

Spring 2007

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# UNIVERSITY OF CONNECTICUT LIBRARIES

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April/May 2007

## A Farewell to the Reference Collection

Scott Kennedy

*The old order changeth, yielding  
place to new.*

*Alfred Tennyson*

For those of us who came to librarianship in the pre-computer age, there were two fundamental service tools that one could expect to find upon entering the main hall of any library: the tactilely intriguing and intellectually rigorous card catalog and the thought inspiring and resource-rich reference collection. The card catalog served as the gateway to all the many items on the library's shelves; the reference collection as the gateway to all the recorded knowledge of the world.

Had you come to Level 1 of the Homer Babbidge Library 25 years ago, you would have encountered not a single computer; but instead, two large and completely distinct service desks, each



Jackie Nelson, an eighth semester graphic design major, checks a reference book on Level 1 in Homer Babbidge Library. Once boasting some 55,000 volumes, reference books now number fewer than 20,000 due to a transition to electronic format.

with a full complement of staff; the one to assist you with the card catalog; and the other to provide research and reference service.

The card catalog has long since disappeared, its footprint now occupied by an information café, replete with menus, umbrellas, and tables filled with Internet computers. The content of the once expansive card catalog can now be accessed from a single computer station. Even the most nostalgic would agree that the online catalog has empowered library users to discover the vast resources of the University of Connecticut Libraries far more effectively and efficiently than its predecessor. Now, in our fully digital age, the online catalog not only enables users to discover the many physical items housed in the library building, it also permits them to link directly and immediately from the identifying catalog records to a host of virtual resources: to

*Continued on page 4*

## Johnson and Simmons' Congressional Papers Donated to Dodd Center

Researchers will be offered important new insight into Connecticut's political landscape following the donation of the Congressional papers of U.S. Rep. Nancy Johnson and U.S. Rep. Rob Simmons to the Thomas J. Dodd Research Center.

Mrs. Johnson, who represented the 6<sup>th</sup> Congressional District from 1982 through 2002 and served as representative for the 5<sup>th</sup> Congressional District following statewide reapportionment from 2002 to 2007, holds the record of being the longest serving Connecticut member of the U.S. House of Representatives. Prior to serving in Congress, Mrs. Johnson served three terms in the Connecticut Senate and was active in community affairs in New Britain.

Simmons, who represented the state's 2<sup>nd</sup> Congressional District from 2001 to 2007, served as a member of the House Armed Services Committee and the House Homeland Security Committee. Both of these roles reflect Simmons' specific interests and experience as an officer in the U.S. Army and employee of the Central Intelligence Agency.

"Simmons' and Johnson's Papers represent a significant new resource for Dodd Center researchers," said Dodd Center Director Thomas Wilsted. "In



U.S. Rep. Nancy Johnson (center) examines items from her papers with Curator for Political Collections Betsy Pittman and Dodd Center Director Tom Wilsted in the Dodd Center Reading Room.

addition to documenting his career in Congress, Congressman Simmons will be donating records that detail his work in the military and in the intelligence community. Mrs. Johnson's records provide insight into the career of an early woman legislator who worked at both the state and the national level. The Center is extremely pleased to add these two important collections and is very appreciative of the generosity of both donors."

Johnson served as a member of the House Ways and Means Committee, one of the most powerful bodies in Congress. She served as chair of the Health Subcommittee and co-authored the bill that provides prescription drug coverage under Medicare. She also wrote legislation that provides health care insurance coverage for children of low-income families living throughout the United States. Johnson's papers cover both her State Senate and her Congressional career of more than 30 years.

Simmons actively represented his district by working with local, state, and national

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## Just Another Year

Brinley Franklin, vice provost  
University of Connecticut Libraries



Academic Year 2006-2007 is winding down and another UConn class is graduating. It's always interesting to reflect each Spring on what has transpired during the academic year. This year, for example, our transition to a predominantly electronic information environment accelerated quickly.

While the UConn Libraries (Storrs and the Regional Campuses) still buy about 27,000 books each year, the number of print journals we subscribe to has dropped from 9,000 to 3,000 during the last five years. The total number of journals offered, on the other hand, has risen by 12,000-13,000 each of the last two years. The UConn Libraries now offer access to more than 55,000 journals (with some inevitable duplication), primarily through publisher and aggregator packages of full-text electronic journals.

This year, we added access to new electronic resources as varied as: *Oxford African-American Studies Center*; *Marquis Who's Who Online*; *British Periodicals*; *Encyclopaedia Judaica*; *Medieval and Early Modern Sources Online*; *McGraw Hill's AccessMedicine*; *Garland Encyclopedia of World Music*; and *Snapshots* (international market research data). We also purchased new software and adopted open source software that will enhance our offerings of text and image-based local digital collections.

Our users' response to electronic journals and reference books, databases, and digital collections has been remarkable. General tools like *Infotrac* and *Academic Universe* get searched about half a million times during the year, primarily by students. More specialized electronic resources, such as *Web of Science* (120,000 searches) and *Science Direct* (100,000 sessions) are heavily used by our researchers and educators.

