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LIBRARY DEVELOPMENT

SCHOLARLY
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Please direct queries or feedback about this issue to terry_crow@ncsu.edu.

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CB 7111
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Solving the Puzzle: Creating Information Literate Students

BY CINDY LEVINE AND MEGAN OAKLEAF, RESEARCH AND INFORMATION SERVICES

Each fall, four “truths” make themselves felt in the NCSU Libraries: the Web evolves; finding information is easier; finding good information is more challenging; and more than 3,000 new freshmen appear on campus, many of whom enter a major academic research library for the first time in their lives.

Even experienced researchers can be baffled by the increasingly rich information options offered by the Libraries. For new students entering NC State, the situation can be intimidating. At the same time, the Web can lure students with the illusion of simplicity. It offers them an easy way to find information, but much of it is of low quality.

The ability to find, evaluate, and use information effectively is an integral part of a student’s academic and future professional success. The Research and Information Services Department (RISD) empowers students to find useful information without frustration. Critical to this mission is the effective integration of information literacy skills into each level of the university curriculum, starting with first-year students.

The freshman English composition program, English 111, is a good starting point to provide the first level of information literacy instruction. Almost all incoming undergraduate students at NC State participate in English 111. Students learn about academic writing and discover the need for sophisticated library research.

LOBO2

To create a basis for information literacy instruction and to support the needs of English 111 students, librarians are working with freshman composition instructors to develop an Internet-accessible tutorial called LOBO2. The tutorial will help students learn to locate, evalu-



Participants in revisions to the NCSU Libraries’ Library Online Basic Orientation (LOBO) undergraduate outreach program are [left to right] front row: Josh Boyer and Cindy Levine of the NCSU Libraries and Rachel Lutwick-Deaner (Department of English); standing: Megan Oakleaf, Darby Orcutt, and Kim Duckett. [Not pictured]: Patricia Lynne, Nancy Penrose, and Deborah Hooker from the Department of English; May Chang, Rob Main, and Eric Pauley from the NCSU Libraries.

ate, and use information within the context of their first major college writing assignments.

Librarians based the design of LOBO2 on observations of the learning styles and preferences of current students. First, the tutorial structure is modular, allowing students to go directly to the section of their choice and to return to any section that they want to review at a later time. Each segment is self-contained, providing the user the choice of completing the program in a linear fashion or focusing only on the parts that are needed at a given moment. LOBO2 is also interactive, allowing students to experiment, receive feedback, and test their own examples as they progress through the program. For instance, a citation builder enables the student to tease apart the elements of a citation, put each element into a separate box, and watch how the elements are automatically arranged into different citation formats.

Members of the LOBO2 development team include Megan Oakleaf, the librarian for instruction and undergraduate research; Cindy Levine, the librarian for the humanities; Josh Boyer, the reference librarian for Distance Learning Services; and Kim Duckett, an NCSU Libraries Fellow who works in Distance Learning Services. The team worked with Darby Orcutt, another Libraries Fellow, who enhanced the original LOBO tutorial. Contributions from English instructors Rachel Lutwick-Deaner, Deborah Hooker, and Patricia Lynne proved critical to creating a program that integrates successfully into the composition curriculum.

Other library programs provide support and instruction for freshmen students learning to use the Libraries. These programs include:

- **Ask a Librarian:** Freshmen learning new concepts are likely to need personal assistance. LOBO2 accommodates that need by using the “Ask a Librarian Live” virtual reference service. Through this service, students may send questions to reference librarians via the Internet and receive real-time, online responses.
- **LOBO Labs:** Even the combination of a Web-based tutorial with virtual reference support may not address the needs and learning styles of all students. In some instances, there is no substitute for working directly with a librarian in a lab setting. Librarians at NC State are working with the freshman composition instructors to identify

critical points during the semester when students are most actively doing research. LOBO Labs will be scheduled during those time periods, and students will be actively researching their topics while librarians are available to answer questions and help students through the research process.

