



UNIVERSITY OF MINNESOTA
LIBRARIES

THE MAGAZINE OF THE UNIVERSITY OF MINNESOTA LIBRARIES

continuum

INSIDE:

“MORNING REPORT”
TAKES THE LIBRARIES
TO THE DOCTOR

VIRGINIA WOOLF
COMES TO CAMPUS

WHY COPYRIGHT
MATTERS

LIBRARIES AND THE NET GENERATION

ISSUE

1

FALL 2005

PREMIERE ISSUE

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continuum is the magazine of the University of Minnesota Libraries, published three times each year. It is mailed to a broad readership that includes audiences both on and off campus.

continuum supports the mission of the University Libraries and our community of students, faculty, staff, alumni and friends by providing information that:

- > highlights news, events, developments and trends within the Libraries
- > examines issues facing libraries globally
- > provides a forum for dialogue
- > connects the many constituencies of the Libraries

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PHOTO: NANCY G. JOHNSON

WHAT IS A LIBRARY?

This isn't just a rhetorical question, but one that is being asked both explicitly and implicitly as the once-familiar campus icon is visibly changing. Our new magazine, *continuum*, will both celebrate the traditional riches of the Libraries and help reveal the subtle and not-so-subtle ways in which the Libraries are evolving.

Alumni and friends who return to campus are sometimes surprised by the pervasiveness of technology, the more visible teaching spaces, and the more bustling atmosphere within our Libraries. Are libraries truly different from their traditional stereotype or is it just a veneer of new tools atop a fundamental mission?

The Oxford English Dictionary defines library as "a place for books" or a "collection of books," but neither definition adequately captures the transformation underway, the fundamental shifts in the ways in which the library role – the preservation and sharing of knowledge – is carried out. Each and every day, around the clock and around the world, the University Libraries are playing out an intimate role in fueling learning and research.

While collections are still vital to all that we do, the real change is the Libraries' deeper engagement in the processes of learning and research.

NEW INITIATIVES

This inaugural issue of *continuum* highlights several recent initiatives that reflect the Libraries' engagement within the University. Launched in 2003, our Undergraduate Services Initiative serves our largest constituency: millennial-generation undergraduates. Surveys of this community reveal the unique perspective of a generation that grew up in a high-tech, media-rich era. Yet, like earlier generations, they are challenged to build on their existing skills to succeed in the large, complex arena of research universities and research libraries.

In the 1950s, the creation of separate undergraduate libraries was a growing trend on university campuses. These facilities focused on making the library experience "easier" for undergraduates with core collections of classic and timely books, instructional programs, and comfortable study space. While the University of Minnesota never adopted the undergraduate library model, this fall we will introduce an Undergraduate Virtual Library (UGVL) that similarly pursues the goals of simplicity, customized learning and accessibility (see www.lib.umn.edu/undergrad/). Core electronic resources, new Google-like search tools, and online services come together in the UGVL in

what we hope will be an exciting and useful new program tailored to undergraduate needs and tastes.

The UGVL also was developed to enhance effective information literacy skills—the ability to discern authentic and quality sources and use information. Information literacy is an important component of the Libraries' instructional mission.

The development of information handling skills is also a key aspect of medical education. Our Bio-Medical Library's partnership in the "Morning Report" for medical residents provides a vivid illustration of the importance of timely and effective access to information as a critical path in the diagnostic process.

Laura Gurak and Jessica Reyman provide a useful sidebar in this issue that brings home the growing importance of understanding copyright privileges and pitfalls. The Libraries are at the forefront of these issues, and our new Copyright Education program is shedding light on the complex (and changing) labyrinth of copyright law and its application.

AROUND THE CLOCK, AROUND THE WORLD

Millennials, residents, faculty, students, the general public...they all use the University Libraries, and increasingly, they use them 24 hours a day, seven days a week. Although physical volumes and print materials are still acquired in abundance, a growing proportion of the Libraries' resources are digital and accessible whenever and wherever the University community needs them. Whether it's the online catalog or electronic journals, art images or reference works (or even the Oxford English Dictionary!), these resources are now accessible in dorms, labs, classrooms, or even while studying abroad. The Internet provides a vast network, distributing the library broadly.

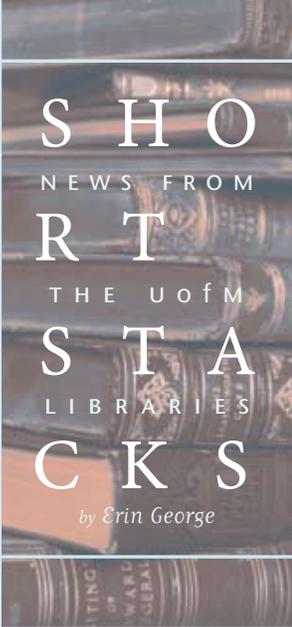
CONTINUUM

Our goal is to bring you timely and topical articles about the changing library and the changing environment in which libraries exist and thrive. We are an organization with rich historical collections that continue to serve contemporary students and scholars. We're an organization with new technologies and tools that enable unprecedented access to content, old and new. The title *continuum* recognizes the consistent and persistent role the Libraries play within the academy and within the community.

What is a library? It is collections, access, and services. It is pervasive expert help. It is programs to explore and intrigue. We hope, through *continuum*, that we can share with you all that a library is and does.

WENDY PRADT LOUGEE

UNIVERSITY LIBRARIAN *and*
MCKNIGHT PRESIDENTIAL PROFESSOR



Givens Gives Back

The warmth of good friends, the cheer of celebration, and the hushed excitement of listening to a great writer: this was the scene on April 21 as over 100 guests gathered in the Elmer L. Andersen Library to mark the 20th anniversary of the Archie Givens, Sr. Collection of African American Literature.

In 1985, the Givens family and a group of Twin Cities African American leaders founded the Givens Collection. The original 3,000-piece collection has grown to more than 9,000 rare books, literary magazines, correspondence, pamphlets, photos, and more.

A recent donation came from the 20th anniversary celebration's featured speaker, E. Ethelbert Miller. An award-winning poet, Miller donated to the Givens Collection 200 of his personal letters written between 1975 and 1999 chronicling his relationship with acclaimed poet and political activist June

Jordan. Miller's reading and discussion on April 21 explored his literary and romantic relationship with Jordan, a relationship that by the time of Jordan's death in 2002 both poets considered a deep, spiritual connection.

"The evening was a wonderful way to give back to the donors and friends who helped found the collection. With Mr. Miller, a donor, poet, and writer, as our speaker, it was truly a community event," said Karla Davis, curator of the Givens Collection.

Not Your Grandmother's Study Carrel

Imagine walking into a room with all the tools you need to complete an exceptional research project. Welcome to the Wilson Information Commons.

Opened in late 2004, the Information Commons in Wilson Library on the West Bank campus combines the power of state-of-the-art equipment and software, expert research assistance, and professional writing guidance (through a collaboration with the College of Liberal Arts Center for Writing.). As a one-stop, full service destination, any student, but particularly undergraduates, can use its resources to work on projects from start to finish.

