

Off the Shelf

Your Information Advantage

University of Wisconsin-Eau Claire

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McIntyre Library | www.uwec.edu/library/aboutus/offtheshelf/

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Suggestions or
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Contact
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Education Reference Librarian Arrives

by Kati Tvaruzka, tvaruzke@uwec.edu

Hello, I'm Kati Tvaruzka, the new education reference librarian, and I'm very excited to be working at McIntyre Library. As a graduate of UW-Eau Claire, I think it's great to be back here as a faculty member.

I'm a hometown girl who graduated from Memorial High School in Eau Claire and received a bachelor's degree in English at UW-Eau Claire. I received a master's degree in library and information science from UW-Milwaukee. My career has been in the public library arena, and I have spent much of it at the L.E. Phillips Memorial Public Library in Eau Claire. I held several positions there, but spent the majority of my tenure between the reference and youth services departments. For the past several years I have been the youth services librarian, working with children of all ages. My specialty and area of expertise is working with young adults, but I have vast experience working with all ages – from babies on up. In this capacity I also worked closely with area teachers and media specialists, so I have a good grasp of the schools in the area, both public and private. I visited schools often to present library literacy and literature programs.

I believe that my background in reference and experience working with youth of all ages provide me with some unique perspectives, and I look forward to combining my love of research and reference work and my love of working with children in this position. I'm excited to work with the Instructional Media Center col-

lections, and I plan to promote them heavily. I am eager to work with UW-Eau Claire faculty and students to ensure that the IMC and its resources are top-notch, and I look forward to presenting library instruction programs to a wide variety of groups in many disciplines.

I love spending time with my family – my husband Michael and our two daughters, Ella, 2 and Anna, 4 months. We love traveling and also enjoy camping, canoeing and movies.

Please stop by to meet me anytime. My office is on the first floor of the library, L-1001F. I look forward to working with you, so please feel free to send me an e-mail at tvaruzke@uwec.edu, or call me at 836-4522. ■





Students Design Logo

by Chris Cox, coxcn@uwec.edu and Carol Lonning, lonningc@uwec.edu

The library has adopted a new logo designed by UW-Eau Claire students. In the fall of 2005, the library marketing committee asked groups of students in Professor Christos Theo's advanced graphics communications class to design a logo for the library to use on our Web site and print advertising, as well as other graphics projects.

The students had a variety of interesting ideas for logo design. Following a presentation to the library faculty and staff, library staff chose their favorites. A focus group of students was then conducted by members of the American Marketing Association (AMA) to ask students which logo they would prefer.

The logo that was chosen was designed by Jesse Sutherland, Dave Bromeland, and Seth Koslowski. According to Sutherland, the logo is meant to "show the library as a dynamic research environment. We wanted to destroy the impression that students have that the library only has books. The Library's image needed to become something much bigger. Technolo-

gy has changed the research process, and because of that the Library has had to change as well. The image we wanted to project was the Library as a window to all of the methods of research." In order to come up with the logo design, the team "spent a long time brainstorming, walking around the Library, observing it, and deconstructing the idea of the Library itself. After agreeing on a set of keywords that described the library's function, we all spent time sketching [individually]... At one point we took some initial logos with no words around the campus and ask(ed) people to describe them. These conversations allowed us to see others perceptions of our logos and eventually choose the finalist."

