in all these areas in one central campus location and on one unified schedule.

To lay groundwork for further development, the Libraries are conducting a survey of students to assess their preferences for learning environments. Members of the planning group have also been visiting other universities' learning commons to gain the benefit of others' experiences. Some will also be attending the third Canadian Learning Commons Conference to be held in Fredericton in June.

Meanwhile, we are considering the exciting facilities developments that may be possible in the coming years as the current public area of the Scott Library second floor is developed, and as the large area of that floor that currently accommodates the Libraries' technical services departments becomes available after these departments relocate. Much that we would like to do may depend upon the success of our fundraising, but the learning commons concept at other universities, since it so clearly promotes success in student learning, has often been attractive to generous donors.

A number of people and learning support services have come together so far to begin the planning of the York University Learning Commons. Some of these include:

- Atkinson Counselling and Supervision Centre
- Atkinson Writing Programs
- Centre for Academic Writing, Faculty of Arts

- Centre for the Support of Teaching
- Client Services, Computing and Network Services
- Learning Skills Program, CDC
- York University Libraries

Discussions to this point have been coordinated by Norma Sue Fisher-Stitt, Associate Vice-President, Academic Learning Initiatives, and Brent Roe, Associate University Librarian, Information Services. This is an exciting cross-divisional venture at York that can significantly enhance the student experience and facilitate student achievement.

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## A New Shared Resource Centre for the York Research Tower

The new “research tower” now rising above the new home of the Archives of Ontario building at the east end of York Lanes will accommodate not only the offices of many of the Organized Research Units (ORU’s or “research centres”) in the social sciences and humanities, but also a new shared resource centre to support them. Because the space available to each of the ORU’s that will be moving into the new building is limited, a number of them have been working with the Libraries in recent months to move large parts of their collections to Scott Library. The remaining part of these local ORU collections will be accommodated in the shared resource centre being created in the tower.



The new resource centre will be located on a specially reinforced area of flooring in the northwest part of the sixth floor, which is conveniently at the centre of the floors being dedicated to the offices of the ORU’s.

Since the building is being constructed to LEED (Leadership in Energy and Environmental Design) standards, which demand maximal use of natural light, the outer walls of the resource centre, like other parts of the building, will be almost entirely glass. The overall effect will be of a bright and inviting space for quiet reading or consultation.

While the exact floor plan is still being detailed, it is expected that the resource centre will be more than a storage space for books; rather, it will also serve as a place for faculty, graduate students, and visiting scholars to consult books and documents and confer with each other. Like the shared social spaces in the building, the resource centre will be a place where researchers from different ORU’s will meet and share ideas informally across their different research fields. The resource centre will also serve as a showcase for the publications of the members of the various ORU’s, with display cases and mobile furnishings that can be moved aside to celebrate a book launch or welcome a visiting speaker. Researchers may also be able to confer with a librarian on their projects conveniently—right in the resource centre—away from the hubbub of busy Scott Library.

### Recent Archives Acquisitions – Highlights

York’s [Clara Thomas Archives](#) has acquired a number of exciting gifts that significantly enrich its strong research collections in Canadian history and culture. Over the past year, the Archives has received more than 50 donations from private sources. Here are a few highlights that will be of keen interest to researchers at York:

#### Legal and Political History

Papers of **Marilou McPhedran**, a lawyer and graduate of Osgoode Hall Law School, who was a leader in the charge to have women included in the Charter of Rights and Freedoms in the 1980’s.

Files from **Aubrey Golden**, a lawyer who represented dissenters, unions, Native Canadians and others from the 1960s to the 1990s, whose papers provide unique insights into municipal politics, labour, education and legal history.

Family planning information from the organization **Childbirth by Choice Trust**, which was formed out of the move to legalize abortion in Canada.

#### Culture and Media

Papers of **Knowlton Nash**, a well known CBC broadcaster.

Documents relating to the history of the **Mariposa Folk Festival**.

Photos by **Robert Lawson**, a CBC set designer, of various CBC productions while they were underway and including candid photos of key figures such as Glenn Gould, Norman Campbell, Karen Kain and Frank Augustyn.

