

FOOTNOTES¹

Negotiating Your Rights as an Author

Some publishers now offer author-friendly copyright agreements that allow authors to retain rights to their works to use in teaching or future scholarly efforts. This easing of exclusive copyright transfer requirements is due in large measure to the growing open access movement, which is defined as free and unrestricted online availability to journal articles.

Even the mega-publisher Elsevier has revised the copyright agreement authors are asked to sign. Copyright information provided at their "Author Gateway" (<http://www.authors.elsevier.com/>) indicates that authors will maintain rights for personal use including teaching, posting pre-print and final versions of articles on their personal or institutional websites with a link to the journal home page, presenting the work at meetings, and preparing derivative works.

But what if your publisher requires that you forfeit all rights? Growing sentiment within the academic community is for authors to negotiate their agreements with publishers. The following steps are reprinted with permission from the Copyright Management Center at Indiana University-Purdue University-Indianapolis:

1. Anticipate your future needs to use materials.
2. Understand the terms of the agreement.
3. Negotiate!
4. Execute the agreement.
5. Protect and use your rights!

Amending the publisher's agreement may take two forms. One is to strike through unfavorable language and replace it with, or add, new language directly and initial each change. The second is to supplement the agreement with a separate document that includes terms superseding any contradicting terms within the proposed agreement.

The Web site of the IUPUI Copyright Management Center (http://www.copyright.iupui.edu/nego_doc.htm) provides full discussion of these options plus provides two model amendments for negotiating with publishers.

The recent program sponsored by Libraries & Media Services—"Copyright Workshop for Faculty Authors" presented by Michael W. Carroll, Associate Professor of Law at Villanova University School of Law—highlighted these same issues. Information will be forthcoming on the availability of the video made of his presentation.

Research Impact of Open Access Articles

A recent study found that articles freely available on the Web have greater research impact as measured by the degree to which they are cited. Kristin Antelman, North Carolina State University, looked at articles from philosophy, political science, electrical and electronic engineering, and mathematics. Each of these disciplines was deemed to be in varying stages of adopting open access.

Articles from ten high-impact journals in each field for a two-year period formed the sample. The citedness of each article was determined using the *ISI Citation Indexes*. Each article was then searched on the Web using the *Google* search engine, which now indexes the full-text of PDF files and some PostScript files in addition to html pages.

For each of the disciplines, articles in the open access sample had higher citation counts than those only available through the actual journal. The relative difference was the greatest for mathematics (91%), followed by political science (86%), electrical and electronic engineering (51%), and philosophy (45%). Authors of the open access articles had elected to post them to their personal or institutional Web pages or to disciplinary repositories.

Antelman makes an interesting observation that "as more research is available online, readers lower the threshold of effort they are willing to expend to retrieve documents that present *any* barriers to access, which may strengthen the association between open access and research impact."

Antelman, K. (2004). Do open-access articles have a greater research impact? *College and Research Libraries*, 65, 372-382. Retrieved October 12, 2004, from http://eprints.rclis.org/archive/00002309/01/do_open_access_CRL.pdf

Inside this Issue

- | | |
|--------|--|
| Page 2 | Database Updates |
| Page 3 | What's Happening in the Student Multimedia Studio?
Tutorials for Basic Desktop Applications
KentLINK Alerting Service
Special Collections Limit |
| Page 4 | Extending the Reach: Public Library Joins OhioLINK
Change in OhioLINK Fines
Electronic Dissertations Now an Option at KSU
Status Report: OhioLINK Electronic Theses and
Dissertations Center
OhioLINK Costs and Usage |
| Page 5 | A Note from the Dean |
| Page 6 | Oxford Dictionary of National Biography
Accessing Your OhioLINK Favorites Using "My
Express Links" |

Database Updates



Forestry Images Now Online

Four thousand forestry images from The Ohio State University's Ohio Agricultural Research and Development Center are now available worldwide through the Digital Media Center's Science Database (<http://worlddmc.ohiolink.edu/Science/Login>).

Forestry Digital Photographs is a collection of photos of forestry, dating back to the early 20th century. Images portray trees, cultivation, care, and the effects of human activity. Many pictures were taken in Ohio but other states and countries are also represented. Users may search the Science Database using a keyword search. Users can also browse the images by title or by location where the image was taken.