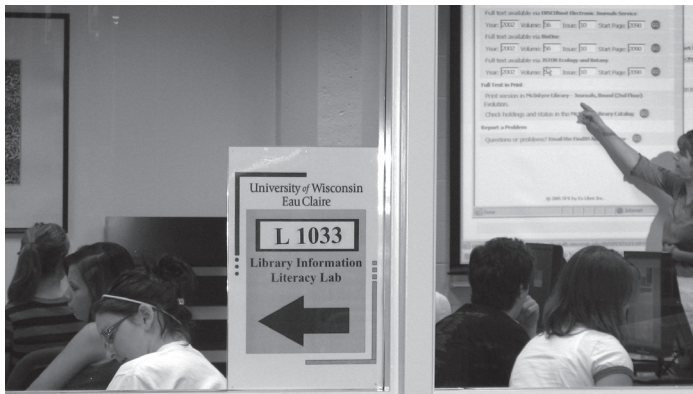
When asked how it felt to have their design chosen and then see it being used, Koslowski said, "I don't think it will ever get old knowing that something you created or helped create is being viewed by an audience. It is definitely something that excites me."

The design team provided versions of our logo in different file formats, compiled a graphics standards manual to assist us in using the logo, and offered design advice to help integrate the logo into our existing publications. We were thrilled to work with students to complete this project, and we are very pleased with the result. We are considering implementing some of the ideas that other student groups suggested in terms of poster series and the design of the areas near the library elevators.

Marketing committee members, along with others in the library, have a great many ideas for student/library staff collaboration in the form of course projects or service learning opportunities. Feel free to contact Carol Lonning at lonningc@uwec.edu or Chris Cox at coxcn@uwec.edu with your ideas.

Look for our new logo on our print and online publications. ■





New Library Lab-L 1033

by Karen Bronshteyn, bronshtkc@uwec.edu

We are introducing a new lab in the library; it's conveniently located behind the reference desk on first floor.

After a long summer of disruptive construction noise in the library, the lights are on and the door is open to a new computer lab. This curricular-specific lab will support information literacy instruction, and offer state-of-the-art instructional equipment and 30 computer terminals — almost twice the capacity of the previous lab on the second floor of the old library.

Library instruction is generally only 45-60 minutes in length, and the online searching skills introduced are not readily retained unless students are in a computer lab environment. Immediate practice of online searching not only helps to develop the skill, it also allows students to use their own topics, thus increasing the relevancy of research instruction. Students and instructors will also benefit from the lab's indirect lighting system, which allows for screen visibility with the room lights left on.

The convenient location on the first floor of the library was made possible by the displacement of the government publications offices, a rearrangement of the reference collection stacks, and an extensive weeding of the reference books. Just ask our friendly reference staff if your favorite reference books have changed location, or you need assistance with documents.

The lab's weekly instruction schedule is posted outside of the door, but for advanced scheduling of library instruction, please call the reference desk at 836-3858.

Thank you to the faculty members across campus who were instrumental in providing support for a two-year effort in getting the new library lab project off of the ground. ■

DVDs Liberated

by Beth DeRosier, derosiba@uwec.edu

In June 2006, McIntyre Library's rapidly-growing collection of DVDs (679 items strong!) was moved from its location at the library's main circulation desk to a new, accessible location on the first floor of the library. The goal was increased accessibility for eager library users.