Initially, the ORU's that are contributing their collections to the shared resource centre are some of those with the largest collections: the Centre for Research on Latin America and the Caribbean (CERLAC), the Centre for Refugee Studies (CRS), and the York Centre for International and Security Studies (YCISS).

These centres have devoted time and considerable effort to identify which parts of their collections could go to the open stacks of Scott Library; which may need to be treated as "special collections" within York University Libraries; which items (superseded, redundant, etc.) could be de-accessioned, and which materials should be kept close at hand in the new resource centre.

The amount of shelving to be installed in the new space will be based on the size of these remaining collections, although additional shelving space is being planned for growth and for the addition of new collections in future.



Papers of **Robert Allan**, director of drama for CBC, and **Rita Allan**, a CBC radio personality.

The records of **Desh Pardesh**, an arts festival organized by a collective of South Asian artists and including programs, operational files, videotapes and artists' submissions.

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## Collaborating with Librarians to Improve Students' Research Skills

York librarians work regularly with their faculty colleagues, in a variety of pedagogical settings, to improve students' understanding of library research strategies across a range of disciplines and fields.

In one such example, faculty/librarian collaboration is tightly integrated into course objectives and structure. Scott McLaren (Humanities and Religious Studies Librarian) co-directs AS/WRIT 2300 *A Writer's Introduction to Research* with Professor Janet Webber (Division of Humanities and Centre for Academic Writing, Faculty of Arts). This course, required as part of Faculty of Arts' Professional Writing program, aims to give students a solid grounding in research skills during their early years of study.

AS/WRIT 2300 provides a practical introduction to strategies for using library online resources and explores the structural differences between various academic disciplines and their related literatures. The course was designed and is taught collaboratively. Janet focuses on developing students' writing skills and rhetorical approaches, and Scott emphasizes research strategies and methodologies.

Recognizing that professional writers need to do research across a wide range of sources and disciplines, AS/WRIT 2300 lectures give an overview of a particular discipline coupled with a specific example, project or case study. Guest lecturers – librarians and archivists representing a variety of subject areas – are regular participants who describe how the literature is structured in the disciplines where they specialize, and how new findings are disseminated in the humanities, social sciences, and sciences. The importance of the editorial process, peer review, and the relationship between a writer's ethical integrity and the use of credible resources are pervasive themes.

Tutorials take place in hands-on labs that focus on the development of actual research strategies. Assignments emphasize the collection and critical evaluation of evidence to support arguments based on hypothetical writing projects. Students are required to grapple with a range of resources in compiling annotated bibliographies, and they experience first hand how their research process is affected by the ways in which disciplines structure and disseminate their literatures.

AS/WRIT 2300 culminates in a piece of writing for a particular publication (a newspaper, trade journal, magazine or other resource) selected by the student in consultation with the instructors. In this final assignment students do not produce a scholarly footnoted piece, but one that conforms to the rhetorical norms practiced in the publication they have chosen. Scott observes that "professional writers often function as interpreters between specialists and lay persons. Because universities are centers for creation of new knowledge writers often find important information sources here -- we are trying to highlight the importance of using scholarly sources for credibility, but also stress that they may need to explain and interpret that information for their particular audience."

The process works: Scott notes that several his former students have been successful in subsequently publishing their final papers in the very publications they were hypothetically written for.



As an instructor, Scott aims to cultivate in his students a sense that academic literature is a dialogue in which they can participate more fully as they gain facility with methodologies and literatures.

He sees AS/WRIT 2300 as an important way of fostering information literacy. “The online landscape changes almost daily, and in a course of this nature relying so heavily on electronic resources, students want (and need) to use the web. Instructors need to be familiar with the electronic landscape, and they can rely on librarians, whose literature is geared to the changing information environment, for assistance. Librarians bring a strong interdisciplinary perspective to their work – they have expertise in particular subject areas, but they are also called upon to help students formulate research strategies and execute research plans across a wide range of disciplines. Librarians have an overview of how the tools and databases within disciplines are structured and the variances from one discipline to another.”