Teaching UConn students and faculty how to optimize the University's growing investment in electronic resources has emerged in a short period of time into an important library enterprise. This academic year, library staff members taught approximately 1,100 instruction sessions to roughly 13,000 participants.

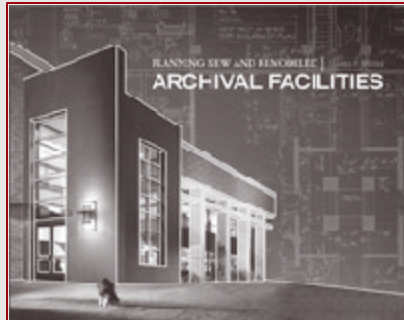
When UConn faculty and students can't find what they need in our libraries or online our interlibrary loan staff borrow about 30,000 items a year for them. Increasingly, these transactions, too, are automated and both books and copies of journal articles are currently obtained much more rapidly. This year the Libraries procured software that will extend our users' ability to seamlessly request most of their desired materials from other libraries without intervention or review by UConn Libraries' staff.

Each year, as digital library services become more prevalent, library staff members strive to make the most relevant and heavily used information resources available and accessible to our users as effectively and efficiently as we can. This year, we made substantial progress. UConn's Class of 2007 had rapid and convenient access to a wider array of information resources than any previous Husky class. We hope the best is yet to come!

## Wilsted Book on Archival Facilities Published

A book on planning archival facilities written by Thomas J. Dodd Research Center Director Thomas Wilsted has been published by the Society of American Archivists. *Planning New and Remodeled Archival Facilities* is designed to assist those planning archival facilities and is geared toward those who have never undertaken this task.

The volume, which is the first book of its kind for a North American audience, is also intended to



educate architects and others working with archival building planners about specific functional and collection needs. The book covers the building process, renovation of existing buildings, technical issues such as fire protection, security and the building environment, and

equipment including shelving and move planning. A glossary of terms, recently completed facilities, and a listing of equipment and moving companies is also included.

## Jausz Donates Antique Furnishings to Library

Several valuable antique furnishings will be enhancing the library due to the generosity of Erwin Jausz of Salisbury, CT, a Founder's Society member and friend of the University. Jausz, who recently moved from his home in Salisbury, CT to an assisted living facility, donated a Biedermeier front hall secretary, a Silim Serbian wall rug, and six paintings done by six Hungarian artists.

The secretary is now residing in the administrative office reception area of Homer Babbidge Library. The wall rug will soon grace the Learning Commons on level one. The paintings have been hung as a collection in the recently created Art and Design Library current journals reading room.

A native of Hungary and graduate of New York University, Jausz established the Jausz Family Memorial Scholarship Fund and the Jausz Memorial



*Winter Idyl by Klotzsvary Kamill*

Scholarship Fund, both of which support students from the Housatonic Valley Regional High School. He also established the Jausz Memorial Scholarship, which supports students from Germany.

## Research Guru Gary Price Addresses Librarians in Stamford

Shelley Roseman

Gary Price, director of online information resources at the search engine *Ask.com* (previously *Ask Jeeves*) and co-author of *The Invisible Web*, spoke before librarians at a seminar in Stamford at the Ferguson Library on March 13. Price discussed the upswing in multimedia searching tools and shared many of his favorite Web sites. He guided his audience through an array of sites from ones showing real time traffic cams in London to others displaying digitized newsreels of the 1920s. He also focused on the characteristics of searchers, indicating that there is an evident "digital divide" between those who know how to search and those who don't.

Price's talk, the keynote of "The Latest in Web Research: Google and Beyond," a daylong event sponsored by Connecticut Library Association's Business & Economic Development Section, offered an opportunity for questions and answers about librarians' role in a web 2.0 world, a term describing the newer incarnation of the web that incorporates technology such as blogs, wikis, and podcasts. With technological tools and the flood of information moving

us along at a frantic pace, what does Price think about the future of libraries? As a reference librarian previously at George Washington University, he proudly hailed the valuable, yet often underutilized resources of libraries and lamented the fact that "when you say library, people think books, not information...most users don't realize that they can save time and money by just asking a librarian." Price emphasized that despite the abundance of information, searcher behavior has not changed much over the years. He reported that users typically don't use scholarly databases or many of the bells and whistles of search engines to fine-tune their searches. His advice to colleagues is to train users be better searchers.

Gary is also the editor of *ResourceShelf* and *Docuticker*, where you can find many of his recommended Web sites and insightful comments. <http://www.resourceshelf.com/wp-content/uploads/2007/03/ctmarch2007.html>

Shelley Roseman, reference librarian,  
Jeremy Richard Library, Stamford





# David Allen Sibley

## Noted Ornithologist Finds Birds a Source of Excitement, Mystery, and Connection to the Environment

Carol Davidge

During his lifetime, ornithologist David Allen Sibley has “interviewed” thousands of birds as his way of learning about them and drawing them. His approach produced today’s most respected guides to North American birds.

Sibley began bird watching in California as a child with his ornithologist father, Fred Sibley. He never knew what might await him when he arrived from school. At different times a Western Grebe paddled in the bathtub, two Golden Eagles perched in the back yard, and a California Condor, one of the largest and rarest flying birds in the world, was in the garage.