The success at Wilson Library has sparked plans to enhance an existing center space on the St. Paul Campus, to be called the SMART Commons. SMART represents Science, Math, And Research & Writing. The Libraries are undertaking this new collaborative project in partnership with several collegiate and teaching service units.

The Libraries are engaged in similar work with the University's Academic Health Center (AHC). The Bio-Medical Library supports, in partnership with the AHC, the AHC



Learning Commons. Located in Diehl Hall, it combines computer equipment with other technology, enabling faculty to design effective and dynamic teaching methods.

Beethoven Bytes

Say you're in need of a quick listen to Beethoven's Piano Sonata No. 7 in D before class starts, but your CD collection and iPod are at home. What do you do?

In July, the University Libraries launched access to two classical music audio streaming services (Classical Music Library and Naxos Music Library). Students, faculty, and staff on the University's Twin Cities campus can listen to these online services 24 hours a day, even from off campus locations, using an authentication system which verifies their status as students, faculty or staff.

As classes begin, brisk on-campus demand is expected, so the Music Library, located in Ferguson Hall on the West Bank campus, added several computers to its listening area. Staff have wired classrooms and provided computers so that instructors



can access the services during classes. No need to stuff those CDs and albums in your backpack: Ludwig and the gang are online.

We're Honored

International acclaim came to the University Libraries and the Tretter Collection in Gay, Lesbian, Bisexual, and Transgender (GLBT) Studies earlier this year when the collection received the 2004 Clio Cup for History from the International Lesbian and Gay Cultural Network (ILGCN), recognizing its work with GLBT archives in Eastern Europe.

At a 2003 speaking engagement, Jean Tretter, the collection's founder, connected with members of the ILGCN and delegates from Eastern Europe, and a collaboration blossomed.

ILGCN works with cultural events and outreach around the world, helping to end discrimination and highlighting the cultural significance of the GLBT community. The collection's stature as an international resource made a perfect match for the ILGCN.

"ILGCN provides crucial connections with people and organizations that we wouldn't otherwise have had the chance to work with or know," Tretter said. "I'm looking



forward to continuing to enhance the Tretter Collection's place as a truly global resource."

On October 14, the Clio Cup Award will be presented to the Tretter Collection at the National Coming Out Day Luncheon at the Minneapolis Hilton.

PHOTO: COLIN DE LA MOTTE-SHERMAN

A Book No Backpack Could Hold

Students may grouse about lugging big books to and from class, but a recent University Libraries acquisition puts them to shame.

Bhutan: A Visual Odyssey Across the Last Himalayan Kingdom is the largest book ever created, according to Guinness World Records™. The tome weighs more than 130 pounds, and each of its 112 pages measures five feet wide by seven feet high. An anonymous donor recently gave an edition of the book – of which fewer than 25 exist – to the University Libraries.

Bhutan's creator, technology pioneer Michael Hawley, unveiled the Libraries' copy and discussed its creation with an audience of over 200 on May 12. Alumnus and bibliophile Russell Cowles graciously donated funds to support and publicize the unveiling.

The book is a photographic tour of the kingdom of Bhutan, a tiny country nestled in the Himalayas northeast of India. Bhutan has been called "the last shangri la" because of its rich ecology and unspoiled culture.

Hawley developed the book as a way to share the beauty of Bhutan. "We thought we



could allow readers to... step into this beautiful corner of the world – one which so few people will be blessed to visit," Hawley said.

Before reinforcing your coffee table for your own copy, stop by the Special Collections and Rare Books office in Elmer L. Andersen Library to "step into" the Libraries' *Bhutan*.

Raiders of the Lost Archives

William Watts Folwell, the University's first president and librarian, started collecting University publications and faculty papers in the 1920s, launching what is now known as the University Archives. It is a rich repository of historical and legal documents, captured over the years as departments deposited their publications and other resources. Now, in an era where documents and photographs are increasingly produced digitally in a distributed environment, what is the future of capturing and managing those items, the University's history, in the University Archives?

Meet the team from the President's Emerging Leaders (PEL), a 12-month program providing a structured but flexible leadership development opportunity for high potential staff from across the University. Over the past year, a team of four PEL participants—from a variety of jobs outside the Libraries—worked with staff in the Archives to learn about the practice of archival preservation and the theory of institutional archives. The team developed an interview instrument and used

it in meetings with key University stakeholders to assess their views on the University Archives and create more archival awareness.

Their research conclusions have been compiled into a white paper that was shared with the Libraries. Using talented non-librarians and non-archivists such as the PEL participants gives the question of University Archives in a digital age a fresh perspective while also building a cohort of ambassadors who in the future can help lend their voice to capturing and preserving the University's history.



CAUGHT IN THE NET

HOW THE NET GENERATION IS BREATHING NEW LIFE INTO THE UNIVERSITY LIBRARIES

MY FATHER, WHO GRADUATED FROM THE UNIVERSITY OF MINNESOTA IN THE EARLY 1970S, HAD A HABIT OF TELLING ME STORIES THAT SEEMED MORE LIKE TALL TALES. SOME WERE OBVIOUS FABRICATIONS—LIKE THE TIME HE TRIED TO CONVINCE ME THAT I USED TO BE SO SMALL THAT I COULD JUMP FROM FINGER TO FINGER ON HIS HAND. OTHERS SOUNDED UNBELIEVABLE, BUT ENDED UP BEING TRUE—LIKE WHEN HE WAS A HOCKEY GOALIE AND DIDN'T WEAR A MASK, LET ALONE A HELMET. HOWEVER, ONE STORY ALWAYS STOOD OUT BECAUSE OF ITS SEEMINGLY SILLY PREMISE: DURING HIS STUDY TIME, HE HAD TO SIGN UP TO USE THE CALCULATOR ROOM.

The calculator *room*?

It's a long way from calculator rooms to wi-fi-enabled libraries. Today's undergraduates, who are younger than the personal computer itself, would most likely think of a calculator room in the same way they would view a slide rule or an abacus: with feigned interest at best. They wouldn't believe that, up until quite recently, if you wanted more than one person to receive a copy of a letter you were writing (most likely in cursive), you actually made a "carbon copy" of it. And the process involved quite a bit more than simply adding an email address to the "cc" field.

by Brendan Loughrey

THE CHANGING FACE OF THE "AVERAGE" STUDENT

Yet, the idea that Millennials, Gamers, the Net Generation (or whatever marketers have dubbed the latest crop of 18-22 year olds) are completely computer-literate is not entirely true. For the amount of ink given to the technological savvy of today's young people, many are still taking pen to paper in every class. And just as students for decades have come to the U from widely varied educational and socio-economic backgrounds, many are still coming to school with widely varied computer skills.

What can the University of Minnesota Libraries do for such a diverse group?

“The same thing we have always done,” said Christopher James, Communications Director for the University Libraries. “Help to educate the more than two million users we have at our Libraries each year.” And whether those users are computer neophytes or veteran bloggers, they’re part of the computer-dominated landscape at the University.