Scott would like to see more collaborations of this sort, and he encourages faculty to enlist the help of their liaison librarian to assist in the work of turning students into good researchers.

If you are interested in collaborating with a librarian to integrate an information literary component into an existing or a new course, please contact your [liaison librarian](#).

Librarian Scott McLaren

## Electronic Resources — New Acquisitions

### EBook Collections Update

York University Libraries' ebook collections continue to grow in direct response to user demand – we have received the message loud and clear that York students and faculty want access to more and more scholarly content in electronic form.

Here are some of our most recent additions.



#### Books 24/7

This exciting new addition to our ebook collections will provide access to key titles in engineering, IT, finance and business.

**BusinessPro:** Key content on all aspects of business topics and professional skills & development. **4,000+ titles**

**EngineeringPro:** The premier multidisciplinary engineering reference resource. **Over 1,100 titles.**

**ExecSummaries:** Quick insight into the best business ideas and practices of today's thought leaders. **Almost 300 titles.**

**FinancePro:** A trusted resource for financial and accounting information. **Almost 800 titles.**

**ITPro:** Best-in-class technology content covering over 100 different topics. **Over 6,000 titles.**



#### Springer EBook Collections

| Subject   |
|---|
| Computer Science (7,411)                          |
| Software Engineering (5,252)                      |
| Computer Communication Networks (4,994)           |
| Artificial Intelligence (incl. Robotics) (4,749)  |
| Data Encryption (4,412)                           |
| Algorithm Analysis and Problem Complexity (4,078) |
| Database Management (3,797)                       |
| Mathematics and Statistics (3,064)                |
| Computation by Abstract Devices (2,182)           |
| Physics and Astronomy (2,162)                     |

Want to read our previous ebook update from Fall 2007? Click [here!](#)

## Other Year-End Acquisitions

The strength of the Canadian dollar this year has meant that we've been able to acquire some important new resources. Some of the more recent products are:

### [Oxford Islamic Studies Online](#)



Encompassing over 3,000 A-Z reference entries, chapters from scholarly and introductory works, Qur'anic materials, primary sources, images, and timelines, *Oxford Islamic Studies Online* offers a multi-layered reference experience designed to provide a first stop for anyone needing information on Islam.

Users can refine the rich array of content to search and browse by era, topic, and geographic region, filter to view a specific type of content, and make use of a variety of search forms to set criteria for locating biographical entries, bibliographic references, primary sources, terms in the Qur'an and Concordance, and much more.

### [British Periodicals I and II](#)



*British Periodicals* traces the development and growth of the periodical press in Britain from its origins in the seventeenth century through to the Victorian 'age of periodicals' and beyond.

On completion this unique digital archive will consist of almost 500 periodical runs published from the 1680s to the 1930s, comprising six million keyword-searchable pages and forming an unrivalled record of more than two centuries of British history and culture.

### [Twentieth-Century Drama](#)



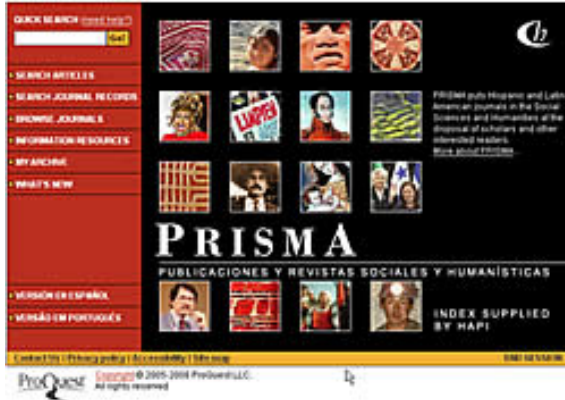
When complete, *Twentieth-Century Drama* will contain 2,600 published plays from throughout the English-speaking world, covering the history of modern drama from the 1890s to the present day. It currently contains over 1,550 play texts by 165 principal authors from North America, Britain and Ireland, India, Africa, Australia and the Caribbean. The collection's contents range from canonical authors such as George Bernard Shaw, Langston Hughes, Sean O'Casey, Noël Coward, Eugene O'Neill and Thornton Wilder, to off-Broadway experimentation and South African township theatre.