“To me that seemed perfectly normal,” said Sibley during a talk April 12 for the Edwin Way Teale Lecture Series at the Thomas J. Dodd Center.

Once in a cage on the kitchen table and ready for release into the wild, he found a “little jewel,” a newly banded, colorful Magnolia Warbler that was the first ever recorded at Point Reyes, California.

“I can still remember that special feeling of being a bird watcher, that you never know what is out there,” said Sibley.

“Birds have a power unlike anything else in nature. I’ll bet those of you with bird feeders get up in the morning and wonder what kinds of birds you’ll see in the yard. And I’ll bet none of you have the same thought about the kinds of trees you’ll find in your yard that day,” he quipped.

As Sibley described his journey from child bird watcher in California to a high school birder in Con-

necticut to producer of nature guides in a studio in New Jersey, he displayed numerous sketches that illustrate his progress and philosophy.

“I loved drawing. I liked the process of it, what it taught me about birds, and having that feeling of getting to know birds,” he said.

The first image he showed was a picture of a Peregrine Falcon, which he copied out of a book at age nine.

Even for a simple line drawing of a White-winged Crossbill, he had to look hard at the bird, “to kind of interview it, to ask questions: how long are the wings, how big is the head, what shape is the head, how does the bill connect to the head, how long are the legs, what shape are those white markings on the wings.”

He attended a year of college then began bird watching full time. He counted hawks at Cape May Observatory for two months, and then most every day for years he drew and observed birds.

“The more I got to know about the birds, the better I was able to draw them; the more I interviewed the birds, the more I learned about them,” said Sibley.

He showed many sketches of a rare Hawk Owl from three sightings over 14 years.

“After those different experiences, I had really gotten to know Hawk Owl — its shape, markings, how



David Sibley spoke to a standing room only audience in Konover auditorium April 12 as part of the Edwin Way Teale Lecture Series. The regional conservation organization Joshua’s Trust honored the series, which just celebrated its 10th anniversary, with an award this year for its outstanding conservation efforts.

it fits together, how the feathers are patterned,” said Sibley.

Sometimes he uses a structured, scientific approach, as in his drawings of two similar looking female hummingbirds, Costa’s and Black-chinned Hummingbirds.

At first he couldn’t distinguish the two species but as he drew them for four hours, the more differences he saw: the shape of the bill, shape of the head, length and posture of the neck, posture and shape of the whole body, shape of the wings, and length of tail compared with body length.

A similar process with six species of drab flying warblers at Cape May revealed differences in wing shapes and body proportions, especially of the Blackpoll Warbler’s long, torpedo shaped body.

“The Blackpoll is by far the longest distance warbler migrant. They take off from Massachusetts and fly nonstop 72 hours over the ocean to South America, to Venezuela, Guyana, Suriname. They have to be as efficient, as streamlined, as aerodynamic as possible,” he said, comparing the Blackpoll to rounder-bodied warblers that indicate shorter migrations.

In 1994, after years of thinking about a North American guide, Sibley began the final work, creating comparisons on one page, for example, of two species of grebes, one on the left and the other on the right, both in flight and in different plumages. *The Sibley Guide to Birds* appeared in 2000, followed by *The Sibley Guide to Bird Life and Behavior*, and other guides.

These successes took 30 years and thousands of hours of “interviews.”

“My drawings come from a lifetime of studying and sketching. I don’t feel it was anything that I was born with, any particular talent for drawing, just a tremendous desire to spend my time doing this,” he said.

He encouraged the audience to watch

*Continued on page 4*



Prior to his lecture, which was sponsored by UConn’s Center for Conservation and Biodiversity, the Connecticut Audubon Society, and the Natchaug Ornithological Society, Sibley described some of the techniques used in his paintings exhibited in the Dodd Center Gallery to members of the audience.

## Electronic Counterparts (Continued from page 1)

e-books, e-journals, interactive maps, aerial photographs, streamed videos and sound recordings, manuscript facsimiles and artistic images.

The switch from card catalog to online catalog was relatively swift and relatively painless. The decline and dismantling of the reference collection has been a much slower progression; in part because it has involved a host of players (mostly commercial publishers) whose efforts are economically driven, but also because it has involved thousands of physical resources and not just the descriptions of them.

In its heyday the Babbidge reference collection contained roughly 55,000 volumes. By the time this article appears it will have been reduced to fewer than 20,000.

Since bibliographic catalogs were among the first tools to be migrated to the online environment, the national catalogs from countries around the world, including the *British Library General Catalogue of Printed Books to 1975* (360 volumes), the *Catalogue General des Livres Imprimés* (230 volumes), and our own *National Union Catalog, pre-1956 Imprints* (685 volumes) were among the first to be removed from the reference area. These massive volumes, providing detailed historical records of the published world were once the only place to go when tracking down the resources of other lands and other centuries.