ERIC Documents (1993 to present)

On October 1, 2004, the Educational Resources Information Center (ERIC) began offering free, full-text ERIC documents with dates of 1993 to date. This includes more than 107,000 full-text documents which were previously available in microfiche or through fee-based services only. From this time forward, new ERIC documents will be published only in electronic format. ERIC documents produced prior to 1993 are still available only in microfiche.

OhioLINK's linking software, OLinks, has been updated to link to these documents. OLinks provides direct access to the full-text ERIC document from the citation in the ERIC database. OhioLINK users can find links to these ERIC documents, or any other full text, by clicking on the *Find a Copy* link, or the OLinks icon from the search results screen of the ERIC database.



Additions to Stat-USA

StatUSA is an important reference tool produced by the U.S. Department of Commerce. It offers business, economic, and trade data from over 40 Federal government agencies. Updates vary according to section. Recently, new resources have been added to its *International Trade Library* (ITL), including: *International Economic Review*, *International Energy Annual*, *International Energy Outlook*, *International Petroleum Monthly*, the *World Bank Commodity Pinksheet* and new *World Factbook Comparative Tables*. Check them out at <http://www.stat-usa.gov/ITL>.



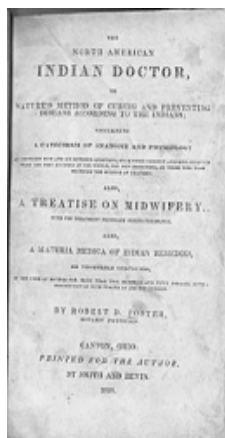
NAXOS Music Library: Online Classical Music Service

The Libraries now have access to the *NAXOS Music Library*, the world's largest classical music listening service. The collection of over 75,000 tracks of music is continually added to, from both the NAXOS label and from other leading independent labels, benchmarked against the collection development suggestions outlined in the Music Library Association's *A Basic Music Library*.

It is possible to do a **Standard Search** on the database which allows you to browse an alphabetical listing of CDs by genre and category of classical music. An **Advanced Search** enables you to choose from a variety of search parameters including, composer/artist/lyricist, countries, years composed, and moods/scenarios.

This subscription is a collaborative effort between several OhioLINK libraries. Access is available through the Music Library or Libraries & Media Services Web sites or directly at <http://ohiolink.naxosmusiclibrary.com>.

NAXOS Music Library will be compared in the next months with the present *Classical Music Library* service.



Morgan bibliography of Ohio imprints, 1796-1850

Morgan Bibliography of Ohio Imprints, 1796-1850, describes books, pamphlets, and broadsides printed in Ohio, from the earliest in 1796 through 1850. The bibliography is compiled and maintained by Richard P. Morgan of the Morgan Library of Ohio Imprints. The bibliography includes names of libraries that own copies of these historical materials to aid in locating originals. Through a partnership with the American Antiquarian

Society, Worcester, Massachusetts, many titles formerly owned by the Morgan Library are now in the AAS collections.

This database is freely available to anyone at: <http://olc7.ohiolink.edu/morgan/>.

Compendex Historical

A database indexing the engineering literature from 1884-1979 is now available. *Compendex Historical* complements the *Compendex* database which covers 1980-present.

Update on Services

What's Happening in the Student Multimedia Studio?

Now available—A MAC G4 for Digital Video Editing.

This workstation has been configured with *Final Cut Pro* and *i-Movie* to support the many Journalism and Mass Communications and Graphics/Visual Design students who learn and work exclusively on this platform.

Faculty prepare for digital presentation project support in advance.

Faculty are encouraged to consult with the SMS prior to making an assignment involving multimedia and SMS support. Several faculty have done just that this semester. By the end of the first week of Fall classes, 36 of the 47 video drives available in the SMS had been reserved by faculty for projects being created by over 100 students involving the use of digital video for presentations. In conjunction with these requests, several "in class" demos and over 250 hours in the editing suites have already been reserved for students to work on these projects with SMS staff support.

Example of a multimedia assignment—Digital storytelling project.

History students studying World War I this semester will be utilizing the support of the SMS to create dynamic PowerPoint presentations to tell their story. Their presentations will not only include archival WWI images, but also digital audio, video, and extensive custom animation effects not typically utilized in standard PowerPoint presentations.

SMS "The Movie". SMS Multimedia Consultants have created a video that highlights (in a very entertaining way) what the SMS can do to help students with multimedia assignments. The streaming video clip of this production can be seen at <http://wmserver.kent.edu:8800/sms/sms trailer.wmv>.