### [WARC – World Advertising Research Center](#)



WARC.com provides the largest single source of intelligence for the marketing, advertising, media and research communities worldwide, drawn from more than 40 international sources. These include WARC's own publications such as [Admap](#) as well those of its partners, which include The [Advertising Research Foundation](#), [ESOMAR](#), the [Institute of Practitioners in Advertising](#) and many more.

**Prisma**



PRISMA (Publicaciones y Revistas Sociales y Humanísticas) is a comprehensive reference resource providing full-text scholarly journals in the social sciences and humanities for the interdisciplinary academic study of Hispanic and Latin America, and the Caribbean Basin.

Offering key titles indexed in the [Hispanic American Periodicals Index \(HAPI\)](#), a highly respected database produced by the Latin American Center of the University of California, Los Angeles, PRISMA is searchable via Spanish, Portuguese and English interfaces.

**Eighteenth Century Parliamentary Papers**



The (British) House of Commons Parliamentary Papers coverage is now expanded to cover 18th, 19th and 20th centuries. This new 18th century component features publications published officially by the House of Commons or the House of Lords from 1688 to 1834, including sessional papers and other material such as Journals and Private Acts.

The material was brought together and digitized from the major collections of parliamentary papers at the University of Southampton, the British Library, and the University of Cambridge.

**Waterloo Directory of English Newspapers and Periodicals, 1800-1900**



The Waterloo Directory of English Newspapers and Periodicals, 1800-1900 is a subject-inclusive, language-inclusive bibliography of 50,000 publications, 48,000 personal names, 4,572 issuing bodies and 756 subjects.

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## New Video Streaming Option for Library Videos

Over the past several years, the Sound and Moving Image Library has purchased video streaming rights from different educational distributors and made these available to the York community for viewing from either on or off campus, but under these licensing agreements no downloading or excerpting has been permitted.

At last, one of these companies has heard and responded positively to the academic request for access to excerpts. We are pleased to announce that the Libraries have entered into a three year licensing agreement for online access to 64 titles from the collection of Films Media Group ([www.films.com](http://www.films.com)). Under this agreement, York users can view either the entire program or pre-selected “learning objects” (excerpts). But more importantly, faculty have the option of creating their own learning objects for classroom presentation and for viewing by their students.

This pilot project has been made possible by a \$10,000 donation from the Atkinson School of Administrative Studies. The video titles have been selected with input from their faculty members and so the content does have a business focus. However, there is material here of interest to other disciplines: topics covered include the sociological and economic impact of globalization, the “greening” of business, the integration of religion and corporate culture, product branding and advertising, and ethics and social responsibility.

To find a complete list of the 64 titles in the York catalogue, select the *keyword search* screen from the [Libraries homepage](#), type **FMG** in the *author* line and highlight **streaming video** in the *item type* box. To watch a video (or excerpts), press the *view* button beside a title and highlight the URL at the bottom of the screen. The visual quality may remind you of YouTube but most importantly, the content has been determined by academic needs. If you would like to generate your own excerpts, let us know so that we can send you a password for the Films Media Group site.

Your feedback is important. Films Media Group represents titles in many disciplines. If you find their streaming approach useful let us know and we will acquire similar rights from FMG for titles in other subject areas. Your comments would also be useful as leverage in persuading other educational distributors to change their minds on the excerpt issue.

We look forward to hearing from you,

Sophie Bury, Business Librarian, Peter F. Bronfman Business Library ([sbury@yorku.ca](mailto:sbury@yorku.ca))


Kathryn Elder, Media Librarian, Sound and Moving Image Library ([kelder@yorku.ca](mailto:kelder@yorku.ca))

## What's new on the library web site?

### New Titles: an easy way to follow new books, CDs, movies added to YUL collections

Early this year the Libraries began [weekly listings of new titles](#) in our collections. All of the new books, CDs, and DVDs are here.