The first commercial adapters to the electronic world were publishers of periodical indexes and abstracts, whose content could be easily incorporated into emerging database technologies. Initially these were distributed on CD-ROM, but when the Internet bloomed, online connectivity was clearly the way to go. Where, in 1985, the Babbidge Reference Collection required two subscriptions to the print *Psychological Abstracts* (each containing hundreds of volumes) to serve the needs of the Storrs community; today, one online subscription serves all campuses of the Univer-

sity, including the Law School and Health Center.

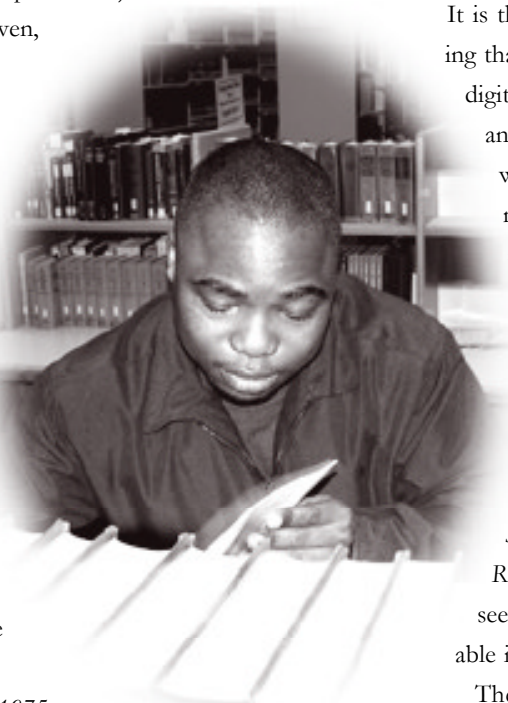
One by one the periodical indexes of each major discipline were replaced by e-versions (*Biological Abstracts*, *Chemistry Abstracts*, *America: History and Life*, *ERIC*, *Index Medicus*, the *MLA International Bibliography of Books and Articles on the Modern Languages and Literatures*). Retrospective print periodical indexes, with very few exceptions, are now relegated to the bibliographic Annex on Level A (the lowest level) of the Homer Babbidge.

It is the classics of reference publishing that are now being retooled for the digital age: the *Encyclopaedia Britannica* and the *Oxford English Dictionary* were among the first and the most notable. But every month it seems there appear e-versions of old traditional print sources. Interestingly, it is the handy one-volume ready reference works that have not yet found their ideal e-format: the *Statistical Abstract of the United States*, the *Physicians' Desk Reference*, the *World Almanac*, all seem handier and more approachable in print.

The migration of hundreds of thousands of volumes of reference materials to the online environment has certainly made it easier for all of us to access the information we seek. Library users are empowered as never before to explore, research, and uncover new patterns in the world of recorded knowledge. But for students to successfully engage this world of information, they must incorporate modern research techniques into their repertoire; they must learn skills of information retrieval, analysis, and evaluation; and they must come to understand the evolving scholarly communication patterns of their chosen discipline.

As a consequence, today's reference librarian is called upon to be less of a sleuth and mediator, and more of an instructor, teaching others to navigate the broad and turbulent sea of information with confidence and vigor.

*Scott E. Kennedy, area head,  
research & instruction services*



## Copyright Resources Available for Scholarly Authors

Do you have the legal right to post your own original research articles on your Web site with your curriculum vitae, or make your book chapter available to students via WebCT?

You may not, unless you specifically reserved those rights when you signed your publishing agreement. Most scholarly authors sign over all copyright when they publish their research and so give up any control over the future of that publication.

An author's amendment is now available which reserves specific copyrights for authors at the time of publication. This agreement, added to the official publishing contract, allows the author to reproduce, distribute and display the work for scholarly or educational purposes, to prepare derivative works, or to perform the work publicly, where applicable.

The amendment was developed at MIT and is endorsed by the Boston Library Consortium. The Connecticut Attorney General's Office has approved the amendment for use by University of Connecticut authors. Use of the agreement would allow authors to use their original published works in teaching and scholarship. It will also allow copies of that research to be posted in the University's institutional repository, DigitalCommons@UConn.

A new Author Copyright Management Web site from the library provides information about the amendment, a step-by-step on how to apply the amendment to your work, and links to additional information about scholarly author copyright and the use of author agreements. The Web site is located at: [www.lib.uconn.edu/authorrights](http://www.lib.uconn.edu/authorrights).

A new brochure entitled "Retaining Your Copyright: A Guide for UConn Authors," also produced by the library, provides basic information about author agreements and copyright and links to additional information. Copies of the brochure have been mailed to UConn faculty, graduate students, and professional staff.

For further information, contact Carolyn Mills, chair of the Libraries' scholarly communication team, at (860) 486-1263 or [carolyn.mills@uconn.edu](mailto:carolyn.mills@uconn.edu).

## Sibley (Continued from page 3)

birds for excitement, mystery, and new things to learn, saying that birding connects people to distant and near places, habitats, seasons, history and changes in the environment.

"Many birds are threatened now because of unsustainable, overharvesting of resources. Nobody consumes more than Americans. If the rest of the world adopted the lifestyle of the average U.S. citizen, it would take four more earths to provide all the resources that we consume," said Sibley.