Tutorials for Basic Desktop Applications

InfoSource tutorials are once again available, although access is limited to seven workstations in the Group Instruction Lab in the Information Commons, Main Library. These online tutorials cover: the entire Microsoft Office Suite (versions 97, 2000, XP, and 2003), computer fundamentals and operating systems, handheld personal digital assistants, and more. Three levels of instruction are offered for the Office software.

These tutorials are freely available to any user. Those with a limited schedule may call to reserve a computer to use at a given time (330-672-3045). Users will click on the "InfoSource training" shortcut for Internet Explorer they find on the desktop. Once launched, choose "View" under "My Courses" to see the listing of available tutorials.

KentLINK Alerting Service

A new feature is now available on KentLINK that allows you to save a search which will automatically be run on the 5th and 20th of each month. You will receive e-mail notification of new additions to the Libraries' collection that match your search.

To establish a "Preferred Search":

1. Go to KentLINK (<http://kentlink.kent.edu>). Click on the "Your KentLINK Record" link in the right-hand column and log in.
2. Once you are logged in, click on the link found on the right to "Search the Catalog" and perform your desired search.
3. On the resulting screen, click on the "Save as Preferred Search" gray button. Then at the top of that screen, click on the blue "Return to Your Record" button.
4. Click on the "Preferred Searches" link that appears on your KentLINK record.
5. Check the "Mark for email" box and then click on the "Update list" gray button. All done!

Special Collections Limit

It is now possible to do a search in KentLINK and limit results by location to holdings in Special Collections. For example, do a *Keyword* search on "Romania" and then under *Limit by Location* choose "Kent Campus-Special Coll." The resulting set lists only those items in the 12th floor Special Collections, greatly facilitating a search on those unique holdings.

Extending the Reach: Public Library Joins OhioLINK

Under a pilot program, OhioLINK now includes the holdings of its first public library--Cuyahoga County Public Library (CCPL). OhioLINK users can request books from CCPL's collection through the OhioLINK library catalog. Tom Sanville, OhioLINK executive director, said the one-year pilot will show how expanding OhioLINK to include public libraries might further leverage the state's information resources and allow the operational aspects of this expansion to be monitored. This winter OhioLINK will begin a similar one-year pilot with Upper Arlington High School Library in central Ohio.

Search tip: search the OhioLINK Library Catalog (<http://olc1.ohiolink.edu/search/>) in the usual manner. Click on *Modify Search*. Under *Location*, select "Cuyahoga Co PL."

Other Updates



Change in OhioLINK Fines

Effective August 30, 2004, as mandated by OhioLINK, all Kent State users will be subject to the following fines for OhioLINK items:

\$50 per item that is more than 30 days overdue.
\$125 for each lost item.

ETD Electronic Dissertations Now an Option at KSU

Starting this semester Kent State offers Ph.D. candidates the option of submitting their dissertations in electronic format. In doing so, the University joins an international initiative to update the technology used to publish theses and dissertations and to broaden their dissemination. The same option will be offered to Masters students in another year or two.

The University will be using the OhioLINK ETD Center, a public repository for Electronic Theses and Dissertations (ETDs) created at OhioLINK institutions. The Center will also forward a copy of each document to a larger repository, the Networked Digital Library of Theses and Dissertations, as well as to University Microfilms for its commercial products, *Dissertation Abstracts* and *Digital Dissertations*. The OhioLINK ETD Center is indexed by Google and other Internet search engines.

The Libraries coordinate submission of the University's ETD to OhioLINK and will be providing training for students who wish to submit an electronic dissertation. For more information see our new ETD web pages at <http://www.library.kent.edu/etd>.

Status Report: OhioLINK Electronic Theses and Dissertations Center

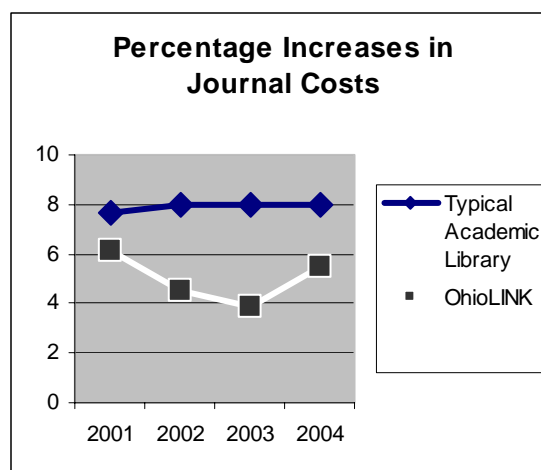
Bowling Green State University has published its first electronic thesis on the OhioLINK Electronic Theses and Dissertations Center (<http://www.ohiolink.edu/etd/>). It is the 11th OhioLINK university represented on the ETD Center. The BGSU pilot program this year will involve their English, Geology, and Higher Education Administration graduate programs. If the pilot is successful, BGSU plans to institute mandatory electronic submission of theses and dissertations beginning fall 2005.