The book listings are broken down by Library of Congress classification letters. For example, if you are a mathematician, you know that math books are listed under QA. The [new titles in QA \(Mathematics\)](#) page lists all of the new math titles added to the collections. All of the law books are [grouped together under K](#); and if you wanted to follow all of the visual arts, you could watch [everything new under N](#), or you might just want to see the [new books on painting \(ND\)](#) that have come in.

The Sound and Moving Image Library's newest items are there too. [The new film and video list](#) shows the wide variety of movies that we acquire, from recent popular releases to obscure foreign titles to controversial documentaries. They're all available for watching, and you can listen to any of the [new CDs](#), which cover all genres and periods of music as well as spoken word and other audio. RSS feeds are available for all of the listings. RSS brings the updates to you whenever they happen, so you don't need to keep checking back to see what changed. Look for the little  icons, which are links to RSS feeds you can read with [Google Reader](#), [Bloglines](#), or your favourite feed reader. Science librarian Rajiv Nariani's page on [RSS feeds for science and technology](#) explains more about RSS and is useful even if you're not in the sciences.

More work on these lists is planned, so keep an eye out for improvements.

### Planet York collects all York blogs into one place

[Planet York](#) brings all of the York blogs together into one place. It's called a "planet" because it's done using [a program called Planet](#), which is a "'river of news' feed reader. It downloads news feeds published by web sites and aggregates their content together into a single combined feed, latest news first." You can visit Planet York regularly or subscribe to [the RSS feed](#) to keep up with the latest posts.

The wide range of topics covered by York bloggers is shown by just these five:

- [Advances in the History of Psychology](#) from doctoral students in psychology;
- [IPologue](#) and [The Court](#) from students and faculty at Osgoode;
- [Confessions of a Science Librarian](#) from the head of the Steacie library; and
- the [Crane and Matten Blog](#) from two Schulich professors.

There are many others, so have a look at Planet York. If you're a faculty member and have a blog about your professional activities that you'd like included, please e-mail William Denton ([wdenton@yorku.ca](mailto:wdenton@yorku.ca)) and he'll add it.

And there's more: some library blogs are on Planet York, but there's a special [Planet YUL](#) that collects all of them. (York University Libraries has so much going on that we didn't want to

### LibX: Bring your Library to the Web

Have you ever done research on the web, found a reference to a book or journal, and wondered if your library has a copy? Have you found a citation to an article that looks relevant and wanted to see if the library has access to it? are you tired of having to perform multiple steps to get to electronic resources? If you've answered "yes" to these questions, then you may be interested in installing the **LibX** for York University Libraries extension to your Firefox web browser.

The YUL LibX toolbar plugs you into the Libraries from anywhere on the web. You can highlight text by "right-clicking" your mouse and quickly perform a 'context menu' search, or drag and drop the text as search terms straight onto the toolbar, instantly searching the YUL library catalogue or eResources from the comfort of your browser. If you're searching Google or another library catalogue, you'll find the ISBN number becomes a hyperlink to the YUL catalogue. You can immediately see if the book is in York's collection and whether it's available to borrow.

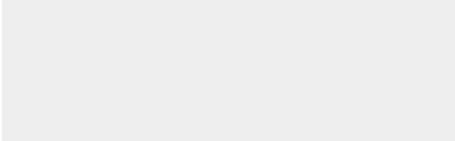
You'll also start seeing the embedded cues like the York University icon and the 'Find It @ York' button appearing on web pages like Wikipedia, Amazon and anywhere else that refers you to a potential library resource.

Want to give it a try? Point your Firefox browser here: <http://libx.org/editions/download.php?edition=FA4F5F65> and bring your library to the Web!

—F. Tim Knight, for the YUL Emerging Technology Interest Group

overwhelm everyone else!) Librarians blog about science, cataloguing, their course and liaison work, and much more, and you'll also find lots about new electronic resources and books.