Sibley noted that in a week, Rose-breasted Grosbeaks will arrive here from Mexico and Guatemala, as they have for hundreds of years, unlike the Loggerhead Shrike which essentially disappeared from Connecticut in the 1970s due to loss of habitat.



Magnolia Warbler  
(*Dendroica magnolia*)

"We see the threat from habitat loss with species like Spotted Owl in the Pacific northwest, Sage Grouse in the mountainous west, California Gnatcatcher in the coastal chaparral of southern California, and Red-cockaded Woodpecker in the longleaf pine forests in the southeast," he said.

"We need to live in a more sustainable way," he urged, and if we do then our children and grandchildren will be able to enjoy the Rose-breasted Grosbeaks as they return in the spring.

*Reprinted from the UConn Advance*

**An exhibit of Sibley's paintings "David Sibley's Birds of New England, and Beyond," is on view in the Dodd Center's Gallery and Babbidge Library's Gallery on the Plaza until May 11.**

## Congressional Papers Donated (Continued from page 1)

officials to protect the U.S. Navy's Submarine Base in New London from closing in 2005. He also served as chairman of the Subcommittee on Intelligence, Information Sharing, and Terrorism Risk Assessment where he advocated state and local authorities be provided free open source software for sharing unclassified information with U.S. forces in the transition to and from hostilities.

Although the collections are not yet processed and catalogued, access to them may be obtained by contacting the Curator for Political Collections, Betsy Pittman, at [betsy.pittman@uconn.edu](mailto:betsy.pittman@uconn.edu), or (860) 486-4507.



U.S. Rep.  
Rob Simmons





# Developing Culturally and Globally Competent Students

Hedley Freake

**T**he need to prepare students well for their personal and professional roles in the 21<sup>st</sup> century has prompted a number of initiatives at the University of Connecticut. Key to this preparation is the global and multicultural competence of our graduates. The world is becoming increasingly interconnected and we need to learn how to understand and relate to its numerous parts, including the many people who are different from us.

Understanding ourselves is vital to developing cultural and global competence. I am from England and occasionally people tell me how much they like my accent, which suggests to me, that they do not believe they have an accent themselves. We all have accents and we all have a set of beliefs and attitudes that shape the way we see the world. Being clear about the strengths and limitations of the lenses through which we see the world is important. Which lenses sharpen our view and which tend to obscure it? Knowing and understanding ourselves is a prerequisite to knowing and understanding others. Similarly, having a clear picture of our own country enables us to better understand the rest of the world.

With the recent changes to our general education program, students are now required to take two courses that emphasize diversity and multiculturalism. These courses aim to help students look at the world from the perspective of groups who are outside the dominant cultures. These may be groups in this country whose voices are less heard (e.g. women, African-Americans, people with disabilities), but at least one course has to include an international perspective. This is now a very rich area of the curriculum, including 120 courses.



Developing cultural competence requires an investment of more than two courses. An objective of our general education program as a whole is that students “acquire consciousness of the diversity of human culture

and experience” and all GenEd content area courses are encouraged to include this as one of their goals. Sixty-seven percent of Arts and Humanities and 75 percent of Social Science GenEd courses emphasize this learning objective. However, only nine percent of science and technology courses claim to emphasize diversity. While this may not be surprising, it is likely that both faculty and students underestimate the extent to which both the practice and teaching of science occurs in a cultural context.

Throughout this academic year, a group of faculty who teach GenEd science courses have been meeting monthly to consider ways in which to make their courses more diverse and inclusive, from the points of view of content, pedagogy, and interaction with students. All faculty need to consider these elements as we think about our teaching. We are products of our own culture and this will influence the examples we choose to illustrate concepts in our classes, the kind of teaching approaches with which we feel comfortable, and how we perceive and interact with our students.

While we may think we are just teaching science, it may be that we are teaching a certain kind of science, which may not be as

