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The Next Major Hurdle
Paul Kobulnicky
Vice Chancellor for Information Services and
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Research libraries have come a long way in the last five years in their efforts to provide faculty and students with a rich array of information resources in digital formats. Now, most of our major indexes and subject-based abstracts are available on-line for use at any time and from any place. We have made great strides recently in providing on-line access to journal literature and, in the coming months, we will begin to provide access to digital versions of contemporary books. Most importantly, we have moved access to these resources over to a common web interface. And that, ubiquitous web access, is the rub.

"On the Internet," to quote the now famous New Yorker cartoon, “no one knows you’re a dog.” As you know, however, Internet addresses are organized into unique network domains. Addresses in the University of Connecticut domain always end in UConn.edu. If you are using any computer attached to UConn’s computer network, other computers will recognize you as emanating from the UConn.edu domain and will give you access only to services that the UConn.edu domain entitles you to use. But suppose you are a UConn student living off campus and connecting to UConn’s digital library services via your new cable modem? Now your domain will be something like “pipeline.com,” and the UConn library network, looking for “UConn.edu” may reject your request for services to which you are otherwise entitled.

More and more faculty, staff and students work from off-campus sites, accessing the UConn.edu domain from cable modems, DSL lines, or other advanced on-ramps to the Internet. We will have to find ways to distinguish which requests for our web services are from fully entitled UConn faculty, staff or students as opposed to those requests from other visitors who are entitled to access some, but not all, of our resources. Over the course of the next several years, we will deal with these issues of access and security by developing a single "sign-on" that will, once per session, authenticate each visitor to the UConn.edu domain and will ensure that we can "just buy," and getting the process to work reliably will be very difficult. While we work on it, until it is just right, we will be begging your pardon if, from time to time, we treat you like a dog.

You can contact Paul Kobulnicky at paul.kobulnicky@uconn.edu or at 860-486-2219.
Brinley Franklin, Director of Library Services, who usually writes this column, will return to this space in the next issue.

It’s a Great Time to Be a UConn Undergrad
Kathy Labadorf
Undergraduate Services Librarian

It’s a great time to be an undergraduate at the University of Connecticut. The last four years have seen tremendous growth in programs that target the development and welfare, both intellectual and physical, of the largest segment of UConn students.

The relatively new Office of Undergraduate Education and Instruction has been a catalyst for great change on campus, especially in the lives of incoming freshmen. Northwest Experience, where 900 new students form a community along with their upper-class mentors, began this fall. The Academic Center for Exploratory Students provides guidance and support for the particular needs of students undecided on their major. The First Year Experience seminars, begun in 1996, bring together small groups of students and help them to feel part of the greater community.

Enhancing and improving the quality of the undergraduate experience in higher education has always been important. But it has become a top priority since the 1998 publication of Reinventing Undergraduate Education: A Blueprint for America’s Research Universities or “Boyer Report,” <http://notes.cs.sunysb.edu/Pres/boyer.pdf>, produced by the National Commission on Educating Undergraduates in the Research University, and funded by the Carnegie Foundation.

The Homer Babbidge Library has responded to this call for excellence in service to all undergrads. In April 2000, the undergraduate services librarian was added to the roster of UConn librarians. This position includes an exciting array of components, including campus outreach, constituent advocacy, development of a curriculum to ensure that all graduates have the skills needed to be able to supply their future information needs in the outside world, creation of educational web tutorials, and classroom instruction.

In addition, the undergraduate services librarian puts a friendly face on the imposing structure that is Babbidge Library. Libraries can cause anxiety in the heartiest of people. Freshmen, most of whom have used only school or public libraries, can easily feel overwhelmed by Babbidge’s sheer magnitude, its two million books, its seven acres of materials. So, an
Apartheid became the law of the land in South Africa in 1950. The law, which legislated separation of the races and categorized its citizens into racial groups, was abolished in 1994. Though legally in existence for only 44 years, apartheid has left a legacy that will take generations to reverse.