—William Denton, Web Librarian



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## Information Literacy at the Libraries: Invaluable Feedback from Faculty and Graduate Students

York University Libraries believes that information literacy (IL) is a set of competencies all students must have, and IL is an important part of the work of the librarians. IL instruction—in classes, in workshops, and elsewhere—is the teaching part of our work, and focuses on developing a complex set of competencies including the ability to find, use, and evaluate information.

The [\*Information Literacy Manifesto \(2005-2010\)\*](#) is the Information Literacy Committee's vision and plan for library teaching and instruction, in which user needs assessment is a key element. We did valuable work on this element over the last year by conducting surveys and focus groups with two important user groups: faculty and graduate students.

### Faculty Say Information Literacy Instruction Is Important

In March and April 2007 we conducted an online survey of all full-time faculty at York to learn about their perceptions of the importance of IL instruction, to gather their insights on students' IL competencies and research habits, and to learn about their experiences with and expectations of IL instruction at York. 221 valid completed responses were received, and we thank everyone for their time and thoughtful comments.

[A more complete summary of the results](#) is available, but here are a few highlights. It's clear that librarians are not alone in knowing how crucial information literacy is: when asked to rank on a scale of 1-7 the importance of York students graduating with various core IL competencies, consistent mean and median rankings of above 6 show clearly how fundamental York faculty believe these competencies to be:

- 94% of respondents said that students can benefit from IL instruction.
- 87% give assignments where library research is an expectation, but see room for improvement in student skill levels here, especially among lower-level undergrads.
- 80% of respondents believe IL instruction is best taught through faculty/librarian collaboration, and 82% recommend the instruction be required and not optional.
- We were encouraged to learn that 53% of respondents are already incorporating attention to IL in class either on your own (54%) or by asking a librarian to do a tailored session (46%).
- 42% of faculty say that there is a "substantial" beneficial impact from a librarian visiting a class to do an information literacy session, and 33.3% more say it has "some" impact.

These and other findings from will play an important role in guiding our information literacy planning and programming. Thank you!

### Graduate Students Recognize Need for In-Library Research Instruction

The Information Literacy Committee also sought input from graduate students, running surveys and focus groups in fall 2007. Among other things, we wanted to learn about their library and Internet research habits and their awareness, experiences, perceptions and expectations of our instructional services.

193 completed responses were received from grad students enrolled in myriad programs across campus. Focus groups were conducted in the Scott and Steacie libraries. An executive summary of our findings will be available on our web site soon, but here are some highlights.

85% of grad students are frequent users of the library's electronic resources. However, in focus groups a substantial number were uncertain of their ability to make the best use of the library web site when conducting research. They also emphasized the need for greater faculty/librarian collaboration and referral to guide them through the research process. This feedback is under review by our Web Committee as part of a larger web overhaul project, and we would like to work more closely with the Faculty of Graduate Studies and graduate programs.

Grad students value the Libraries' online tutorials and guides, as well as the consultations and workshops we offer. They suggested strategies to heighten awareness of all of these, new ideas for workshop content, and also ways to work more closely with faculty to promote and design program- or course-specific sessions. We've already changed our web site to raise the profile of [our workshops and classes](#) on [the home page](#), and the Information Literacy Committee is currently working to strengthen promotion and liaison efforts with graduate students and the faculty who teach and/or supervise them.

The Libraries consider that a Learning Commons is important and we were happy to find that graduate students do too. The focus groups stressed that we should collaborate with other learning services units on campus to provide consultation and workshops on academic writing, presentation and research skills, and scholarly communication issues. This input will help guide programming efforts for the Learning Commons initiative.

So again, thanks to faculty and graduate students alike for giving generously of their time to participate in these surveys and focus groups. It has helped us learn what the Libraries are doing well, where gaps prevail, and where existing services or resources need to improve. In the coming year the Information Literacy Committee plans to learn more about York's undergraduate students' information literacy competencies, expectations, and experiences – so stay tuned for our next instalment!

—Sophie Bury, Librarian

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## York to the Power of 50: Supporting York University Libraries

When future students open a book in one of York's libraries, they could find your name inside.