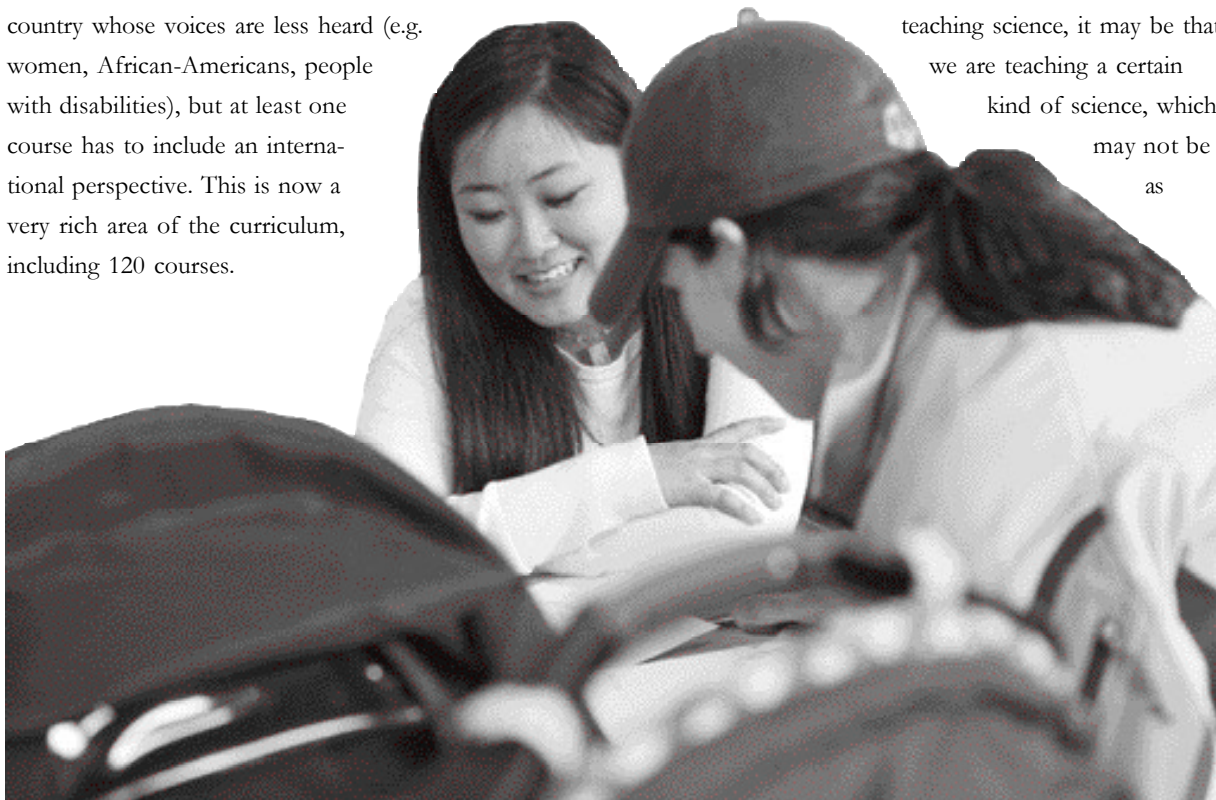
neutral and objective as we think. We will be helping all of our students think more broadly and understand the complexities of the world if we consider these issues as we teach. In addition, we will be more likely to engage students whose backgrounds are different from the dominant culture and who rarely see their heritage and experiences included in the classroom.

We have to be culturally competent to be globally competent, but for the latter, additional skills are needed. For example, communicating in a language other than English would be useful, as would some knowledge of the political and economic forces shaping the world. Last year, the Provost’s Task Force on Developing Global Citizens proposed a number of initiatives to develop global competence in our students. These included increasing the proportion of students studying abroad, starting a global living learning community, encouraging more international undergraduate students to study here at UConn, and strengthening the curriculum to foster global learning. Students interested in developing global competence can start with well-chosen general education courses and then select relevant courses from their major offerings, or select a minor, for example, in International Studies or Human Rights. Although these options are possible now, few students are familiar with them and it’s important that we publicize them more widely, both among students and faculty/advisors.

Studying abroad may be an excellent way to develop global skills, but it is also possible for our students to learn about the world much closer to home. Undertaking a service learning project in Willimantic with recent immigrants from Latin America is a powerful way to enable students to understand global issues.

Whether in Willimantic or Wollongong, experiential approaches are very important for global and multicultural learning. A student must be engaged and required to operate in situations that are not entirely familiar. Dr. Kavita Pandit from the University of Georgia recently visited UConn, and in discussing global learning spoke of moving students outside of their comfort zone. This may be challenging in the short term, but when done thoughtfully, the result is an expanded comfort zone, which equates to a greater understanding of diverse cultures and an enhanced ability of the student to contribute to our global community.

*Hedley Freake, professor, nutritional sciences, chair, General Education Oversight Committee*



# Staff Service Anniversaries

## 10 Years



Carolyn Mills



Thomas Wilsted



Merlita Murphy

## 15 Years



Francine DeFranco



Christine McNevin

## 20 Years



Esmond Chang



Scott Kennedy



Lynn Sweet

## 25 Years



Nancy Gillies



Lisa Hendricks



Jo Ann Reynolds

## 30 Years



Janet Swift

Photographs were unavailable for:

George King (10 years)

Steven Grigoreas (15 years)

Carole Dyal (20 years)

## Giovenale Receives School of Pharmacy Faculty Service Award

Pharmacy Librarian Sharon Giovenale has been selected to receive the 2007 School of Pharmacy's Faculty Service Award.

According to School of Pharmacy Dean Robert L. McCarthy, "Although Sharon is officially a member of the staff, we have also always considered her a member of our faculty. Sharon is being honored for her ongoing contributions in overseeing library operations (including receipt of a commendation in last fall's Accreditation Council for Pharmacy Education

report, but particularly for her work, over a number of years, as the First-Year Experience (FYE) Pre-pharmacy coordinator. Under Sharon's leadership, the pre-pharmacy FYE has become one of the most successful and widely lauded FYE programs at the University."

The award is presented annually to that member of the School of Pharmacy full-time faculty who is recognized as having provided outstanding service to their department, the School, the University, the profession, the scientific community, and/or the public at-large.