OhioLINK Costs and Usage

Since its launch in 1992, OhioLINK continues to make a real difference fulfilling the information needs for up to 600,000 users located at the 84 member institutions. Here is a summary of last year's activity:

- The OhioLINK Library Catalog, with over 7 million items, was searched over 4.73 million times in fiscal 2004. Over 700,000 online borrowing requests were placed.
- In the 100+ citation and full-text research databases, 21.6 million searches were conducted in fiscal 2004. This represented an increase of 32% over the previous year.
- The Electronic Journal Center (EJC) now contains more than 6,000 journals with 5.3 million articles. There were 4.2 million downloads from this collection last year.

These resources far exceed what any library could afford on its own. Significant economies are achieved by leveraging the influence of a statewide consortium in negotiating licensing agreements and by creating collaborative partnerships among libraries for selective purchases. The table below highlights the success OhioLINK has had in holding down journal price increases as compared with typical, non-OhioLINK libraries.



The future will be challenging. Total OhioLINK funding today is \$400,000 less than the peak of \$11.4 million reached in fiscal 2001. For the next operating and capital bienna, OhioLINK needs appropriations of \$15.4 million and \$9.4 million respectively to maintain services. At this time, Ohio academic libraries and OhioLINK are considering how to best utilize combined funds given budget limitations. The long-term objective remains to provide increased access to information at sustainable economic rates.



A Note from the Dean

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Sacred Ground

On Central Park West on Manhattan's upper west side is the majestic building which houses the New York Society for Ethical Culture. Over the lectern in the building's large meeting room is the dictum, "the place where men and women gather to seek the truth is sacred ground." The room is now rented out to a variety of groups and organizations: a church or two, a small synagogue, political groups, and community organizations. During the sixties, meetings were held there to discuss the Freedom Summer and the Vietnam War. It is unlikely that many of the participants in these meetings paid much attention to the brief dictum hanging on the wall above their heads.

In 1851 in Alzey, Germany, Felix Adler was born. His father, Samuel, was an Orthodox Rabbi who soon embraced the newly developing doctrines of Reform Judaism. In 1857, the Adler family immigrated to the United States where Samuel became the rabbi of Temple Emanu-El, one of the most influential Reform congregations in the United States. Felix Adler graduated from Columbia in 1870 and then journeyed back to Germany to study philosophy at the University of Heidelberg. During these years, young Adler was exposed to the ethical philosophy of Immanuel Kant.

Adler returned to America in 1873 and became professor of Hebrew and Oriental Literature at Cornell University. In 1875, Cornell, under pressure from alumni who attacked Adler as a "secularist," did not renew his contract. Adler returned to New York City and began a series of Sunday lectures on ethics and religion that led to the formation of the New York Society for Ethical Culture in 1876. At one of these Sunday lectures, Adler uttered the famous words that "the place where men and women gather to seek the truth is sacred ground."

II.

The following names come to mind: Bruce Hawkinson, Thomas Lundeen, Harvey Goldberg, and George Mosse. Do these names mean anything to you? Probably not... with the exception of Hawkinson, they are historians who, in their role as teacher, exerted a great influence on me when I was a student. I remember them because each of them inspired me and guided me at an especially critical time. Just how each of these men influenced me is difficult to say. However, whatever they did probably stands apart from the disciples they taught. Thomas Lundeen taught the history of England. In two semesters, we studied England from its ancient origins until the Glorious Revolution and then from the Glorious Revolution to the "Present" (1967). Today, I can't say that I remember too much about England...the defeat of

the Spanish Armada...the repeal of the corn laws...the bombing of London. So I have forgotten the subject matter that he taught...yet Tom Lundeen influenced me as a teacher! How is that possible?

Perhaps because good teaching is more than proficiency in the subject matter being conveyed to the student. In Lundeen's courses, I ceased to be a pupil and I became a student. I ceased to parrot back things I had read and learned to critically evaluate and to synthesize what I had read from various sources. In a sense, as the lively and informed lectures and discussions occurred, the classroom became a kind of sacred ground. Sacred because good teaching by whatever method moves beyond the material contained in texts and lecture notes. Instead it is about the kind of subjective relationship that grows between a teacher and a student...a relationship that changes the student and might just change the teacher as well.