- **Freshman English Tours:** The last piece in the puzzle of creating information literate students is to help new students learn their way around the D. H. Hill Library building. Many freshmen feel overwhelmed when they enter the library for the first time. To make students more comfortable, a new learning tour activity will be included in many English 111 sections. Students will come to the library and be divided into groups, with each group assigned a specific section of the library. Groups will be given sets of questions about their sections that can be answered by talking to staff members and observing posted signs. Students then reconvene with their instructors and tour the building as one group. At each tour stop, the students assigned to that section describe that area to the rest of the group. This approach encourages both active learning and contact with library staff.

The NCSU Libraries has developed other avenues to orient new students to its services and collections outside of the classroom. The university sponsors orientation events for new students, transfer students, and international students and a University Open House to introduce students to important campus resources. Oakleaf developed an attractive display for use at these events, with graphics and an accompanying PowerPoint slide show that features different areas within the library system.

Beyond the First Year

Once a baseline level of information literacy is established through freshman programs, library subject specialists can build on this foundation by providing instruction in more advanced academic courses. Subject specialists identify the information skills necessary for the entire curriculum and work with faculty to integrate activities that build these skills at the appropriate level within the curriculum. A good example

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is the framework established for the engineering curriculum by Textiles Library and Engineering Services librarians, which includes information skills instruction and assignment suggestions for freshman, sophomore, junior, and senior levels. An outline of this framework can be viewed at <http://www.lib.ncsu.edu/textiles/instruction/>.

Library subject specialists act as liaisons with academic departments on campus, providing instruction and research services tailored to the needs of each course or curriculum. Faculty members who assign research projects may consult with subject specialists directly or through a new Web form on the Libraries' Web site at <http://www.lib.ncsu.edu/risd/instruction/>. Using this form, instructors can:

- request a library instruction session;
- request a custom Web page that links to information sources tailored for their courses and helps students locate and analyze high-quality information more effectively;

- request assistance from reference librarians in creating a library assignment that teaches students how to find relevant research materials and take full advantage of library resources.

Navigating the Libraries

Librarians work closely with students and understand the situations that cause confusion for users seeking information. Librarians apply this expertise to design systems that are easy to use without special instruction. For example, a virtual tour of the library and a self-guided tour will be available soon via the Web.

Entering university life brings many changes for students. A major challenge is their first assignment that requires using a large research library. Librarians are ready to help by creating better tools to introduce students to the skills they need. ❖

Yours, Mine, and Ours: Copyright Ownership and NC State

BY PEGGY HOON, SCHOLARLY COMMUNICATION CENTER

Who owns an online course? The answer to this question, while rarely simple, is of intense interest to many members of NC State's faculty, staff, students, researchers, and administrators, as well as others such as legislators and citizens, who encourage and support the university. As online courses and other digital works become more sophisticated, requiring increasing technological expertise and funds to develop, the end result might no longer be fairly characterized as the work of a single author. It may, instead, reflect the contribution of multiple authors, each with differing employment relationships vis-à-vis the university. This trend, combined with the rise of virtual universities, competition from commercial course pub-

lishers, the serials-pricing crisis, and nearly constant legislative efforts to strengthen the rights of copyright holders, has led most universities to reassess their management of works created on campus, including the issue of copyright ownership.

NC State officially recognized the value of reevaluating its current copyright ownership policy in 1998. That spring, the Scholarly Communication Subcommittee of the University Library Committee formally recommended the creation of a Copyright Ownership Task Force (COTF), primarily in response to the increasingly unsustainable system of scholarly communication. The subcommittee noted that "when faculty completely transfer the copyright to works they create, without reserving any right of use for themselves or the university that might

have incurred significant expense in the production of the work, the university is forced to buy back [subscribe to] the work at costs that have become prohibitive in many cases.” The COTF, co-chaired by the NCSU Libraries’ 2001 Faculty Award winners Ross Whetten (Department of Forestry) and David Danehower (Department of Crop Science), was comprised primarily of faculty members who conducted their research in a widely consultative fashion, holding three campuswide Copyright Ownership Town Meetings during the fall and winter of 1998 and 1999. It submitted a report and proposed policy to the university provost in the fall of 1999 (http://www.ncsu.edu/provost/governance/task_forces/COTF/reports/). The provost continued exploration of the recommended policy with faculty, holding two more town meetings in addition to requesting and receiving faculty input via the deans.