## DeFranco Honored with First Year Experience Teaching Award

Francine DeFranco, area head, collections services and liaison to the Neag School of Education, has won a First Year Experience Instructor (FYE) Award.

"Francine excels in all areas of teaching FYE," said David Ouimette, director of the FYE program, which supports incoming UConn students both academically and socially in their transition from high school to college life.

DeFranco has taught an interdepartmental (INTD) course every fall semester since 2001 and has also taught a faculty student seminar entitled "Dazed and Confused: Navigating the Superhighway to Academic Success" for three years.

Established in 1999, the First Year Experience Instructor Award honors those who teach and mentor within the University's Learning Skills and Faculty/Student Seminar courses taking into account their commitment to furthering student growth, and innovation and creativity in teaching. Recipients of the First Year Experience Instructor

Award each receive \$500.00.

A former middle school mathematics teacher, DeFranco says of her teaching philosophy, "I challenge students to think beyond today, to be realistic and ambitious by working hard and reaching for the stars, and to develop personal strategies for success. I encourage them to be concerned for each other and to treat fellow students with respect and compassion. I talk with students about what it takes to be a competent student so that they can begin to acquire skills necessary to develop relations with faculty and other students, handle academic work, and balance their social and University lives."

"Each semester I am challenged, inspired, motivated, and driven. I am a better librarian and University staff member because of my interactions with these students," DeFranco noted.

This marks the second time, a library staff member has been honored with the award. In 2001, Kathy Labadorf, undergraduate services librarian, received the award.

## Author Susan Eaton Speaks at Trecker

Susan Eaton, the journalist and author of *The Children in Room E4: American Education on Trial*, spoke at a forum series on current issues at the Harleigh B. Trecker Library at the Hartford regional campus on February 7.

Eaton's book examines educational inequality through the experiences of children and teachers at Hartford's Waverly-Simpson Elementary School. The book further chronicles the Sheff v. O'Neill case, which began in 1989 and has not yet resulted in creating educational parity between Hartford's school and those in the suburbs.

Eaton, an award-winning journalist specializing in education, is the former assistant director of the project on school desegregation at Harvard University, where she received a doctorate in education policy. Her work has appeared in the *Nation*, the *Hartford Courant*, and the *Boston Globe Sunday Magazine*.

The session, which was attended by almost 100 people, was taped for broadcast by C-SPAN and Connecticut Network (CT-N), which is managed and operated for the Connecticut General Assembly by Connecticut Public Affairs Network, Inc., a not-for-profit company founded to educate citizens about state government.

The library has been sponsoring the series on current issues since September 2001. Other speakers have addressed AIDS in Africa, Iraq, the legal status of immigrants, and the environment.

Reference Librarians Beverley Manning and Janice Mathews organized the program with the support of Library Director Bill Uricchio.

## New Policy Allows Three-Year Loan of Books

Starting July 1, 2007, faculty, staff, graduate students, and honors students will be able to check out books for six months and renew them online five times, thus allowing books to be borrowed for three years before they must be returned. Currently, those user groups may borrow books for 90 days and renew them three times, allowing for one-year borrowing. The change comes in response to a request from faculty and brings the library more into line with its peer institutions.

Undergraduate student loan policies will remain the same. Students can check out books for 30 days with two 30-day online renewals permitted. Circulating materials are still subject to "Recall" under the revised policy.



# Find Articles, Images, and Music Easier and Faster with New Database Locator

Stephanie Willen Brown for the Research Database Locator Team

**D**o you use the library to search for scholarly or newspaper articles? To find images (photographic or artistic) or check who has cited your article? To find encyclopedia articles about scientific or literary concepts you're trying to understand better? What about musical pieces?

The library has some terrific databases (sometimes known as "search engines") which help you find this kind of material and more. You can find these resources by clicking the "All Databases" link on the library's home page.

We have some great news about the "All Databases" page: it has been redesigned and is now easier and faster to use. We call it the Research Database Locator (nicknamed "RDL"), and you can get to it directly at <http://rdl.lib.uconn.edu/bySubject.php>.

From this page, you can browse subjects and UConn majors to find useful databases. For instance, if you click on "Literature," you'll see five "best bets" databases for literature, which include the *Modern Language Association International Bibliography* and a collection of *Gale Literary Databases*. We have a total of 25 databases in Literature; click on "Show all Literature databases (20 more)" to see all of them.

We also offer databases in history, nursing, business, and biology — among others. Each

*Do you use the library to search for scholarly or newspaper articles? To find images (photographic or artistic) or check who has cited your article?*

subject follows the Literature model: there are five "best bets" as well as additional databases useful for research in that topic.

On the individual subject pages, you'll see links to the department or campus liaison librarian — contact the librarian if you have questions about doing research in that field. She or he has expertise in the topic and is happy to help with your research.

You'll also see links to a page listing more resources in that topic. These pages are created by librarians and include links to databases as well as Web sites, associations, and other items of interest to a particular discipline.

At the bottom of the front page, you'll see links to Dissertations & Theses, Newspapers, and more databases listed by "format." These databases can be very handy. They are included in various subject database listings when appropriate, but if you need a newspaper article, use the shortcut to the newspaper "best bets." Use this approach to find databases which contain images, electronic books, and tests

and measures.