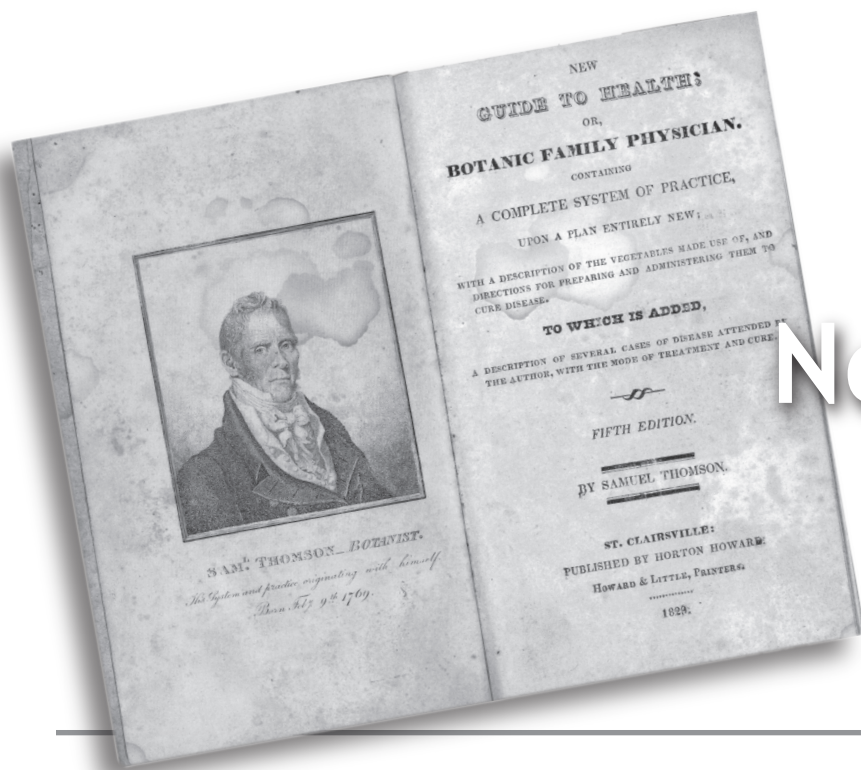
Library staff from the cataloging, stacks and circulation departments worked together on this project, getting the DVDs prepared and ready for browsing. In the case of double-sided DVDs, however, library users will find empty cases and will need to pick up the actual DVDs at the main circulation desk.

Some examples of recent DVD acquisitions include:

1. *March of the penguins* – In the Antarctic every March, the quest begins to find the perfect mate and start a family. This courtship begins with a long journey - a journey that takes the penguins hundreds of miles across the continent, in single file.
2. *Live nude girls unite!* – Follow Julia Query — performance artist & comic, video producer & sometime peepshow stripper — on her journey to help organize the only stripper's union in the United States.
3. *Wisconsin hometown stories* – The story of social and political reform, business development and the ground-breaking people of Janesville; follows the evolution of Janesville from its early days to the present.
4. *The Amish, a people of preservation* – An updated look at various aspects of the Amish community, including its history, the world-view beliefs of the Amish, and the simplicity of their lifestyle.
5. *African American lives* – A compelling combination of storytelling and science, genealogy, oral histories, and family stories which trace the roots of several accomplished African Americans.
6. *Secrets of the sexes* – Explores gender-related brain functions including emotional recognition, empathy, competition, communication, and basic cognition.



Please come and browse our DVD collection, which has a lot to offer the UW-Eau Claire community. ■



New Materials in Special Collections & University Archives

by Colleen McFarland, mcfarlcd@uwec.edu

Our special collections department contains a wealth of resources for faculty and undergraduate research. Here is a sampling of some newly available and noteworthy materials that cover a wide variety of topics, ranging from the Hmong in Wisconsin to 19th century popular medicine.

The following manuscript collections are now available for teaching and research:

Jack O'Connell Hmong Collection, 1980-1990. (0.8 linear feet)

This is the only collection dealing exclusively with Wisconsin's Hmong population in the Wisconsin Historical Society's Area Research Network. The collection consists of records – meeting minutes, agendas, grant applications, and correspondence – from several Hmong social service agencies, including the Eau Claire Hmong Mutual Assistance Association, the Indochinese Refugee Committee, and the St. Olaf Refugee Committee. Fragmentary records of Vocational, Technical, and Adult Education District One courses for Hmong immigrants contain curricular and limited student information. The collection also includes information on Hmong demographics in Wisconsin and newspaper clippings about the Eau Claire area Hmong population.

James Newman Clark Collection, 1867-1972. (2.0 linear feet)

Although James Clark's bird collection is well known on campus, few realize that his personal and business papers are available in special collections and university archives. Clark, a farmer, ornithologist, and taxidermist in Meridean, Wisconsin, kept diaries (1867-1925) and corresponded frequently with collectors and dealers of natural specimens from 1889 to 1929. Other materials in the collection include a notebook documenting the dates of migratory bird arrivals from 1891-1899 and farm account books.