III.

"...clean shaven, pale and ascetic looking, retaining something of the professor in his features. His shoulders are rounded from much study, and his face protrudes forward and is forever slowly oscillating from side to side in a curiously reptilian fashion." - *Sherlock Holmes' description of Professor Moriarity.*

When I missed two weeks of high school with the flu, I read most of the Sherlock Holmes detective stories. Unfortunately, the above description of Professor Moriarity probably passed for conventional wisdom about the image of college teachers in the small Wisconsin farming village where I grew up. This image was unfortunate because I later discovered that my teachers in college had very demanding jobs. They saw their task as one of preparing students, not for jobs or careers, but rather as one of preparing us to live our lives in ordinary circumstances. They sought to impose demanding academic standards on us with the goal of cultivating in us excellence in moral judgment...helping us to develop the tools and values to perceive what is right, what is just. For these memorable teachers, teaching was hermeneutical, not instrumental. Its goal was one of means, not of ends. Where it took place was sacred ground indeed.

Note: Felix Adler died of cancer in 1933 at the age of 82. During his lifetime, as the nation moved from Civil War to World War, he devoted much effort to school reform.

(Continued on page 6)

(continues Note from the Dean, p.5)

He pioneered such innovation as the first public kindergarten, the idea of moral instruction, and a reverence for learning and the honest exchange of ideas.

Now, Felix Adler is all but forgotten. His books, *An Ethical Philosophy of Life* and *The Religion of Duty* are long out of print. Yet, his ideas about learning are strangely contemporary. The Ethical Culture movement that he founded influenced many reformers such as Jane Addams and Samuel Gompers. It also strongly supported the Niagara Movement which led to the founding of the NAACP. Several years ago, a friend described to me her experiences as a young African American growing up in Baltimore in the late 1940s. She recounted her father's decision to enroll her in the Sunday School run by the Baltimore Ethical Society. The reason was because the BES ran the only integrated Sunday School in the city. For Felix Adler as for most great teachers, education was about character and judgment more than it was about subject mastery or vocationalism.



Oxford Dictionary of National Biography

The *Oxford Dictionary of National Biography (DNB)* is an illustrated collection of 50,000 biographies of the men and women who shaped Britain's past from the fourth century BC to the year 2000. This work is a recreation of the classic reference work that began publication in 1884, culminating in the complete work of 63 volumes in 1900. Copyright was given to the Oxford University Press which updated the set through 1990 with supplements covering the newly deceased of each decade.

This new edition is in 60 volumes and includes 10,000 portrait illustrations. The Libraries are pleased to have been able to acquire this set which is bound to serve as an important research tool for understanding the historical and cultural landscape of many English-speaking cultures. The *Oxford DNB* is available in the reference collection, 1st floor, Main Library (REF DA28 .O95 2004).

Accessing Your OhioLINK Favorites Using "My Express Links"

If you regularly use the OhioLINK Web site as your portal to OhioLINK resources, you may find it efficient to take advantage of the "My Express Links" feature. This allows you to set quick links to your favorite databases or journals located in the *Electronic Journal Center* on a computer you use regularly.

To create "My Express Links", go to the OhioLINK homepage (<http://www.ohiolink.edu>):

1. Select "My Express Links" from the left-hand column.
2. On the "My Links" page, you will see quick links to five databases heavily used at KSU. Below those, click on the link to "Set My Links."
3. Select from the Databases and the Journals listings. You can select multiple items from a listing by holding down the Shift, CTRL, or "apple" key while clicking with the mouse.

Next, click on the "Set Preferences Now" gray button.

Now when you come to the OhioLINK homepage and click on "My Express Links," you will be able to go directly to these linked favorites.

Class Tool for Evaluating Web Sites

The listing of criteria for evaluating Web resources has been transferred to the Libraries' refurbished Web site. It is now at : <http://www.library.kent.edu/webeval>. Faculty are welcome to use these criteria when making assignments to their class for evaluating Web sites. Linked from this page is a form designed to be used in conjunction with the criteria and to lead students through the evaluation process. The form is provided in PDF, *Microsoft Word*, and RTF formats.

The basic criteria outlined are:

1. Authority
2. Objectivity
3. Accuracy
4. Currency
5. Usability