If you're interested in what's under the hood, read on to find out about the design process the librarians undertook to create this database locator.

Over the past year, seven librarians participated in a user-centered, evidence-based redesign process. We analyzed query logs to see what users typed into the former database locator's search box, and we looked at usage data to see what links users clicked on (this data is all anonymous). We also conducted three rounds of usability testing, ultimately testing 17 people whom we identified as being prototypical users of the site; we appreciate the participation of 12 undergraduate students, three graduate students, and two faculty members as they assisted our research into the effectiveness of the former and new site.

We identified several areas that needed to be reworked, including the search box and the subject listings; we also tweaked the design itself so that it is simpler. Our final round of usability testing suggests that the new design is much easier to use — try it yourself and let us know your thoughts!

*Current members of the Research Database Locator Team include: Stephanie Brown, collections services, Susanna Cowan, Kate Fuller, Jill Livingston, research & instruction services, and Tom Wood, information technology services. Earlier members included Richard Bleiler and Leslie Porter, collections services.*



Joseph Scheer, far left, an artist and professor of print media and co-director of the Institute for Electronic Arts at Alfred University, whose prints of moths were exhibited at Babbidge Library, spoke about his art March 25 at the Dodd Center. Following his talk, David Wagner, center, UConn associate professor, ecology and evolutionary biology, discussed moth specimens with members of the audience.



Dale Flecker, associate director of planning and systems at Harvard University Library discusses his institution's participation in Google's Book Project at a forum on digitization sponsored by the University Libraries April 3 in Konover Auditorium. Through the project, which Google has undertaken with Harvard and other research libraries in the U.S. and abroad, most of the books in their collections will be scanned. The result of the multiple-year project would be an online digital library of what could number as many as 30 million volumes. In his presentation, Flecker noted that two lawsuits have already been filed against the project, one by publishers; the other by authors charging copyright infringement.



James D'Angelo and Kristine Schmitt were among the students in Associate Professor of Journalism Tim Kenny's feature writing class who wrote about the butterfly and moth specimens from the Connecticut State Museum of Natural History on exhibit in Babbidge Library for their mid-term.



# What's INSIDE

**Page 2** *The vice provost for University Libraries reflects upon the strides made in the last year.*

**Page 3** *Ornithologist David Sibley's Edwin Way Teale lecture is featured.*

**Page 5** *In a guest column on diversity issues, Professor Hedley Freaake examines what UConn is doing to engender cultural understanding in students.*

**Page 6** *Staff anniversaries and awards.*

**Page 7** *Finding articles, images, and music easier with new database locator.*

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## Exhibits May 29 through August 17, 2007

### *Splendor in the Glass*

*Paperweights & Sculptural Objects*



*Glass Trout by Kenneth Carder*

Glass has been used for thousands of years to create decorative, functional, and sculptural objects. In Europe and North America for much of the 19<sup>th</sup> and 20<sup>th</sup> centuries, glass pieces were produced in factories. However, new discoveries during the second half of the 20<sup>th</sup> century made it possible for artisans to create glass items in individual or small-group studios. This exhibit displays selected works from both factories and studios.



*Glass Bird, maker unknown*  
Gallery on the Plaza, Babbidge Library

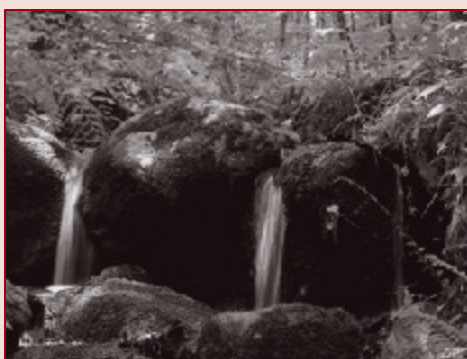
### *Backyard New England*

*Nature Photographs by Paul Swiacke*



*Snowy Egret, Great Island, East Lyme, CT*

An avid outdoorsman and lifelong resident of Connecticut, Paul Swiacke has spent considerable time exploring New England—fishing, canoeing, backpacking, and camping. And in the process, he has discovered and photographed the hidden places and things most people rarely, if ever, see.



*Waterfall, Arcadia Management Area, Arcadia, RI*  
Stevens Gallery, Homer Babbidge Library

### *Deep Inside the Blues*

*The Photography of Margo Cooper*



*Estella Smith and Granddaughter Stella,  
Greenville, Mississippi, 2003*  
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*This project chronicles the lives of blues musicians, their families and homes, their neighborhood and festivals, their gigs and practice sessions. But mostly I have witnessed how the creative passions of these musicians originate in their community and how they inspire their community. —Margo Cooper*



*Frank Frost, Clarksdale, Mississippi, 1998*  
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Dodd Research Center Gallery

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**University of Connecticut Libraries** is published four times each year to provide current information about collections, services, and activities to those interested in the welfare of the Libraries. If you do not wish to receive the newsletter, please contact Ann Galonska at [ann.galonska@uconn.edu](mailto:ann.galonska@uconn.edu) or 860-486-6882.

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