EDUCATING GAMEBOYS AND GIRLS

The Millennial Generation does have its share of computer experts. The class of 2009 has been tapping out emails since they first learned to write. In fact, most of them could type before they could write. Internet use and the proliferation of computers have changed the way children learn. In *Digital Game-Based Learning*, author Marc Prensky stated that video games are what have truly been changing the rules. “Today’s average college grads have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games. Today’s students think and process information fundamentally differently from their predecessors.”

Researchers have seen a shift in learning that can, at least in part, be traced directly to video game playing. Whereas prior generations have focused learning on logical, rule-based ways to solve problems, Millennials primarily use trial-and-error learning, since “losing” is the fastest way to learn how to “win” most video games.

THE LOST ART OF STUDYING

Another difference is that many students also come to college having never truly researched a paper or learned how to use simple library tools. Standardized testing and funding cuts at many school media centers have made researching a lost art at many secondary schools, and the sheer volume of information that the Libraries hold may seem too much for some students to even try to understand.

The Libraries’ “Unravel the Library” workshop series is a welcome eye-opener to many students. Undergraduate Timothy Cronin said, “It can seem overwhelming to find yourself in the middle of the vast University library system without a clue about where to begin. Through the Unravel workshops, I’ve learned new services, search engines, and online subscriptions that the Libraries have to offer.” When asked if he thought he could have learned all he knows now through trial-and-error, Cronin replied, “I shudder to think of what my searches would, or would not, have yielded without the tools offered by the Libraries.”

Teaching information literacy—lifelong skills in determining how information is organized, how to research a topic, how to use multiple sources with different points of view, and how to determine the usefulness of information—is among the University Libraries’ highest priorities. In addition to the Unravel workshops, librarians are busy working with faculty to enhance their ability to teach critical information literacy competencies. This summer, the Libraries piloted an intensive seminar for faculty to retool course syllabi and assignments to help their students build these critical competencies. (See sidebar, opposite, for more information on information literacy).

WHAT IS INFORMATION LITERACY?

Information literacy is a critical life skill. It means knowing when a book may be more helpful than a computer. It means knowing how to find, evaluate and use information from a variety of sources. It means knowing what questions to ask: Is the information complete? Accurate? Is someone trying to sell me something? Good decisions depend on good information.

For more information, visit <http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/infolitoverview/infolitforfac/infolitfaculty.htm>

WHAT OTHERS ARE SAYING ABOUT INFORMATION LITERACY:

“Young people need a baseline of communication, analytical, and technical skills. We are no longer teaching about technology, but about information literacy—which is the process of turning information into meaning, understanding and new ideas. Students need the thinking, reasoning, and civic abilities that enable them to succeed in—and ultimately lead—a contemporary democratic economy, workforce, and society.”

—Terry Crane, Vice-President for Education Products, America Online

“Whatever else you bring to the 21st century workplace, however great your technical skills and however attractive your attitude and however deep your commitment to excellence, the bottom line is that to be successful, you need to acquire a high level of information literacy. What we in the knowledge industries need are people who know how to absorb and analyze and integrate and create and effectively convey information and who know how to use information to bring real value to everything they undertake.”

—Anthony Comper, president of the Bank of Montreal, speaking to the University of Toronto’s 1999 graduating class

“What is true today is often outdated tomorrow. A good job today may be obsolete next year. To promote economic independence and quality of existence, there is a lifelong need for being informed and up to date.” —American Library Association Presidential Committee on Information Literacy Final Report, 1989

FISHING FOR INFORMATION

For most incoming students, computers are not *technology*, but appliances no more magical than televisions or toasters. According to the *Pew Internet and American Life Project*, 85 percent of all undergraduates grew up with a computer in their home. Three out of four of them used the Internet as the number one research tool throughout high school. But students who try to research college-level papers using simple Internet search engines are like commercial fishing operations. Each search casts out a big net that gathers up huge piles of fresh, wriggling information. The problem is that many students can't separate the trophy fish from the bottom-feeders, and they ultimately get tangled in their own ropes.

Undergraduates may need to overhaul their study habits, as "Googling" often yields unreliable information. Experts like Chip Nilges, director of new-product planning for the Online Computer Library Center, knows that this generation believes in advertising. In an article for *The Chronicle of Higher Education*, Nilges wrote, "They're driven by convenience, and they're trained in brands – and Google is a brand, Yahoo is a brand. They know the library has a lot of the information they need. They just want to marry the value they find in the library with the value they find in these information sites."

COME TO THE LIBRARY (OR DON'T)

The University Libraries are tapping into that mindset. The Libraries debuted a new branded information site, the Undergraduate Virtual Library (UGVL), this fall (see sidebar, p. 18). The site's goal is to be a "wired" library that may make some physical trips to the library unnecessary.

On the surface, the idea seems to be at odds with what a library stands for – the place you go to for information. "The idea that the University library is the only arbiter of scholarly knowledge is passé," said Jerilyn Veldof, Director of Undergraduate Initiatives for the Libraries. Thanks to the Internet, "students can get all kinds of information from a huge variety of sources while they are in their dorm, at the coffee shop, or wherever. What's important now is getting them to a place where they can sort the good information from bad. The challenge for the Libraries is that most young people now believe that if information is in a book, it's already out of date."

In fact, studies show that students are much more likely to use a web-based source than information found in a book, even if they believe that the book is more complete. By using the UGVL site to start their research, students get the synergistic benefits of instant web-based research, the filtering-out of suspect sources, and the knowledge that the material is available from the Libraries for further study.

Further stitching the Internet into the fabric of the Libraries is the recently-constructed Information Commons. Located in the lobby of Wilson Library, the Commons is a high quality, Internet-connected library lab, with workstations sporting the latest computers and software as well as librarians, computer experts, and writing tutors to help students complete complex projects. Veldof noted that the University Libraries would also soon be home to a new café housed in Walter Library, to better "integrate the libraries into students' daily lives. This is important to us—to be central to the academic and social life of students," Veldof said. "We know that learning happens

U OF M UNDERGRADUATES: A SNAPSHOT



NUMBER OF UNDERGRADS... 28,740

MEDIAN AGE 20

PERCENT FROM MINNESOTA..... 73

PERCENT MALE/FEMALE..... 47/53

MOST POPULAR MAJORS:
PSYCHOLOGY; ENGLISH; BIOLOGY

PERCENT OF TWIN CITIES CAMPUS
UNDERGRADUATES WHO SAY
THEY USE LIBRARY RESOURCES TO
COMPLETE ASSIGNMENTS..... 82.2

PERCENT OF TWIN CITIES
UNDERGRADUATES WHO SAY
THEY SURF THE INTERNET FOR
INFORMATION TO SUPPORT THEIR
COURSEWORK 97

*Information provided by the Office of
Institutional Research and Reporting,
University of Minnesota.*

CONTINUED ON PAGE 18

This fall when classes begin at the University of Minnesota, we will have five generations on campus.