In the meantime, the University of North Carolina (UNC) Office of the President had developed similar objectives, creating in the fall of 1998 an Intellectual Property Task Force (IPTF) comprised of representatives from each of the sixteen constituent institutions. Their charge included recommending a uniform copyright ownership policy to govern all the constituent institutions. After months of thorough and often animated debates, the IPTF recommended a policy that respects and continues long-established patterns of faculty ownership of traditional nondirected works, except where exceptional use of institutional resources has occurred. This policy, the University of North Carolina Copyright Use and Ownership Policy, was adopted by the UNC Board of Governors on November 10, 2000, and applies to works created at NC State (http://www.NorthCarolina.edu/docs/aa/research/copyright/BOG_copyright_policy.pdf).

Each institution was then required to develop an implementation policy specific to its campus. Operating within the constraints of the UNC System policy and building on the work previously done on this campus, NC State created and adopted in August 2001 the North Carolina State University Administrative Regulation on Copyright Implementation (<http://www.fis.ncsu.edu/ncsulegal/areg-Copyright8-13-01.htm>).

Pursuant to these policies, faculty continue to hold the copyright to their traditional nondirected works (i.e., pedagogical, scholarly, literary, or artistic works resulting from nondirected efforts). If, however, exceptional use of institutional resources has occurred in the creation of the work, the university must hold the copyright as it does for “directed” works (works specifically funded or created at the direction of the institution).

For traditional nondirected and directed works, the entity not holding the copyright is given a “shop right” (a nonexclusive, nontransferable, royalty-free license for its own educational or research use). Thus, for example, the institution may use its faculty’s scholarly journal articles for teaching and research (e.g., in class handouts, on Web course pages, or in course packs) without needing permission from the copyright holder, whether that holder is the faculty member or a publisher. This innovative condition is a reasonable effort to assume more responsible management of the copyright to works generated in connection with the institution. In most instances, works created by employees covered by the State Personnel Act that are within the scope of employment responsibilities are owned by the institution. On the other hand, works created by nonemployee students belong to them, although the institution does have the right to use them for educational purposes. Importantly, a new university Copyright Committee has been established to handle questions of ownership and related issues (http://www.ncsu.edu/provost/governance/standing_committees/CopC/).

Overall, these policies continue the academic tradition of faculty ownership of their scholarly works, except in circumstances where it would be unreasonable because significant amounts of state resources have been expended in the work’s production. As with any policy that must accommodate the needs of diverse interest groups, the current policies reflect compromise. And, as with any working, living document, the next critical issues will revolve around how the policy is interpreted and applied as it evolves. ♦

Constructing a Place for the Digital Age

BY NANCY VAUPEL, SCHOLARLY COMMUNICATION AND EXTERNAL RELATIONS

Plans can make dreams come true. After many years of planning, the NCSU Libraries' Learning and Research Center for the Digital Age (LRCDA) is scheduled to open in spring 2003. The new LRCDA will enhance the library's national profile as a leading-edge digital library and help to make NC State even more attractive to faculty and students, as the center strengthens key aspects of teaching, learning, and research. Included as part of the new LRCDA space will be the Digital Library Initiatives Department, Digital Media Laboratory, Usability Research Laboratory, Learning Technology Service, Information Technologies Teaching Center, and Scholarly Communication Center. To learn more about the LRCDA, visit the Web at <http://www.lib.ncsu.edu/administration/LRCDA/LRCDA.html>.

The design of the LRCDA, completed in 2001, placed the facility on the second floor, East Wing, of the D. H. Hill Library. Shortly after the bid process was completed, construction schedules were drawn up. The building renovations have progressed according to schedule.

Photographs tell the story of what is happening now. The center is under construction. To make way for construction crews, a large portion of the East Wing's second floor was cleared. Most of the furniture, equipment, and staff were moved. The staff are now working in temporary quarters and awaiting the LRCDA's grand opening this coming spring. ❖



East Wing renovations, D. H. Hill Library.

