Reference Services Committee
Minutes of the meeting of November 9, 2005
Alice Moulton Room, Gerstein Science Information Centre, 9:30-11:30 a.m.

Present: Laura Anderson (Rotman), Susanne Tabur (Gerstein), Elena Prigoda (Gerstein), Elsie Del Bianco (Trinity, minutes), Shauna Dorskind (Media Commons), Elaine Tamura (UTSC), Gail Nichol (Engineering), Richard Carter (SMC), Gabbi Zaldin (Victoria), Barbara Geiger (Regis), Marian Press (OISE/UT), Sian Meikle (ITS), Ian Whyte (UTM), Jenny Mendelsohn (Robarts), Stephanie Swift (for CAUG), Jack Howard (ROM), John Papadopoulos (Law), Cristina Sewerin (Engineering & CSC), Margaret Fulford (Dentistry), Sam-Chin Li (DMGIS), Hana Kim (East Asian)

Regrets: Vicki Skelton (Industrial Relations), Heather Cunningham (Gerstein), Mary-jo Stevenson (Robarts), Alastair Boyd (Cataloguing), Nalini Singh (FIS)

Minutes:
The minutes of Oct. 12, 2005 were approved with the following changes:

Under Business Arising, the last sentence should read “To keep informed, please make sure to join the ILU Listserv”.

Under Alastair Boyd’s report on Non-roman records in OPAC, the last sentence “There must be an ‘880’ field for this to occur” should appear after the sentence beginning with “The ‘View in Original Script’ link”.

Business arising
The library catalogue brochure is a work in progress as it is being completely revised.

The WAG committee concluded that subject grouping of databases in scholar’s portal did not fall under their purview. A group of two or three Reference Services members should be constituted to look at the databases and suggest relevant groupings. Sage titles should be included in the groupings. Since Gail, Patricia and Heather were already looking at subject grouping of databases, it was decided that they could continue.

J. Mendelsohn said that she excluded Sage full text journals since they should be indexed in other places. If they were included, there were duplicate records. S. Hook said that there was added content with the Sage records. She added that there used to be a note indicating that the de-dupe function was on and how many entries were dropped as a result. Sian will find out why the note is not appearing now.
**Sian Meikle’s Report**

The view original script link has been activated. This feature has not been publicized so that any glitches that may occur can be worked out before making an announcement.

A new project to enrich the content of catalogue records of electronic journals is now underway. Coverage statements will be taken out of SFX records to improve accuracy.

**Web Advisory Group**

Reference staff are encouraged to send resource or research tips to be displayed on the library web page. The tips have to be fairly short, 12-15 words and because of space constraints only two or three items can be displayed at a time. Library news items are also welcome and have proved useful. For example, having library classes listed on the web page has increased attendance.

A new tab for e-media will be included in e-resources. The tab for research guides will be made more prominent.

**Presentation – Introduction to Scholarly Research (ERI203)**

S. Hook and I. Whyte described their experience of developing and teaching this half credit course at Erindale. Mary Ann Mavrinac (UTM’s chief librarian) was the driving force in getting it through governance and influenced its syllabus and content. I. Whyte was asked to design and be responsible for the course.

Some of the characteristics of the course:

1. **Vision statement:** “To develop the knowledge, skills and attitudes required by undergraduates to use information effectively and appropriately to contribute to their success while at school, to equip them for their career, and to prepare them to be life long learners in a knowledge-based society”

2. **Operating principles:** I) To use the discipline of Library and Information Science as the theoretical base for the curriculum  
   II) To use the course as a lab for conducting research on undergraduate understanding and approaches to research.

3. **Instructional design:** I) Should be learner centered  
   II) Should be based on constructive alignment

4. **Course objectives:** By the end of the course students should be able to  
   I) pose a research problem and justify the research strategy  
   II) differentiate among types of information sources  
   III) evaluate information critically
Questions on Presentation
J. Mendelsohn asked whether focusing on the process as well as the topic poses a problem for the student. S. Hook replied that the process is only discussed in the first assignment. At years end the student’s research logs in which he provides a self-assessment of how well he met the course objectives is submitted. The instructor evaluates the student’s ability to engage in the research process.

G. Nichol suggested that reference staff could make use of the models of research process to assess what the student’s level is and tailor their teaching at the reference desk accordingly.

B. Geiger asked whether it was a problem that students from both the sciences and humanities were in the course. S. Hook said that it was sometimes difficult to evaluate sources in a field that is not your area of expertise. This year the students will have to read an article in the humanities, one in the social sciences and one in the sciences which should help.

At the end of the discussion I. Whyte agreed to distribute the presentation slides to the Reference Services Committee.

LC Records with Table of Contents
S. Swift asked for members’ views on deleting links in LC records to the online Table of Contents in cases where the bib record already has a contents note. She pointed out that the contents note in the bib record is sometimes more complete and accurate. A suggestion that the cataloguer should decide which contents note to keep was considered impractical. S. Meikle said it might be possible to change the term ‘online’ for one which describes what the button is pointing to, e.g. Table of contents. This would also eliminate the problem of patrons clicking on the online button expecting to access an electronic version of the book. S. Meikle will try this on the test database in the next few weeks and welcomes comments.

Other Business
M. Press mentioned that when using Google Scholar, the button ‘Search the catalog at your library’ does an ISBN search which doesn’t always produce results even though the U of T library system may have the material. S. Meikle will look into this.