World events have shaped each generation, certainly, but increasingly, world events are shaped by technology. Cell phones and the Internet are as integral to the terrorist attacks in London and Spain as they are to our daily activities.

This fall, the University will be home to the G.I Generation (born 1901–1924), Silent Generation (1925–1942), Baby Boomers (1943–1960), Generation X (1961–1981), and the Millennials (the high school class of 2000). Each approaches life and learning differently, but no generation is as different as the last one—the Millennial generation—is from all the others. I understand these differences intellectually as an academic, but as a parent I have been forced to learn what these generational differences mean in a more personal way.

I have three children—a son, 33, a daughter, 20, and a son, 13. The oldest and the youngest are constant reminders that we live in a liminal period marking the shift from analog technologies to digital ones. The oldest one, Mike, is my analog son and the youngest, Misha, my digital son. How differently these two see and interact with the world suggests the accommodations higher education will need to make to meet the needs of its newest generation of students.

Mike, who graduated from the University of Minnesota, was shaped by an analog world where clocks had hands pointing at numbers. If I ask him the time, he says “about 20 minutes to 12.” Misha inhabits a digital world; he doesn’t know what “counter-clockwise” means or that clocks once had hands. If I ask him what time it is, he looks at his alarm clock, the microwave, the cable box, or the computer and says “It’s 8:27.”

For Misha, information is ubiquitous, precise, and accessible almost everywhere. For Mike, the phone is one thing, but the television, computer games, and music systems are other things. For Misha, they are all the same thing. Phones take pictures, have text and games; refrigerators have Internet access, and cars have DVD players. My older son has some patience; Misha has almost none.

Imagine how this impatience, time awareness, and sense of ubiquitous information shapes expectations of how information repositories such as libraries should work. Compare my generation’s pleasure at leisurely browsing in the stacks with my digital son’s demand for immediate answers to all questions from a Google search.

At the University of Minnesota, my analog son carried his ID to offices where he stood in lines, walked to the library to find his books, and waited, sometimes, for interlibrary loan or his professor’s office hours. When Misha gets to the University, he—like many of his generation—will be impatient; he will expect information and resources to be available all the time from everywhere, and he will expect faculty to answer his email within the hour.

As faculty and administrators we have the responsibility of understanding the needs of all the generations at the University. One way to do that is to foster multiple



literacies—the focus of which isn’t just knowledge about tools but the knowledge of how to create learning communities where learners have access to the

information they need and in which robust and principled discourse can thrive.

University libraries have led the way in this effort by moving collections into digital formats and providing information literacy courses for students so they could access and evaluate information. The demands of digital citizenship in a democracy are great. University libraries face this challenge by preserving and sharing their resources and by educating faculty, staff, students, and the community about the multiple literacies needed to thrive in a digital democracy.

This last task isn’t theirs alone, however. The whole University community needs to realize that how we see the world and the tools we prefer to navigate it may differ from others. Faculty must take their students’ learning preferences into consideration as they develop classroom materials. Students have to understand how different generations’ views of the world are shaped. Administrators have to provide professional development for faculty, and they have to fund libraries to continue their work.

In *The Quiet Crisis*, Peter Smith points out that our “educational model . . . has been in place since the 14th century”, and, as he argues, if we fail to take advantage of the opportunities afforded to higher education by technology, we will retain “a system of education that is as outdated, outmoded, and outlandish as an ox cart plodding down Interstate 405.”

Billie Wahlstrom is Vice Provost for Distributed Education & Instructional Technology at the University of Minnesota.



UNIVERSITY OF MINNESOTA
LIBRARIES
Friends of the Libraries

DEAR FRIENDS,

Welcome to the first issue of *continuum*, the new University of Minnesota Libraries magazine! The Friends of the Libraries work to advance and strengthen the Libraries as the vital center of intellectual life at the University of Minnesota. We provide financial support and present events that showcase the exceptional resources of the Libraries. We look forward to seeing the energy and creativity of the Friends and the Libraries mirrored in *continuum*.

This year, the Friends' programs will focus on "Backstage at the Libraries," where we will explore and share the Libraries' connections to some of this area's exceptional arts organizations. The Libraries' Performing Arts Archives are a remarkable repository of records, photos, sketches, and correspondence from the Minnesota Orchestra, the Guthrie Theater, and many other organizations. This year's events celebrate this exciting collection and the interplay among literature, the collections and the performing arts.

For a full list of Friends and other Libraries events, see the events calendar inserted inside your issue of *continuum*. Some highlights:

We are pleased to co-sponsor the Hans Christian Andersen 200th Anniversary Celebration with the Kerlan Collection of Children's Literature and the University's department of German, Scandinavian and Dutch. This event, scheduled for **October 6**, will offer an array of activities based on the work of the acclaimed children's author: talks about his writing by University faculty, an exhibit of Andersen's books and illustrations, and a performance of the short story "The Tinderbox" by the acclaimed local Frank Theatre.

On October 19, the Friends will host Minnesota Treasures, the Living Legacy of Elmer L. Andersen, a cel-



bration featuring a special treasure from each of the Archives and Special Collections and welcoming Kris Kiesling, the newly appointed first Elmer L. Andersen Director of Archives and Special Collections.

On January 26, we continue our tradition of joining together at the Campus Club for laughter and feasting. Last year's "Baker Street Buffet" was a huge success! That event featured a menu based on Sir Arthur Conan Doyle's much-loved Sherlock Holmes stories. This year, the Friends will co-sponsor a similar evening based on the work (and menus) of novelist **P.G. Wodehouse**. It should be a fun and entertaining way to spend a cold January night!

If you haven't joined the Friends yet, please join us now and help us support our Libraries and their wonderful collections, which contribute so much to our community. As a member of the Friends, you can also take advantage of exclusive member benefits (see the facing page for more information on membership).

I look forward to seeing you throughout the year!

MARY MCDIARMID
PRESIDENT, FRIENDS OF THE LIBRARIES

THE FRIENDS GO INSIDE THE COOKBOOK

Cookbook author and radio personality Lynne Rosetto Kasper was the featured speaker at the 2005 Friends of the Libraries Annual Dinner and Meeting on May 17. Kasper, host of American Public Media's popular radio show *The Splendid Table*®, spoke about the history and cultural influence of cookbooks. To a record-capacity crowd at the University's McNamara Alumni Center, she spoke about how cookbooks are places where magicians and alchemists play, where politics and medicine meet, and where secrets about geography, gender, culture and class are revealed.

Pictured (from left): Friends of the Libraries President Mary McDiarmid, Kasper, and University Librarian Wendy Pradt Lougee.



STUDENT BOOK COLLECTION CONTEST

Winners of the Friends of the Libraries' Annual Student Book Collection Contest were announced at the Friends' annual meeting on May 17. The contest celebrates University students who are excited about reading and collecting books. Entrants submit a bibliography of their collection (books may be about any subject) along with an essay describing the collection. Successful essays define the collection and describe the books persuasively, and winning bibliographies reveal the collector's knowledge of the subject. Each winner receives a cash prize ranging from \$300 to \$700.