PDA Project at the Veterinary Medical Library

BY LAURA OSEGUEDA, JOE WILLIAMS, AND PLATO SMITH, VETERINARY MEDICAL LIBRARY

The NCSU Libraries, through its Veterinary Medical Library (VML), is supporting the College of Veterinary Medicine (CVM) Mobile Computing Initiative, which has supplied third- and fourth-year students and teaching faculty with wireless-enabled Personal Digital Assistants (PDAs). At the beginning of the project in fall 2001, Joe Williams, an NCSU Libraries Fellow assigned to the project, initiated the library's support by creating a new PDA Resources Web page that provides library information in a format easily accessible by PDA. This Web page allows PDA users to search the Libraries' online catalog, submit questions to reference librarians, request books and articles through interlibrary loan, renew borrowed library materials, and more while connected wirelessly to the Internet. The

Web page also serves as a resource tool for PDA owners in the college, providing links to relevant Web sites and user groups, software information, and PDA industry news.

In addition to creating and maintaining the PDA Resources Web page, VML staff members have organized a PDA Users Group open to all interested students and faculty. During the 2002 spring semester, the library offered informative lunchtime sessions to introduce basic functions and applications to new users. Outreach to the faculty continues to be an important goal for this fall semester. A new focus will be hardware reviews and tips for loading veterinary-related electronic books. Plato Smith, another library Fellow who has been assigned to the project

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University Library Committee 2002–2003

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Ex officio, nonvoting

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| Susan K. Nutter | Vice Provost and Director of Libraries |
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Fourth-year students at NC State's College of Veterinary Medicine (CVM) are seen in surgical garb in an anesthesia prep room. Chris Ober, the student holding the PDA, is shown with Plato Smith, an NCSU Libraries Fellow, consulting the drug handbook developed at CVM and placed on PDAs for faculty and student use.

since July 2002, brings a strong technical background in computer programming and support to the project. He works closely with faculty and students to recommend and support peripherals that expand and enhance use of the Handspring Visors (the model of PDA selected by the college) in classrooms and clinics. He also promotes other uses that integrate the PDAs into the learning and healing environment of the CVM. The library will be lending PDA versions of veterinary textbooks for students and faculty to preview before purchase and will also provide technical advice regarding best practices for managing these large resources within the limited memory of the PDAs.

Handspring Visors have a variety of useful software available for personal organization such as a date book, address book, and expense and to-do lists. Many useful medical databases are available using the HanDBase software provided by the collegewide license. Williams created a veterinary abbreviations database for the project by modifying an online database from the University of Illinois Urbana-Champaign, and it is now available as a HanDBase file. Another useful

database available for clinical applications and used by the CVM is the locally produced "Drug Formulary" created by Mark Papich, a faculty member with the Department of Anatomy, Physiological Science, and Radiology at the CVM. The VML also produced a "HanDBase Clinical Log" for fourth-year students to track patient contacts through the various rotations.

Another interesting use of the PDAs is for interactive quizzing in the classroom using the "Instant Polling Application." The software, developed locally by the CVM's director of Web-based instruction Dan McWhorter, provides a quick means to test a concept, gather opinions, or administer an impromptu quiz online with instant results displayed graphically. More faculty began using this software when the second round of PDAs was distributed to the Class of 2004 at the beginning of the fall 2002 semester.

The VML's PDA Resources Web page can be viewed at <http://www.lib.ncsu.edu/vetmed/pda/>. Please visit the CVM Mobile Computing Initiative Web site for more information at <http://www.cvm.ncsu.edu/mobilecomp/>. ❖

Mentoring Experience Caps Leadership Program

BY NANCY VAUPEL,
SCHOLARLY COMMUNICATION AND EXTERNAL RELATIONS

When asked in spring 2001 if she would once again participate as a mentor in the Association of Research Libraries (ARL) Leadership and Career Development Program (LCDP), Vice Provost and Director of Libraries Susan Nutter said, "yes!" That August, Nutter was introduced to her protégé, Vanessa Middleton, who is the electronic services librarian and research and support consultation coordinator at Wayne State University. Twenty-four librarians (or protégés) were selected to participate in the 2001–2002 ARL program.