Grand Army of the Republic. Eagle Post No. 52 (Eau Claire, Wis.) Records, 1886-1944. (1.2 linear feet)

Sons of Union Veterans of the Civil War. Michael Griffith Camp No. 35 (Eau Claire, Wis.) Records, 1910-1945. (1 linear foot)

The Civil War is a perennial favorite of undergraduate students. These collections afford students opportunities not only to learn about local residents' experiences in the war, but also to study the construction of the memory of Civil War. The Grand Army of the Republic collection includes handwritten autobiographies by Civil War veterans, while the Sons of Union Veterans collection contains extensive membership records and meeting minutes from its associated ladies auxiliary.

Additions to the rare book collection include:

Abbott, Jacob. *Stories of Rainbow and Lucky: the three pines*. New York: Harper, 1860.

A teacher, minister, and prolific children's book author, Abbott wrote his five volume series *Stories of Rainbow and Lucky* late in his career. The main character, Rainbow, is a fourteen year old African-American boy. Unlike many other Northern abolitionist writers, Abbott did not write Rainbow's dialogue in African-American dialect. Additionally, while this work does not address the institution of slavery, it does take on racial prejudice.

Thompson, Samuel. *New guide to health; or, botanic family physician*. St. Clairsville, Ohio: Horton Howard, 1829.

"It is true that much of what is at this day called medicine, is deadly poison; and were people to know what is offered them of this kind, they would absolutely refuse to receive it as medicine." So writes Dr. Thompson in the introduction to his populist herbal. The guide contains a description of the "vegetable medicine" employed by Thompson, as well as cures indexed by disease. ■



Library as Place

by Bob Rose
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When Mary Reichel, the library director at Appalachian State University, became the President of the Association of Research and College Libraries a few years ago, she had no idea that one of the principal themes of her presidency would become the notion of “the library as place.” However, shortly after she began her term of office she was interviewed for an article in the *Chronicle of Higher Education* that was looking at whether libraries as places were really going to be around in the future, now that libraries were increasingly virtual in nature. Her answer was a resounding “yes,” and since that time we have seen, if anything, a re-emphasis of the importance of the notion of the “library as place” and not just as a repository for information resources. That has been as true at UW-Eau Claire as it has been for many other libraries across the country.

So what do we mean when we use the phrase “the library as place?” Different people might provide somewhat different definitions, but to me it means creating a library place that can serve as an intellectual hub on campus, that encourages students to come together in a common place not only to study individually but to work together in teams, as well as creating a physical environment that can help foster contemplation, inculcate intellectual curiosity, and help develop an appreciation for art and various aspects of culture. It also means trying to design spaces that can help meet differing learning styles. In the ultimate version, it could mean developing a space where various functions of the university are pulled together to collaborate in assisting students to achieve their potential – where reference and help desks and tutoring and academic skills assistance are accessible in a very proximate space more commonly known as an information commons.

Much of the work we have done in the McIntyre Library building over the past few years has occurred through a desire to retrofit the building to meet some of these changing uses and needs, and to make more effective use of the available space within its walls. We have tried to create stacks areas that make it easier for users to find needed information, and many of the stacks spaces on the fourth and fifth floors were reconfigured this summer as part of that effort. We still have work to do on those areas, from lighting improvements to shifting books, but we think the collections will be more accessible as a result of these efforts.

We are trying to create a more comfortable and welcoming environment for our users, particularly our students, to encourage them to use not only the space, but the wealth of information contained within that space. We have created different kinds of study environments – closed carrel areas for those who like to study in a more confined environment, comfortable seating areas next to windows for those who enjoy the library’s beautiful views, tables for those who like to study together or to

spread out their materials, and nooks and crannies with study spaces for those who like to be more isolated. We have numerous group computer studies for those working together on collaborative projects, as well as general group studies. Many of our students working together these days, however, prefer to do so at tables in open areas where they can see and be part of a busy social as well as study scene. There is clearly no “one size fits all” approach so we have tried to create as many different types of mini-environments as possible.