In 1999, with grants totalling more than $1 million from several sources, the University of Connecticut established formal partnerships in South Africa to accomplish three projects. The first project, in cooperation with the Dodd Research Center, will archive and make available the papers of the African National Congress (ANC). The second, an oral history project conducted in conjunction with the Center for Oral History, will document the lives of scores of exiled ANC members most closely associated with the struggle to abolish apartheid in South Africa. The third project, supported with a three-year, $460,000 grant from the United Negro College Fund, links UConn with the University of Fort Hare. The goal of this last partnership is to contribute to the internationalization of education by creating opportunities for faculty, staff and student interactions and exchanges between the two institutions.

The University of Fort Hare is an institution with a distinguished history as the oldest and most prestigious black university in South Africa. It is the alma mater of Nelson Mandela, where he developed the roots of his activism; of Robert Mugabe, the current president of Zimbabwe; and of the father of Thabo Mbeki, the current president of South Africa. It is where the ANC rallied and recruited students in Freedom Square, and where Marian Makeba sang her protest songs during the 60’s, 70’s, 80’s and 90’s. Under apartheid, the university suffered profoundly, but it is now fully engaged in the process of transformation—restoring itself as an institution of national significance.

Last July, a delegation from the University of Connecticut visited South Africa for ten days. The 12 delegates represented various UConn departments, including Admissions, the University Libraries, and the School of Agriculture. During our stay in South Africa, we met with our counterparts from the University of Fort Hare to listen, learn and share experiences, which may make the next steps in the transformation process easier. Under the strong leadership of vice chancellor Derrick Swartz, Fort Hare’s Strategic Planning Committee has prepared a comprehensive strategic plan. The ambitious plan identifies areas of the university needing immediate attention, with the goal of revitalizing its curriculum, making it more relevant for students, the community, and the nation.

The University of Fort Hare is suffering from reduced student enrollments, as more and more university-bound students opt for technical and trade training to get jobs. Although there has been a slight increase in the past year, the university’s budget is allocated based on enrollments of two years prior, resulting in serious funding issues. The library, for example, has had to choose either to keep serial subscriptions current or to purchase monographs. It has kept its subscriptions and, as a result, the library has not purchased a book in more than four years. In our discussions with Fort Hare faculty and graduate students, they expressed concern about the impact of this decision on the quality of undergraduate education. They speculated that
General Education and Information Literacy

Scott Kennedy
Head, Research & Information Services

Knowledge is of two kinds: we know a subject ourselves, or we know where we can find information about it. — Samuel Johnson

On March 27, 2000, the governor of Washington signed House Bill 2375, that state’s Higher Education—Information and Technology Literacy Act. This act asserts that “those prepared to meet the challenges of the work force and society, students must be able to effectively manage and apply information from a variety of sources. In addition, the legislature finds that institutions of higher education have the opportunity to provide students with a framework and approach to use information and technology effectively.”

The proposed new general education program for the University of Connecticut also acknowledges the increasing importance of information literacy in our society by adding it to the components that the new general education program is intended to foster: computer technology, writing, quantitative skills, second language proficiency, and information literacy.

What Is Information Literacy? Information literacy implies a general understanding of or a competence in three integrally related processes:

- Knowledge Generation: An understanding of how knowledge is created, disseminated, and organized
- Knowledge Access: An understanding of knowledge communication processes and a facility with the tools required to tap into these processes
- Knowledge Integration: An ability to evaluate, synthesize, and incorporate information into written, oral, and media presentations

Why Is Information Literacy Important?

Twenty years ago, undergraduate students entered an environment where both pedagogical and scholarly communication were relatively staid and familiar. Most courses were lecture/text/laboratory-based, making use of established works and standard assignments. Students demonstrated learning by means of examinations or assigned papers. Knowledge generation appeared orderly and gradual and was duly recorded in the literature of conference papers, refereed journals, scholarly monographs, and synthesized, integrated information. Basic information access was relatively straightforward and could be achieved through an understanding of card catalogs, reference books, and annual indices to the literature.