Middleton is a high achiever. She received a B.A. from the University of Michigan and an M.A.L.I.S. from Wayne State University. In addition to winning the Alfred E. Edwards Scholarship at the University of Michigan, Middleton is the recipient of a Michigan Library Association Conference Scholarship, an Urban Library Fellowship, and a Wayne State University Special Dean's Merit Scholarship. At Wayne State, she served as a member of the President's Commission on the Status of Women. Before her current position at Wayne State, she worked as a librarian at the Ford Motor Company-Visteon, Baker College, Kalamazoo Public Library, and Detroit Public Library. While in Kalamazoo,

she received several awards, including a Kalamazoo Gazette Accolade Award.

According to ARL's Program Officer for Training and Diversity Camille Hazeur, "the goal [of the mentoring relationship] . . . is to connect promising librarians from minority backgrounds with ARL member leaders in a learning relationship . . . according to research topics of mutual interest." Web-based distance education served as the topic of mutual interest that brought Middleton and Nutter together. In keeping with Middleton's research focus on international efforts in librarianship, her project was a feasibility study of Web-based distance education collaboration between Wayne State University and the Cheikh Anta Diop University Library in Senegal, West Africa, which involved librarians, faculty, and students.

The LCDP curriculum, an innovative career development

approach, is built on six components: an organizing meeting, two five-day institutes, a mentoring relationship, research project development, three Web-based leadership courses, and a closing ceremony. Nutter values ARL's LCDP as being an extremely effective way to help increase the number of librarians from underrepresented racial and ethnic groups in leadership positions in research libraries.

According to Middleton, the interactions between herself and Nutter

provided a holistic mentoring experience. The mentoring component was and will continue to be the most rewarding for me personally and professionally. I was truly inspired by and motivated by Susan Nutter to achieve and obtain a leadership position within the library profession. ❖



*[Left to right]
Vanessa Middleton and
Susan Nutter.*

Orion Pozo Wins Distinguished Service Award

BY NANCY VAUPEL, SCHOLARLY COMMUNICATION AND EXTERNAL RELATIONS



The award was given at the ASEE annual conference in Montreal, Canada. Linda Martinez (Duke Libraries), head of the ELD Awards Committee, presented Pozo with a plaque. Pozo acknowledges he was greatly moved when his colleagues chose him for the award, and he became nearly speechless during the ceremony as Martinez highlighted his education, reviewed the various library positions he has held, and honored his achievements. It was “one of the most moving experiences” of his career. According to Martinez,

[Pozo] began as a mathematician/philosopher and has worked as both a cataloger and reference librarian. This combination of interests and experiences explains his various projects. For example, Orion the public service librarian organized the first meeting of North Carolina university engineering librarians. . . . Orion the technical services librarian created and has coordinated ELD’s Duplicates Exchange Program for the last ten years.

Pozo believes that his work with the ELD Duplicates Exchange Program is the main reason he received the award. When he started the program in 1990, he made innovative use of the Internet to support the project. Today, the service links more than 150 members wanting to acquire material on exchange. About four years ago, he embellished the ELD program by identifying engineering material from the larger Backserv Exchange group (with close to 500 members) and adding it to the ELD list. Pozo spends about twenty minutes each day keeping the lists up-to-date, and he is pleased to continue this work on behalf of the ELD community. Pozo feels that ELD may also deserve some credit for his achievement. He says, “the division creates opportunities for its members.”

Pozo has been active in ELD for thirteen years, participating in ASEE conferences as an attendee, moderator, and presenter, in addition to being the Duplicates Exchange innovator. ❖

Congratulations go to Orion Pozo, engineering collection manager at the NCSU Libraries. On June 18, 2002, he received the Homer I. Bernhardt Distinguished Service Award from the Engineering Libraries Division (ELD) of the American Society for Engineering Education (ASEE). This award is given in recognition of a person whose work has contributed to the advancement and development of excellence in engineering libraries. Pozo is seen as a significant contributor to the profession who, without a lot of fanfare, is always doing things in support of the organization.



Focus, a newsletter published three times a year, seeks to promote the services, activities, needs, and interests of the NCSU Libraries to the university, the Friends of the Library, and beyond.

Editor: Terrell Armistead Crow.

NCSU Libraries Homepage: <http://www.lib.ncsu.edu/>