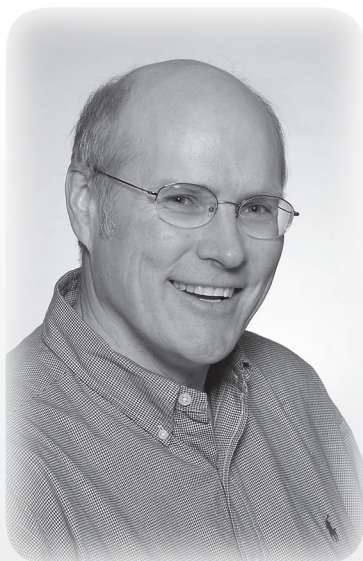
Our efforts actually go back several years before the “library as place” discussions began in earnest. We added about 70 works of art from the university’s art collection to the walls of the library in the late 90s and have continued to work to create a pleasant and inviting environment. Those who haven’t been to the library in a few years would notice a significantly larger amount of upholstered furniture throughout the library in much more inviting colors. The effort to create a more appealing place has included such minor things as changing the standard color used when re-painting or creating new areas to a warmer shade of white that feels less institutional, without people even noticing why that is.

We’ve also attempted to open up the spaces in the library, with particularly notable success on the main floor. A formerly closed-in space is now bright and open, creating one of the most popular computing and study-areas on campus.

Have our efforts been successful? Some of the evidence that our efforts have paid off is anecdotal in the form of oral and written compliments, and we’re still in the process of improving the facility to make it an even more attractive place. In the past year we have finally reversed the trend of decreased use of the building and our gate count actually increased by more than 8% over the previous year. With our continuing work, we hope to increase it even more in succeeding years. That to us is one measure of the success of our efforts.

During the past nine months, in addition to the stacks reconfiguration noted above, we have built a new special collections and archives unit on the fifth floor of the library that we expect to occupy fully by the end of the calendar year. We also built a new instructional lab on the first floor that we have opened for general student use when instruction is not scheduled in that space. I invite you to come to the library to see some of the many changes that have occurred in this “place,” especially if you’ve not visited us in awhile.

On a final, more personal note..... By the time many of you read this, I will have retired. It’s been my pleasure to have served as the director of libraries for the past eight plus years. The library has experienced enormous change during that time period – much of it good but a fair amount of it not so good (think budget cuts). I’d like to take this opportunity to thank the university for supporting the library during these troubled times and the cooperation we’ve received in making decisions about its future. I wish you all the very best. ■



Library — a Big Plus in Helping Students Learn

by Chuck Tomkovick, tomkovcl@uwec.edu

I am continually struck by the outstanding job our library professionals do to help students learn. For the past 15 years I have relied heavily on our expert library team to help me teach promotion management (and other marketing courses)...and they continue to do an excellent job. Here are some specific ways in which the McIntyre staff has come through for me.

Excellent stewardship of learning aids. The library staff has a true open door policy and will work with course instructors to order reference materials that will help students learn. In the case of advertising and marketing courses, and subject to resource availability, the library periodically updates Marketer's Guide to the Media, Standard Rate & Data Service, Market Share Reporter, and other key periodicals. These materials are then made available to students in a very organized fashion.

In-class instructional assistance. Over the past 15 years, my students have often benefited from the research expertise of Mimi King, Betsy Richmond, and other crack library personnel. These library folks will work with instructors and actually come into your classes to help students get familiarized with the library resources that are available and how to best access them.

Breakout rooms for students to use. There are a half dozen discussion rooms located throughout the library which are excellent for students to use for group projects. As an example, check out Room 2021. It has seating for 10, a flat screen projector, and hooks up well with PCs...which are available for checkout and student use.