The Honour with Books program allows you to place a personalized bookplate inside a new volume in the York University Libraries collection with a minimum donation of \$100.

"Honour with Books is a meaningful and affordable way to make an important contribution to our libraries," says Nancy Hall, manager, monograph acquisitions. It's also just one of many engaging ways faculty and staff members are choosing to support York University Libraries.



Other naming opportunities are still available for:

- o \$1,000 to name a new wired study carrel
- o \$5,000 to name a new wired study table
- o \$10,000 for a group study room
- o \$25,000 to name an endowment fund for an entire collection

Naming opportunities can recognize retirements, anniversaries, weddings, birthdays, professional honours or act as memorial tributes, and donors can choose to have their own name appear or choose an honouree. "Naming something at the library provides you the opportunity to celebrate a special person or event in your life," says Tanling Yeung, chief development officer, libraries, for the York University Foundation.

York University Libraries and the York to the Power of 50 fundraising campaign are committed to ensuring York's six libraries provide a first-class learning and research environment. Gifts to York Libraries can also be designated to the library of your choice.

As a faculty member your gift will count toward the [Family Campaign](#) in support of the York to the Power of 50 fundraising campaign — already at more than \$150 million toward its \$200 million goal.

The Family Campaign plans to achieve a participation goal of 2,009 faculty, staff and retirees by 2009. At more than 1,700 supporters the campaign is well on its way. It's an opportune time to add

### "Who's New" at the York Libraries

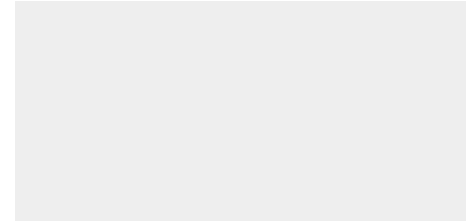
**Andrea Kosavic** has accepted a continuing appointment as Digital Initiatives Librarian. Andrea holds her MSt and a BSc in Biology from the University of Toronto. She has been working as Digital Initiatives Librarian in a contractually limited capacity since 2006, doing extensive work on DIY and YorkSpace, and making significant contributions to the advancement of York scholarly communication.

**Erin Felds** has joined the Librarians on contract as a Reference Librarian until late August. Erin has her MLIS from the University of Western Ontario, her B.Ed. and BA - Honours in Communications Studies from the University of Windsor.

**Tanling Yeung** has joined the York University Foundation as the Chief Development Officer for the Libraries. Tanling worked previously as Fundraising and Development Director with the Mon Sheong Foundation in various fundraising and marketing positions and leading or participating in major gift solicitations; at The Hong Kong Academy for Performing Arts; and at Mount Sinai Hospital Foundation as Program Coordinator, Asian Community Development Program.

to this momentum and support York University Libraries.

For more information on York to the Power of 50 and the ways you can support York Libraries, please contact Tanling Yeung, chief development officer, libraries, for the York University Foundation at 416-650-8210 or visit [yorku.ca/foundation](http://yorku.ca/foundation). You can also click [here](#) to donate now.



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## Art Works in Scott Library Provide “Food for Thought”

In the fall of 2007, three new art works by York students were mounted in Scott Library. The arrival of these pieces was the outcome of the 2007 version of a program developed in collaboration with the Faculty of Fine Arts to commission art for the Libraries by upper-year students in the Faculty. The Libraries are proud to showcase the artistic talents of York students while aesthetically enriching library public spaces.

Under this program, coordinated by Visual Arts Professor Emeritus Bruce Parsons, students are invited in the spring to propose art for specific sites chosen in advance by the Libraries. The students winning the commissions available are awarded funding to cover their costs and provide them with an honorarium. The successful students work over the summer and the completed pieces are exhibited thereafter in the library for a limited time.

The first piece, “(after Claude Cajun) Intervention”, was created by photography major Maeve Hanna, (BFA 2007) while on an exchange program at the University of Leeds, UK. Claude Cajun was a well known French actor and performance artist in the 1930’s.