The Friends thank Maxine and Winston Wallin for their generous and continuing support of the contest.

Pictured (from left): CONTEST COORDINATOR Carol Zinda; WINNERS Sean Nye, Dave Osterhuis, Laura Case, Amber Burnette, and Kim Ballard; CONTEST COORDINATOR Elaine Challacombe
Not pictured: Winner Gary Arndt.

JOIN THE FRIENDS OF THE UNIVERSITY OF MINNESOTA LIBRARIES!

A Great University Needs A Great Library ...

In all outstanding universities—and for the libraries that provide the foundations of their intellectual vitality—the difference between adequacy and excellence rests on private support.

By joining the Friends of the University of Minnesota Libraries, you'll provide crucial support for the Libraries to acquire and maintain important research collections, as well as for the technology and infrastructure required to share those collections with users.

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WOOLF AT THE DOOR

Corrie Beck Donates a Bloomsbury-Inspired Collection

by Christopher James

“...BUT HERE I WAS ACTUALLY AT THE DOOR WHICH LEADS INTO THE LIBRARY ITSELF. I MUST HAVE OPENED IT, FOR INSTANTLY THERE ISSUED, LIKE A GUARDIAN ANGEL BARRING THE WAY WITH A FLUTTER OF BLACK GOWN INSTEAD OF WHITE WINGS, A DEPRECATING, SILVERY, KINDLY GENTLEMAN, WHO REGRETTED IN A LOW VOICE AS HE WAVED ME BACK THAT LADIES ARE ONLY ADMITTED TO THE LIBRARY IF ACCOMPANIED BY A FELLOW OF THE COLLEGE OR FURNISHED WITH A LETTER OF INTRODUCTION.”

—VIRGINIA WOOLF, *A ROOM OF ONE'S OWN*

Esteemed author Virginia Woolf (1882-1941) may have been barred from entering Oxbridge Library in 1928, but she was welcomed warmly into the Elmer L. Andersen Library last year. A collection of some 81 items—books by and about Woolf, along with works by and about her writer contemporaries in the Bloomsbury Group—is now part of the University Libraries' holdings.

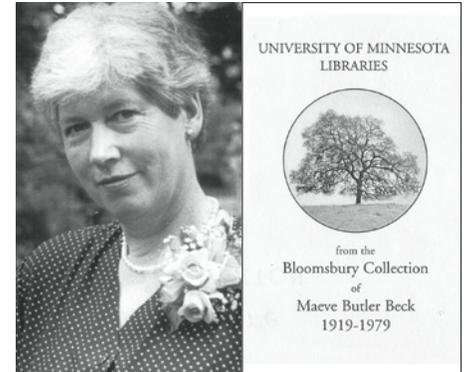
The Bloomsbury Collection was a gift from longtime Libraries supporter Corrie Beck, a University alumna and former instructor in Classics. The collection's original owner was Maeve Butler Beck, the first wife of Corrie Beck's late husband, Regents' Professor Robert H. Beck. Maeve Beck, who died in 1979 at age 59, built the collection—and her admiration for Woolf—over her lifetime.

After Maeve's death, “the collection remained in my husband's study with his own and his father's books,” Corrie Beck said. “After Bob's death, I thought something should be done with Maeve's collection. I wanted to give her books to a place where they would be appreciated and that Maeve herself would approve of.”

The original owner's connection to Woolf is notable. Maeve Butler Beck, a daughter of St. Paul lawyer Pierce Butler Jr., “had become an authority on Virginia Woolf,” Corrie Beck said. “She followed in Woolf's footsteps literally. I was told that, whenever she was in London, Maeve would go for walks in Bloomsbury to take in the atmosphere.”

The collection will fill a unique niche on campus. “We have many readers of Virginia Woolf associated with classes and the curriculum,” said Librarian Marcia Pankake, who with *Rare Books Curator* Tim Johnson manages the collection for the University. “But we also have a heavy circulation of her books and many readers of the Bloomsbury group who read them for pleasure and insight.”

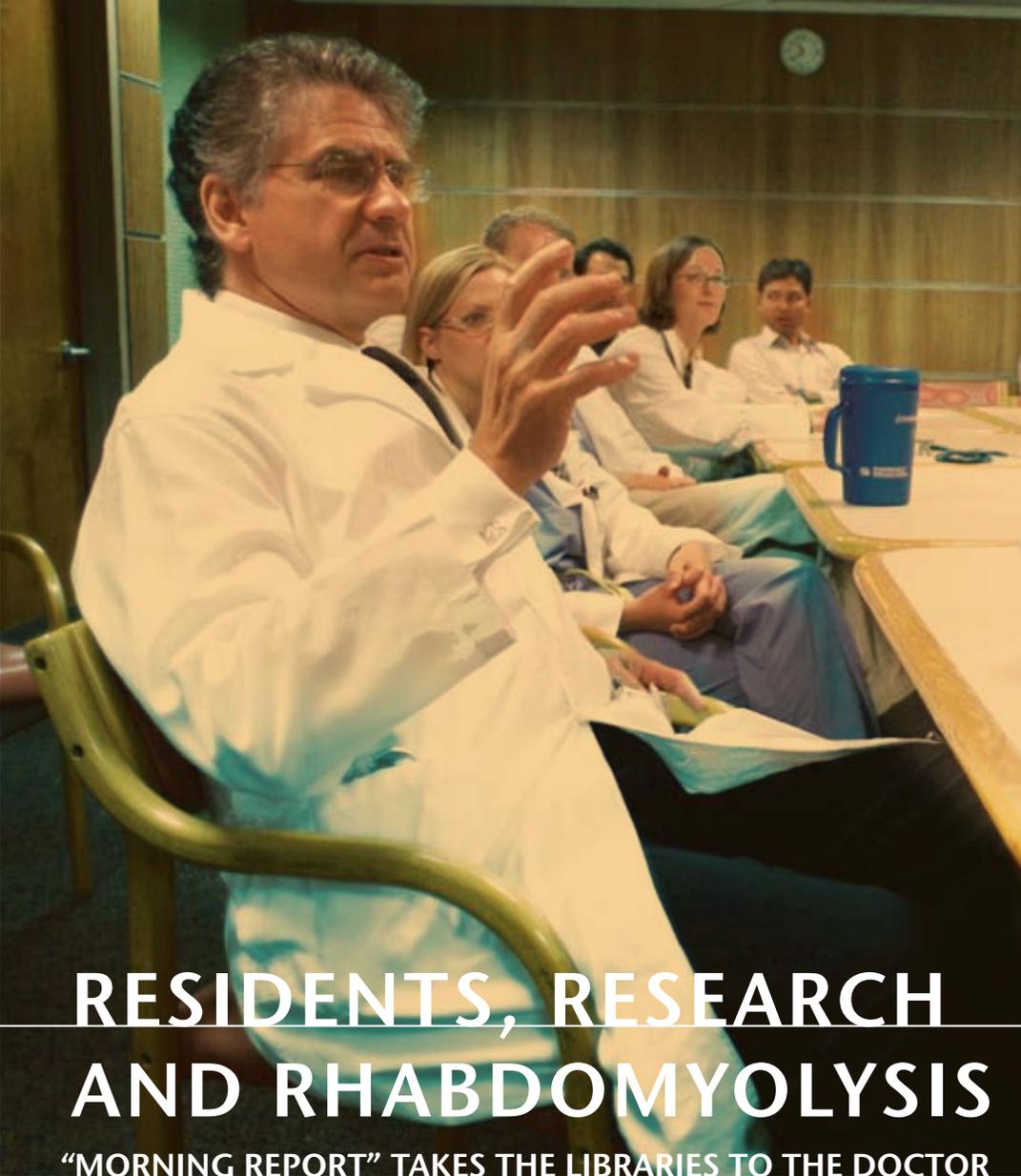
The materials and programs of the Bloomsbury Collection will support the teaching and research of faculty members and students in the English, Creative Writing, and Women's Studies departments. More than a half-dozen faculty regularly teach Virginia Woolf and her associates in their courses, and graduate students also teach Woolf and the Bloomsbury writers.