Student-faculty collaborative research assistance. Whether it's help with online literature searches or interlibrary loan coordination, our library people can help you find most anything you're looking for. Special note here: to maximize their effectiveness (and yours), make sure to plan sufficient lead time!

The services referenced above are really just scratching the surface of what the McIntyre professionals can do for you! You will be very pleased with their expertise and responsiveness. — Chuck Tomkovick, Marketing Professor ■

Are Your Students Information Literate?

by Karen Bronshteyn, bronskhkc@uwec.edu

A question as broad and challenging as this one may appear rhetorical, but it is not meant to be. Many institutions of higher education attempt to measure the information literacy of both incoming freshmen and outgoing seniors. Some institutions use a formalized information literacy component during freshman year, and then a related baccalaureate goal with assessment measures to learn if graduates are going into the world with the skill of recognizing when information is needed, and the ability to locate, critically evaluate, and use information effectively.

At UW-Eau Claire, the dialogue for assessing the information literacy of our students is beginning, thanks to a fall 2006 NET Scholarship of Teaching and Learning grant. A project assessing first-year students' progress in information literacy attainment during ENG110 will be completed. The library will then have data to report next year on various information literacy instruction methods and their effectiveness. This sample audience is the first planned. Faculty from various disciplines are invited to initiate discussions about integrating information literacy into their upper-level curriculum and including assessment solutions.

Information literacy instruction and/or assessment may focus on a specific or problematic standard for students in a particular course or discipline. Nationally, there are five recognized information literacy competency standards, as detailed in Information Literacy Competency Standards for Higher Education, by the Association of College and Research Libraries.

The information literate student:

- Determines the nature and extent of the information needed
- Accesses needed information effectively and efficiently
- Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system
- Individually or as a member of a group

uses information effectively to accomplish a specific purpose

- Understands many of the economic, legal, and social issues surrounding the use of information, and accesses and uses information ethically and legally

Additionally, the standards detail 22 different performance indicators and potential outcomes for assessment, some more relevant to specific disciplines than others.

McIntyre Library offers a variety of information literacy instruction methods, and faculty may choose a method suitable for their students. Some methods can be tailored for a specific assignment or learning objective. Here is a brief listing of methods of information literacy (library) instruction currently available.

- **McIntyre Library Guide:** An online, printable PDF document that orients the student step by step to academic research via the UW-Eau Claire collection.
- **TILT:** An online, interactive tutorial in three lessons with quizzes. Quiz results may be printed or emailed to the course instructor.
- **Video tutorials:** A small but growing collection of library research video tutorials is being increasingly incorporated into D2L courses.
- **Librarian-led instruction:** Librarians are available to design lectures, demonstrations, or hands-on computer lab research instruction. Ideally, your class will come to the library for this instruction, and a mini-tour can be added to the session or to a second session.
- **Library Tours:** At the beginning of the fall and spring semesters, librarians and library staff lead students on tours of the library. Several FYE and ENG110 instructors require the tour, and students get a signed bookmark as proof of attendance. Detailed tours of specialized collections can be arranged for upper-level classes.

For more information, see the library Web site – services – library instruction; and services – distance education, or contact information literacy librarian **Karen Pope**, distance education librarian **Jill Markgraf**, reference librarian **Karen Bronshteyn**, or another member of our reference and instructional team. ■

Documents, Strangely Named

by Mary Hayden

haydenm@uwec.edu

Members of a government documents discussion group, GOVDOC-L, launched a “Best.Title.Ever.” discussion which revealed that documents do not always have dull, precise names. The following titles were contributed by those who observed these absurd and humorous titles.

After the Cold War: living with lower defense spending (1992)

Y 3. T 22/2:2 C 67/SUMM.