The 5’x 5’ black and white panels of the photographs are placed on the wall behind the circulation desk and the work is one of the first things people see when entering the Scott Library.

Although placed in a library, the person in the pictures is not engaging in the usual activities expected in a library setting—studying or reading. Rather, she appears to be hiding under the desk, standing on the carrel, balancing on stacks of books. In her submission to the selection committee Ms. Hanna notes of her work, “The images work by emphasizing a new way to negotiate and inscribe a body into a space which is ordinarily used in a much more conventional manner.”

By having these unconventional approaches to library usage located so near to the entrance of the library, the artist observes that students entering the building may need to re-examine the typical and conventional approaches to behaviour in a library setting. Ms. Hanna feels that her display complements the educational aims of a university to stimulate new thinking and new ideas.

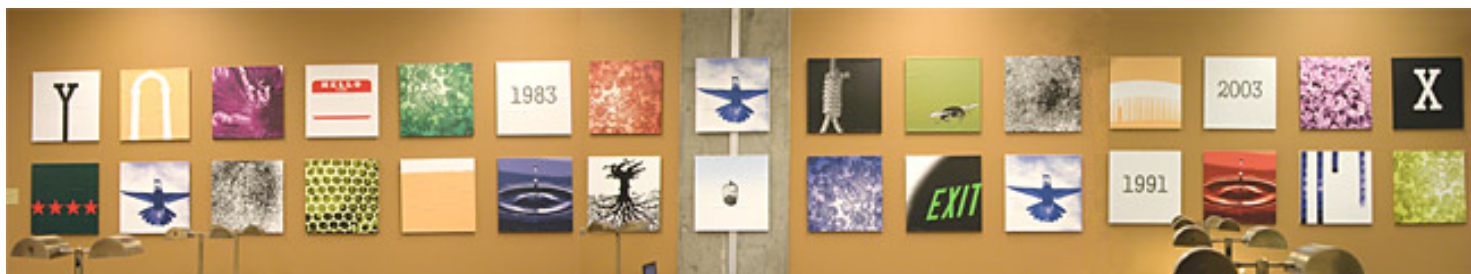


*(after Claude Cajun) Intervention*  
—M. Hanna

The second art work is also situated on Scott’s first floor, in the general study area beyond the Reserve desk. The collection of 30 panels of some 120 images, entitled “Fragments of Memory” is the work of Mark Small, (BFA 2007), who concentrates primarily on printmaking.

These coloured symbols range from texts (hand written and printed) to street signs, to real or stylized pictures of animals, to everyday items like combs...and even a noose. According to his submission, this grouping reflects the historical background of Mr. Small’s African-Canadian-Caribbean family; for example, the years shown are of special significance to his grandparents.

Taken as a whole, the designs are indicative of the shifting patterns, the ebb and flow of life's journey that all must undertake.



*Fragments of Memory* — M. Small

The third work is located in Scott Library's second floor reading room. It is the project of Patrick Kaipainen (BFA 2007) and is entitled "Books I've Never Read". Patrick's focus is on new media and installation art.

The piece is based on an initial work in the economics section of the stacks, in which the artist took copies of Adam Smith's famous economic treatise "The Wealth of Nations", clamped them shut and locked them to shelves in the Scott Library, preventing any would-be borrower from looking at the shelved items.



From there, Mr. Kaipainen assembled a package containing a copied treatise and a disposable camera; he sent several of these boxes to various world leaders and experts in the field of economics, including a request to each recipient that they chain or lock the volume to their desk and record the event with the camera, in the hopes they would return a pictorial document of their efforts to him. The work in the Reading Room consists of photographs of some of the letters and boxes sent to the leaders.

According to his submission, Mr. Kaipainen's exhibit examines some of the challenges for the modern world: issues around security, access to knowledge, documentation, art in the public sphere and unknown packets that arrive in the mail. The artist affirms that despite these threats, it is still possible to maintain meaningful political dialogues.



*Books I've Never Read* — P. Kaipainen

We hope that you enjoy these thought-provoking visual art pieces in the Scott Library on a future visit!

—Peter Duerr, Librarian