Today’s student encounters a vast array of information options offering extraordinary opportunity, but dizzying in their variety and proliferation. The Information Age has not only changed how we can get information, it has changed what information we can get and how we can use it. For example, the university’s own libraries have cataloged more than 1.2 million documents, and this number continues to grow.

Several professional organizations have identified information literacy as a major challenge of our times and have developed standards for educational institutions to recognize. The Association of College and Research Libraries (ACRL) defines an information literate individual as one who is able to:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one’s knowledge base
- Use information effectively to accomplish a specific purpose

The information literate student knows how knowledge is produced, organized, and disseminated; understands the types of information sources available; recognizes the difference between scholarly periodicals and popular periodicals; differentiates between primary and secondary resources; understands that information may need to be constructed from raw data; knows where to find information; knows the information avenues available; understands search systems (catalogs, indexes, Web search tools); understands controlled vocabularies; may apply understanding of classification systems and thesauri to assess the quality and quantity of information received; identifies gaps in information received; understands technologies available for information retrieval; understands how to interpret bibliographic records and the importance of their elements; understands how to identify and the differences between authoritative vs. non-authoritative sources; understands issues of censorship, freedom of speech, copyright, intellectual property, and fair use; understands citation formats, documentation styles, permission notices; respects the integrity of information sources, facilities, and systems.

The striking new Music & Dramatic Arts Library was dedicated on October 14 as part of day-long festivities celebrating the School of Fine Arts’ renovated and expanded music facilities. In a separate ceremony, the library dedicated the second-floor reading room to the memory of Frank B. Cookson, first dean of the School of Fine Arts. Music librarian Tracy Rubick (shown at right) received a copy of C. F. Kohlhase’s, First for Information Services and University Librarian, also spoke. The day’s events also included the dedication of Jackie Ferrava’s sculpted, “Copper Tower,” a dedication ceremony of the new music facilities, a rousing concert featuring several large ensembles, and a “progressive” tour and reception.
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important part of the job is to help undergrads understand the organization of the materials and to encourage them to utilize their most valuable resource, the librarians. But perhaps the most dramatic part of this position is participating in the change from traditional teacher-centered bibliographic instruction to a dynamic, user-focused concept of information literacy. The American Library Association’s Report of the Presidential Committee on Information Literacy (www.ala.org/acrl/null/nil.html) defines the term this way: “To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. It then goes on to say:

Producing such a citizenry will require that schools and colleges appreciate and integrate the concept of information literacy into their learning programs and that they play a leadership role in equipping individuals and institutions to take advantage of the opportunities inherent within the information society.

The Association of College and Research Libraries (ACRL) has established standards for information literacy competencies. Although created by a library association and concerned with information, a logical domain of the library, the accomplishment of the objectives can only be assured by a cooperative effort among faculty, administration, and information specialists. For students to reap the full benefits of information literacy, responsibilities must be shared across the spectrum of university service providers and integrated into the curriculum. This fall, over forty First Year Experience seminars have scheduled library sessions. In the library’s electronic classrooms, freshmen have engaged in interactive, hands-on research using online databases. Activities involve developing a search strategy using subject keywords, Boolean operators, truncation, and wildcards—universal database tools and strategies.

A Native American proverb says, “Tell me and I’ll forget. Show me, and I may not remember. Involve me, and I’ll understand.” If understand is the goal and involvement the path, effort must come from both sides, teacher and student. From the start, undergraduates at UConn must accept responsibility for their own education and future. Their years as undergraduates can fly past, especially for students who passively wait the arrival of knowledge. They need actively to involve themselves in the learning experience, questioning, challenging, seeking, reflecting, learning how to learn. Learning in this manner is a co-operative effort, not a contest or power struggle, but a win-win situation.