But Corrie Beck's gift will reach beyond the classroom. In addition to the collection, she gave \$50,000 to support preservation, additional collection development, and outreach programs. Pankake plans to use the funds to support, in alternate years, a graduate student's presentation of a research paper at the annual International Virginia Woolf Conference. She also plans to introduce an annual or biennial lecture on Virginia Woolf and her circle by a distinguished scholar or speaker.

“A public lecture could be an important site for the development for the English department and the library,” said Andrew Elfenbein, professor of English at the University. “We [have] hundreds of readers in the Twin Cities who would love to hear someone talk about Virginia Woolf and others.”

Corrie Beck is thrilled with the plans for the collection. “Maeve would be happy to know that the books she enjoyed during her life will continue to give pleasure and be useful to others. But without additional money, these books wouldn't have anywhere to go,” she said. “Now they have a future.”



RESIDENTS, RESEARCH AND RHABDOMYOLYSIS

“MORNING REPORT” TAKES THE LIBRARIES TO THE DOCTOR

If you’ve ever gone online to try and diagnose an itchy rash or a disquieting lump, you already know the dizzying amount of information a typical search engine will return. Luckily for everyone involved, residents and medical students at the University’s Medical School are getting help narrowing it down. When surveys of residents and medical students showed that they were largely unaware of the web-based health information databases available through the University’s Bio-Medical Library, Associate Librarian Cindy Gruwell and Medicine-Pediatric Residency Program Director Dr. Bradley Benson teamed up to renovate Morning Report (a program in practice-based learning) to combine evidence-based medicine with the skills of effective research.

In each week’s class session, students are presented with the symptoms from a real-life case at the University hospital, and they try to determine the diagnosis within the hour allotted by asking questions about the case. It is a kind of medical “Twenty Questions.” For the past year and a half, Morning Report has included real-time

by Lucy Vilankulu

online investigation performed by Bio-Medical Library research librarians. As the students ask questions and consider the evidence before them, Gruwell does research on a laptop, accessing resources like Ovid Medline, PubMed, journals available only through the University, and drug databases. The addition of the real-time research has galvanized the program, which Benson said, has been around “since the beginning of medicine.”

“It’s a place where we can model clini-

cal reasoning, clinical judgment and more and more access to the best evidence to answer questions,” Benson explained. “What they’re doing in the process is developing a skill they need to have, and so we bring that searching capability right to these discussions. So when questions arise in the course of discussion of a case, we can model how in five minutes you can get an answer. It’s 3 a.m. and you’re admitting this patient and you realize if you knew more you could take better care of this patient. This is what you could do to get that answer. So we try to show them all the resources that are out there.”

“When you’re dealing with real lives, it’s so different than an abstract discussion or a lecture. It’s reflection on real practice.” – DR. BRADLEY BENSON

It’s Monday morning at the weekly Morning Report session. Normally two research librarians are present, but Gruwell is on her own today. Moreover, she has usually gotten the diagnosis and other information from the chief resident ahead of time, but today she hasn’t gotten it. “It doesn’t mean you can do a lot of ultra-prepping,” she said. “Usually I’m trying to figure out the disease they’re talking about, if it’s not familiar, and looking at some of the resources that I might look up.” Shortly before the students arrive, Chief Resident Dimitri Drekonja greets her with the diagnosis of the day—rhabdomyolysis—and a short list of prescriptions: simvastatin, gemfibrozil and cyclosporin.

The participants have arranged themselves to reflect an unspoken hierarchy: residents at the conference table, medical students ranged along the walls. The “clues” appear on the white board as one of the residents reads the case file: 58-year old male suffering from weakness, which seems vague enough.

After a brief speculative silence, the residents start peppering the case reader with questions. Is the weakness in any specific muscle group? Has the patient suffered any falls? Does he have problems getting up out of a chair? Out of bed? Getting only negatives, the residents change the focus of the questions. Does he live alone? Is he depressed? How many alcoholic drinks does he consume per day?

“Think more diversely,” Dr. Jonathan Ravdin, who leads the sessions, urged them. “What else might you think of?”

Their attention turns to the prescriptions—the patient is taking a daunting number of medications including cholesterol-lowering drugs and sleeping pills. By

the time one of the residents ventures to mention the word “rhabdomyolysis,” Gruwell has cross-referenced the drugs simvastatin and gemfibrozil and determined that together they can cause the condition. At the end of the session, she shares the steps of her search with the rest of the group. This would seem to support the idea that



the real usefulness of Morning Report is in the on-the-scene, on-the-fly discussion.

Benson stresses the importance of the critical thinking skills that Morning Report promotes. “One of the things that is so critical in medicine is reflection. You build in reflection on people you’ve cared for, looking critically at what could we have done better, what would we do next time, what went well. When you’re dealing with real lives, it’s so different than an abstract discussion or a lecture. It’s reflection on real practice.”

Residents seem to enjoy Morning Report, and Benson’s surveys have revealed that they are pleasantly surprised by how many tips and tricks they pick up during the sessions. Chief Resident in Pediatrics Michael Kim adds that there is an important social component to Morning Report. “Residency

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CHAOS AND CONTROL

Copyright and the Academy *First of a three-part series*

by Christopher James

Universities are in the business of scholarship, but scholarship means little unless it's shared. Universities provide a forum for scholars to create new knowledge and publish it so that it can be shared with students, with other scholars, and with the public. That sharing is the academy's foundation. It leads to learning, to scholarly dialogue, and to further creative output. But competing concerns make knowledge sharing a tricky thing indeed.

A PRECARIOUS PYRAMID

In the world of knowledge sharing, a pyramid of sometimes conflicting interests teeters precariously, threatening to topple at any moment. Copyright law awards creators—in the academy, the scholars who have conducted the research—exclusive rights that give them a limited monopoly over their work. But the law also attempts to protect the public's interest in the widest possible use and dissemination of information. Complicating the equation are the interests of publishers, who provide the vehicles (printed journals, books, and electronic media) through which knowledge is shared and whose interests have become increasingly important over the past three decades.