Brown Cubical Butt Rot (1983)

A 13.2:D 63/4/cub

Do you know oatmeal? (1917)

A 1.26:6

Cooking up solutions: cleaning up with lasagna (1999)

EP 1.2:C77

Everything you always wanted to know about shipping high-level nuclear wastes (1978)

E 1.16: 0003

Fatalgrams U.S. Dept. of Labor, Mine Safety and Health Administration (1995-)

L 38.15:

Fertilizers in a national emergency (1970)

A 1.6: 966

Fish stick report (Quarterly) (late 1950s-early 1960s)

I 49.8/2

The golden age of bathing (2004)

I 29.2: B32/4

Let potatoes fight (1918)

Y3.F73/2: WGC/w49

Meat is ammunition, play fair with it! (1945)

PR 32.5002:M 46/2

The impact of computer aliens along the Mexican and Canadian borders (1968)

Y 3.W 52:2 C 73/PT.2

Medical care at large gatherings:

A manual based on experiences in rock concert medicine (1976)

HE 20.8208:M 46

Recipes for cooking muskrat meat (1942)

I 49.13: 229

Report of expedition to collect wild species of potato (1994)

A 77.2:P 84

Sprocket Man: CPSC comics (1994)

Y 3.C 76/3:2 SP 8/994

Vitamin A in war and peace

A 1.59:2

Wake up America: a national sleep alert (1992)

Y 3.2: SL2/SL2

A winning combination: wild horses and prison inmates (1989)

I 53.2: H78/10

For more fun, see additional titles & document covers at:

<http://freegovinfo.info/best> ■





Mum's the Word: Privacy in the Library

by Jill Markgraf, markgrjs@uwec.edu

We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted. (<http://www.ala.org/ala/oif/statementspols/codeofethics/codeethics.htm>)

This statement from the American Library Association Code of Ethics, and WI Statute 43.30 are the driving forces behind several McIntyre Library policies and practices that you may have encountered and even questioned.

Perhaps you were planning to show a video to your class but the library's copy of the video was checked out. You were pretty sure that someone else in your department had it. You asked library staff to let you know who had it checked out so that you could contact that individual and ask to borrow the video just for the hour. It would have been a simple solution to your problem. However, the library wouldn't tell you. Adhering to their code of ethics, library staff will not divulge information on patrons' library activity, no matter how compelling or convincing the reason for wanting to know.

Perhaps you have been irritated by having to use a "private I.D." to access your library account, request materials through interlibrary loan or renew your books online. With so many passwords and I.D. numbers to remember, is it really necessary to add another number to the mix? Our com-

mitment to privacy and confidentiality of patron library activity has led McIntyre Library to determine that it is. Librarians believe that using a unique number provides additional protection for the privacy of your library activity, the value of which outweighs the inconvenience.

Valuing the right of individuals to keep their information-seeking activities private is what has pitted many librarians against certain provisions of the USA PATRIOT Act. While libraries have always had to turn over some records in response to court orders, the Act, many librarians contend, goes too far in allowing government access to private records without probable cause. In addition, it places a gag order on librarians, prohibiting them from telling anyone — including the patron under suspicion — that records have been requested or surrendered. As a result, many libraries, including McIntyre Library, have maintained practices begun in the 1960s and do not retain unnecessary patron information or records.

At the same time that libraries are intentionally *not* retaining records of what individuals have searched for, viewed or borrowed from the library, they are increasingly enabling library patrons to do so themselves. Library database and catalog features such as "bookbags" or "baskets" that allow users to create user profiles and save search results, search strategies, book titles, etc., are in essence let-

ting users create their own records of library use activity. Most of this data is not accessible to library staff and therefore could not be surrendered by the library should it be requested during an investigation. However, library users should be aware that some of this data is stored on computer servers either locally or elsewhere that could conceivably be requested and turned over at another level.