A new vision of the role the library occupies within the university is a natural extension of the library’s efforts to bring resources to the user. Focusing on online database use during the first library session is a necessity. With this experience, students will more successfully access and utilize the hundreds of electronic databases made accessible to them over the network at home, dorm, or lab. During the next few months, regular reference hours will be set up at several computer clusters on campus to provide additional assistance. Continuance will depend on usage by the students. Asynchronous outreach via the Web, including the Library Information Literacy Tutorial (www.lib.uconn.edu/LILT) and the library’s Information POWER! modules on WebCT (<http://webct.uconn.edu>), will continue to evolve with the changing information needs of users.

Bailahide Library has been transformed both as a place and as a service. As a place, the building invites use. Even though only 9% of the freshmen in the FYE seminars had come to the library for a previous class, fully 70% had come for their own purposes on their own time. Constant change brings with it an anxious excitement, sitting on the edge of your seat. What next? It’s a great time to be the undergraduate services librarian at the University of Connecticut.

Online Access to Westlaw

The University Libraries has recently subscribed to Westlaw, the most comprehensive online access to legal resources currently available. The staff of the Libraries will be working with WestGroup to improve access by academic users to the database, originally designed for lawyers and law students. As we do so, we are seeking assistance from faculty and students who use legal resources on a regular basis. If you are having problems with the new legal database, or wish to work with librarians in helping to improve the service, please contact Ellen Embardo, at 486-1262; or ellen.embardo@uconn.edu.

UConn and the University of Fort Hare

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enrollments will continue to decline unless this policy is reversed, as students may choose to continue their education elsewhere. They also noted that the policy of apartheid, which defined the nation’s “official” history for many years, also has resulted in glaring gaps in the collections.

At the end of our visit, the recommendations of the UConn staff were shared with the Strategic Planning Committee of the University of Fort Hare. In addition, representatives from UConn committed to providing ongoing assistance and expertise to the University of Fort Hare in every area represented by the delegation. While Fort Hare faculty focused on resources—funding—as the most pressing library issue, library staff saw some of their intangible needs as equally important. The need for training in technology and information literacy, customer service, work ethic, and similar, job-related issues. UConn library staff have reviewed these requests and made commitments for assistance in several areas.

As the University of Fort Hare transforms itself, the country also is in the process of changing. The goal has always been to create a society which is truly inclusive, and the University of Connecticut has stepped up to support the nation in its endeavor.
The Intimate Print

Printmakers Network of Southern New England

Printmaking has long had a strong appeal to visual artists who see their art as something "for the people," as differentiated from that in which a single painting, sculpture or other unique work is customarily found within an individual or group context. Contemporary printmakers and the visual artists have now pulled closer together, and the blurring of the area between the two has produced some of the most exciting visual imagery of our time.

Printmakers, however, like to get together to support one another and to share interests, concerns and discoveries; then to initiate projects that highlight the talents of the individual artist as well as produce a beautiful and unique group effort. Thus it was, in 1982, that a group of regional printmakers joined together, with the help of the Connecticut Commission on the Arts, to organize the Printmakers Network of Southern New England.

The Intimate Print, a boxed portfolio of twenty four original prints, is the Network's second group production, and already it has had four showings in galleries and museums in New England. It will travel to Canada this fall.

For this project, the group assigned themselves the technical—and aesthetic—challenge of the technique of chine colle or papier colle. This is the term given the process wherein a thin sheet of paper is printed and mounted simultaneously on a larger and heavier sheet. The members of the Network have been highly creative in their utilization of this technique, whether applied to an historic and traditional technique—the woodcut—or to a contemporary variant—the xerox transfer.

Dodd Research Center, West Corridor

Receive Exhibit Announcements by Email

The Homer Babbidge Library and the Thomas Dodd Research Center present fifteen to twenty exhibits each year. If you would like to be notified about new exhibits by email, please subscribe to Exhibit Announcements as follows:

To subscribe to Exhibit Announcements send email to: maier@lib.uconn.edu and type in the text area: subscribe ExhibitA exit

To unsubscribe from Exhibit Announcements send email to: maier@lib.uconn.edu and type in the text area: unsubscribe Exhibit A exit

Ancient Burial Grounds of the Mansfield Area

This exhibit celebrates our earliest colonial American art form. It is our hope that the photographs, rubbings, historic documents and stone fragments on display will serve to inspire and educate the viewer as to the historic importance of our ancient "places of sleep."