A TRIUMVIRATE OF INTERESTS

Copyright is among the most hotly debated issues in the legal world. In 2003, for example, copyright cases in the U.S. generated over \$1 billion in settlement funds.

Copyright is a federal law (Title 17 U.S.C.) with defined parameters and exceptions. But it's not always easy to understand these laws, which were developed to help maintain balance among the interests of copyright owners and the general public. Today, there are three key stakeholder groups in this arena:

- › **SCHOLARS** who conduct research and, through this process, create new knowledge. As creators, scholars own the copyright to their knowledge products. Their biggest priority is often to share this knowledge through publication, usually in journals that are perceived by the academy as prestigious.
- › **THE PUBLIC**, who uses the fruits of scholars' work for education, information, and enlightenment. In the academy, this group includes students, other

WHY COPYRIGHT MATTERS CONCERNS FOR FACULTY AND STAFF *by Laura Gurak and Jessica Reyman*

COPYRIGHT LAW MEDIATES BETWEEN PRODUCERS' RIGHTS TO INFORMATION (I.E., THE RIGHTS OF WRITERS, ARTISTS, SCHOLARS AND PUBLISHERS) AND USERS' RIGHTS TO INFORMATION (I.E., THE RIGHTS OF TEACHERS, READERS, RESEARCHERS AND THE PUBLIC). AS MEMBERS OF BOTH GROUPS, ACADEMICS ARE FACED WITH MANY CHALLENGES CONCERNING COPYRIGHT IN THEIR REGULAR WORK ACTIVITIES. SO WHAT ARE THE TOP COPYRIGHT CONCERNS FOR UNIVERSITY FACULTY AND STAFF?

Understanding Fair Use. The fair use provision of the 1976 U.S. Copyright Act allows instructors and researchers to use copyrighted works, under certain circumstances, for purposes such as instruction, research, and critique. Fair use is the most widely applicable exemption to the rights of copyright owners afforded to faculty and staff. For this reason, it is essential that academics become aware of this important exemption and learn how to responsibly apply it to their teaching and research activities.

Copyright in Technology-based Teaching. While developments in digital technology offer new opportunities for teaching and learning, they also present new challenges for

scholars, and a global community of learners whose access to information is most often through the library. Their biggest priority is access to published research.

› **PUBLISHERS**—commonly, commercial entities that require transfer of copyright from the author before they will publish the author’s research. Once publishers control copyright, they can also legally control use of the author’s work—and charge large fees to others (like academic libraries) who want to distribute that content to the public. For commercial publishers, the biggest priority is usually financial profit.

LIBRARIES: ADVOCATES AND EXPERTS

Libraries play at least three fundamental roles in maintaining the tenuous “copyright balance.” Traditionally seen as advocates for the public interest, libraries and librarians are often called upon to represent this public interest during the legislative process. Furthermore, libraries are often the only entities that keep and preserve information (like scholarly research) that is still protected by copyright and that is unavailable elsewhere—and so librarians, in effect, guard the gates to copyrighted material. Lastly and perhaps most significantly, scholars who wish to use published research in their work rely upon library collections for access to that research. Hence, libraries and librarians must become experts in navigating the twists and turns of copyright on behalf of their users.

The digital age has brought rapid technological change. The second part of this three-part series of articles, which will appear in the winter issue of *continuum*, examines the interplay between technology and copyright. It looks at how the digital age continues to revolutionize—and challenge—the academy’s approach to knowledge sharing.

managing the use of copyrighted works. Digital technologies allow course content to be easily copied and exchanged, but at the same time enable copyright owners to restrict access and use. Faculty and staff should stay current with their rights and responsibilities under new copyright laws, like the 2002 TEACH Act, that make possible the educational use of digital course materials.

Ownership and Course Materials. Many faculty do not realize that they may not hold the rights to the course materials they’ve created. While some institutional intellectual property policies grant faculty the right to claim ownership of their work, other university policies give the institution the right to claim ownership over

Publishers’ Agreements. Many publishers’ agreements for journal articles and books ask that the author of the article transfer her/his ownership rights to the publisher. As a result, the author is unable to make use of the article in many ways – including photocopying for class, sharing with colleagues, or republication – without the publisher’s permission. Authors should understand their rights and negotiate to reserve their ownership of their published materials.

With so much at stake, it is important for faculty and staff to become part of the critical conversation about copyright on their campuses.

Laura Gurak is professor of rhetoric at the University of Minnesota. Jessica Reyman is a doctoral student in rhetoric at the University of Minnesota.

For more information about copyright and the academy, visit these sites created by the University of Minnesota Libraries:

Access Denied

www.ib.umn.edu/scholcom/

An interactive forum for sharing information and ideas for action related to changing patterns in publication and scholarly communication.

Copyright Information and Education Initiative

www.lib.umn.edu/copyright

Informational resources, workshops, and consultation services for faculty and staff on the use of copyrighted works in teaching and research.

NEW FACES



Linda Watson

began as director of the University's Health Sciences Libraries on August 1. Watson comes to this position from the University of Virginia, where since 1990 she

has been the Associate Dean and Director of the Claude Moore Health Sciences Library in Charlottesville. Her record of professional service includes chairing the committee on scholarly communication for the Association of Academic Health Sciences Libraries and service on the PubMed Central National Advisory Committee. She is also a recent former president of the Medical Library Association. She publishes and presents on a wide variety of topics including scholarly communication, open access publishing, and library outreach projects that enhance access to health information. In a recent interview, *continuum* asked Watson about her new position.

What inspired you to apply for the position?

The broad scope and potential of the position attracted me right away. And during every interview with Academic Health Center leadership, I found an eagerness to engage the Health Sciences Libraries in strategic thinking – about curriculum and physical spaces, to name just two important issues.

What do you hope to accomplish in your first 12 months on the job?

In my first 12 months, I expect to spend time learning from library staff of course, and interacting with all the health professions throughout the state where students train. I'd like to position staff as essential partners (and leaders) in curriculum enhancement, knowledge discovery and knowledge management, evidence-based patient care, and community outreach.

What challenges face academic health sciences libraries?

There are a number of grand challenges for the profession of librarianship as well as the health professions. I anticipate working with colleagues to develop new

ways to harness information technologies that support scholarly work, and to influence new models of scientific publication. What will the library of the future look like? It's for us to help invent that future. I also see potential in the University's growing partnerships with the Mayo Clinic, including a medical informatics training grant from the National Library of Medicine.

How do you feel about moving to Minnesota after living in Virginia for 15 years?

My husband and I are looking forward to exploring a new part of the country. And we are both huge sports fans, so we are anticipating lots of outings to Big 10 and professional events. — *Lisa McGuire*



Karen Williams

began as Associate University Librarian for Academic Programs in November 2004. Before she came to the University of Minnesota, she worked for 21 years at the University

of Arizona Library in a number of capacities—as a reference librarian, an instructional librarian, team leader of the Digital Library Initiatives Group and, most recently, team leader for the Undergraduate Services department. In her position at the University of Minnesota, Williams is responsible for the educational, reference, and research services of the Libraries. The Academic Programs unit is comprised of more than 100 staff who provide general and specialized reference services, collection development, outreach, instruction, and program development.