Every community has its own "bookmarks of time"—a tangible census of their predecessors, and a significant manifest of its heritage. Early burial grounds and old cemeteries are not only rich in examples of art styles from the past, but also provide us with insight into almost every discipline of study imaginable, from the obvious history and genealogy, to English literature and statistics.

Let us introduce you to our stone pages, share some of their stories, interpret some of their symbols and tell you about the men who carved these works of art and why this rapidly fading part of our heritage needs to be recognized and protected. We promise you'll make new discoveries and never look at an old burial ground in the same way again.

Items for this exhibit have been acquired with the support and labors of the members of the Connecticut Gravestone Network and other volunteers.

Homer Babbidge Library, Stevens Gallery

An Art for Remembrance

18th & 19th Century Connecticut Gravestones

November 19, 2-4 PM
Babbidge Library
Class of 1917 Meeting Room

Exhibits

WinterFest 2000

Exhibit & Sale of Fine Crafts to Benefit the Library

Join us in celebrating the joys of the holiday season and the pleasures of fine crafts.

WinterFest 2000 presents the work of seventeen distinguished craftpeople from Connecticut, Maine, Massachusetts, New Hampshire, New York and Vermont. This invitational exhibit and sale highlights the quality of contemporary crafts being created in our region of the country. A variety of affordable work in clay, cloth, metal, paper, and wood will spark your imagination and offer an abundance of gift-giving ideas.

Participants include: Ceramics Anne Elliot, Robbie Lobell, Kathy Hanson, John Macomber, Louise Harter, Richard Palan Cloth Susan Cryan Metal Anne Behrings, Jafar Shoja, Ann M. Pedro Paper Susan Jaworski-Stranc Wood Donald Cadoret, Gunther Kell, Kenneth Dubay, Shirley Mensch, Dan Dustin, Judy Tripp. Information about each participant, and his or her work, is available at the exhibit.

The exhibitors are donating a portion of their proceeds to benefit the University Libraries' art and exhibits programs. Enjoy the beauty and quality of the work. Purchase presents for your family and friends—and perhaps, for yourself. Lend your support to our ongoing effort to make the library a very special place on the beautiful, new UConn campus.

Items in the exhibit are available for "open case" inspection and sale at the following times: Saturday November 18, 1-3 PM; Wednesday November 29, 4-6 PM; Saturday December 9, 1-3 PM; and Friday December 22, 3-5 PM. At other times, purchasers may fill out a purchase form, and the object will be held for later pick-up.

Babbidge Library, Gallery on the Plaza
As you all have seen in the on-going discussions of NAPSTER, the issues of intellectual property and fair use as impacted by Internet technologies are exceedingly complex. In the last issue of UConn Libraries, I made an offer to library donors of $1000 per year or greater to enable them to have access to the library’s on-line databases. After further consideration, I must inform you that we are unable to deliver on that offer at this time. A number of our databases are so contractually restricted to “faculty, staff and student” access that we cannot provide access to even a small number of honored guests. Since computer access to our databases is an “all or nothing” proposition, we must default to nothing. I apologize for unduly raising expectations on the part of our Friends.

Yes, I want to be a Friend!

I want to make a tax-deductible contribution to support the University of Connecticut Libraries in the amount of level of:

- Associate $50-$99
- Fellow $100-$499
- Curator $500-$999
- Patron $1,000-$4,999
- Benefactor $5,000-$9,999
- University Librarian’s Circle $10,000+

Total Amount Enclosed $___________

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Please make checks payable to The UConn Foundation and mail to:

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If you wish to discuss annual giving opportunities, long term commitments, or your interest in a special project or specific area, please contact Linda Perrone at linda.perrone@uconn.edu or (860) 486-0451.