In a recent interview, Williams shared some of her thoughts with *continuum*

On technology: I think librarianship is changing very rapidly, and technology is a key factor in that. Technology changes in libraries have been faster and farther-reaching than for many other area of higher education. I like what technology can do for the traditional parts of our business—it takes resources that we've collected in physical formats and makes them available to a much larger audience. Libraries have always been thought of as 'the people's university.' Technol-

ogy now realizes that idea in a broader way—it's for anyone, anywhere in the world.

On higher education: I'm such a believer in higher education. Attending college teaches us how to be happy, healthy, productive citizens. You can get so much more out of higher education than just what goes on in the classroom. Libraries are a key part of that, because they provide lifelong learning skills. Not only do libraries have all this great stuff, but we teach people how to educate themselves—and how to keep on educating themselves after they've left the academy.

On library as place: There's a misconception that once everything's available online that no one will want to come to the library anymore. That's just a fallacy. Libraries bring together expertise and content and allow students to work together—in learning commons types of spaces. What I like about the SMART Commons that we're creating here [at the University of Minnesota] is that it provides students with expert help in a variety of arenas – research, writing, math and science. It will be an educational space with social and community aspects as well.

On copyright: Technology in libraries opens up a whole world of possibilities that we can provide people. That world is automatically narrowed by existing copyright law. I want to help figure out how to change the ways in which scholars share information and the ways in which copyright laws are developed.

On Minnesota: What was attractive about this position was that I did many different things sequentially at Arizona, in a variety of positions. Here I can do them all at the same time. With the leadership that Wendy [Lougee] provides, the Libraries are poised to make a difference both on campus and off in many public arenas. The Twin Cities are also a great place to live. I love the performing arts scene here. I'm a big dance fan. I'm passionate about being an audience member at arts performances. The arts scene in this city is rich.

DIGITAL LIBRARIANS

The University Libraries are adapting in other ways as well. As traditional, face-to-face visits to the reference librarian have declined, “virtual” visits have more than doubled, creating a net increase in total assistance. Real-time chat programs allow librarians to help multiple students at once. As new technologies become readily available, future plans include mobile phone text messaging help, where students can use their mobile phones to “ask” a reference librarian a question from anywhere on earth.

The Libraries are offering other novel ideas to incorporate the digital experience into traditional learning. “Most recently I discovered a tool on the Libraries website that builds a bibliography for you as you find new sources,” Cronin said. “Maybe that’s not the coolest thing to do on the Internet, but it’s a testament to how eager the Libraries are to see students succeed at the University.”

NOT YOUR FATHER’S LIBRARY

The once-ubiquitous leather bound book increasingly has to share space with an inordinate number of digital tools. Electronic portfolios and digital libraries, as well as online courses, research and information management tools are all “helping to reshape the learning environment and the student experience at the University,” reports John Butler, Director of the Digital Library Development Laboratory. “In a sense, students are pushing these changes simply through their expectations that the University should be as technologically-featured as their day-to-day lives.”

One of those changes is the University Libraries’ wildly successful “blogosphere,” called UThink. The largest academic blog site in North America, it brings students, faculty, and staff together on over 1,400 individual blogs. UThink blogs included class-based blogs, personal blogs, blogs about sports, entertainment and, blogs about politics on a university, local, and national level.

ADAPTING, EVOLVING AND EDUCATING

New technologies, new ways of learning and new ways of teaching have always been at the forefront of the University. Just as the University and the Libraries have adapted during the past 15 decades, they will continue to do so. Students will, too. What the future holds for both is, of course, unknown. Will instant messaging pass into history, or will it become a tool that works within the framework of higher education? Will lecture-based courses adapt to include the multi-media technology that younger students are so accustomed to? Stay tuned, as these and many more ideas are discussed, argued and, most likely, “blogged” upon during the upcoming semester and beyond.

A BRAND-NEW LIBRARY (VIRTUALLY)

When it comes to online access to the Libraries’ collections, one size doesn’t fit all.

The University Libraries’ main website was designed to meet the research-intensive needs of upper level scholars, graduate students, and faculty. These audiences are comfortable with a web environment that makes use of academic and library jargon and provides a vast array of upper-level online research tools.

Many undergraduates, on the other hand, need a different kind of online library environment. New undergraduates often enter the University with the belief that a Google search is the same as research. Today’s undergraduates are used to the ease and simplicity of Google, but they may not understand the vast difference between the amount of material potentially available using a Google search (relatively little) compared to what’s available in the Libraries’ collections (vastly more).

The Undergraduate Virtual Library (UGVL) bridges the gap. The first site of its kind in the U.S., the UGVL (<http://www.lib.umn.edu/undergrad>) gives beginner students a set of innovative and easy-to-use tools to be successful without overwhelming them with jargon and unnecessarily complicated interfaces. A



key component of the site is a Google-like search engine that searches across multiple library databases and returns a unified-looking results list with both articles and books.

The site also features:

- › The ability to search across pre-selected groups of library databases that cover particular areas of study.
- › Quick access to a particular article that might be located in one of hundreds of databases or in one of the many University Libraries.
- › A timeline and step-by-step support to help students complete research papers on time.
- › Powerful tools like “My Library” which track information for individual students (such as what books they have checked out, the status of their Interlibrary Loan orders, and what subject pages might be useful given their current course enrollments).
- › The latest UThink blogs.

Both sites—the Libraries’ homepage and the UGVL—the Libraries provide access to a new technology called “Libraries One-Search.” This is a search engine for many, but not all, of the Libraries’ databases, indexes, e-journals, web resources, and catalogs. OneSearch also offers you the chance to create your own searchable collection of favorite electronic resources.



MORNING REPORT from page 14

is demanding and it is easy to feel isolated,” he said. “By having an interactive time (as opposed to being lectured to) with other residents, we create a sense of community and share our burdens.”

Gruwell, who admits to using Google when appropriate, maintains that the inclusion of the researchers encourages information literacy in students. “Libraries offer much more directed searching [than Google],” she says. “With the rate of information and the pace of technologies there are a lot of things you can do, but knowing how to do it saves a lot of time.”

Benson agrees. “The problem with Google is information overload. What we teach them is search strategies that not only make sure that you maintain the highest quality of evidence that you retrieve, but also eliminate the garbage. You want the highest level of evidence.”

“If Google worked every time,” he adds, “that’s all we’d do.”



Cutting-Edge Technology

The Millennial generation may be redefining the Libraries' approach to technology, but a high-tech approach to learning is nothing new for the University. In this image, culled from University Archives, undergraduates use cutting-edge calculations in a business class in Vincent Hall. The School of Business Administration was established in 1919; by 1938, when this photograph was taken, 800 students were enrolled in the school.



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