Ironically, while librarians are redoubling efforts to protect the privacy of their patrons, one primary library user group—students—seems unaware of, or unconcerned with, privacy issues. While librarians are taking pains to protect the privacy of students' reading habits, those same students may have posted online, for the world to see, details of underage drinking activities, gripes about current professors, or photos revealing more of themselves than their reading habits probably would. In a world with social networking services such as Facebook or MySpace, is it time for librarians to relax their ethical attachment to protecting privacy and concede that it isn't important to a new generation of library users? Or is it especially important now that librarians remain champions and protectors of the right to privacy? Let us know what you think.

A related 14-minute online video addressing library ethics is available on the library Web site. <http://www.uwec.edu/library/distance/tutorials/Ethics/Ethics.htm> ■

Access Enhancements — Reference Collection

by Mimi King, kingm@uwec.edu

It may come as a surprise to many that there are nearly 13,000 print volumes in the reference collection. This collection is a microcosm of the circulating collection; it provides guides to research in each discipline through subject encyclopedias, dictionaries, handbooks, and bibliographies. These resources provide an excellent starting point for research, guiding researchers to information on the topic as well as introducing them to scholars and major works in the field. However, this collection has been daunting for those used to the easy access of the Web, where information is readily available, but details on the authenticity of the information and leads to other credible sources may be lacking.

We have made the materials in this collection more accessible in two ways. First, the recently completed weeding project removed outdated materials, making newer materials easier to spot. Second, we have created pre-packaged searches to show key materials in your discipline that are available in the reference collection. Not all reference resources for any discipline are located by these searches, but the searches provide a call number range for browsing.

At the reference collections page <http://www.uwec.edu/Library/reference/index.htm> you will find a menu in the left column. When you select either Subject Encyclopedias or Subject Dictionaries, you will get a menu of UW-Eau Claire disciplines. Clicking your favorite discipline will automatically launch a search of the reference collection through the online catalog.

Subject encyclopedias are designed as the lead into the research process. The Research Map (<http://www.uwec.edu/Library/research/guides/researchmap.htm>) is a handy link to the collection as well as reinforcing the progression from one type of source to another throughout the research process. ■



Library Web Site: New Look

by Chris Cox, coxcn@uwec.edu

When Deb Klossner was hired as our library Web developer, it was a good time to take a closer look at our Web site – both its design and its structure. The Web site had last seen a major overhaul three years earlier and library staff and students had been working to fill a void left by the resignation of Web services librarian Kate Hinnant. Over the years all Web sites get bloated with files that are no longer needed and new pages are added into the existing structure, but not always in the places they best fit.

Klossner suggested we move to the university template scheme. Among the benefits to doing this was the ability to more easily move our Web site into the new content management system the university is considering. The Web committee and library staff were concerned, however, that the library would lose its individual identity. Our Web site is unique – we serve a variety of audiences and offer unique products and services to the campus community. Following some discussion, it was decided that we could use the template and still maintain our site's uniqueness.

In the spring of 2006 the Web committee began the process of restructuring the Web site. Our goals were as follows:

- Provide a structure which offers easy navigation (i.e. makes things easier to find)
- Examine existing Web pages and remove those that are obsolete
- Provide users with understandable terminology
- Create a new look for the site that conforms to the university template and, in so doing:
 - Establishes a clear brand identity
 - Provides consistency across pages within the site
 - Improves customer service

The redesign process, diligently overseen by Klossner, took about four months. Usability studies of students and faculty were performed in late July and early August, and the new Web site went live in the middle of August.

We hope you enjoy the new Web site, www.uwec.edu/library. We believe it is a great improvement both in design and in structure over the previous site, but realize that there may be things that we didn't catch in the changeover from the old to the new. If you have any problems finding information on our site or concerns relating to it, contact us using the form available at <http://www.uwec.edu/library/WebUs.htm>. ■



Database Updates for Fall 2006

by Mimi King, kingm@uwec.edu

My Private ID

Why do I need it?

The Private ID serves as your "library card" in the online environment. This ID will allow you to renew materials online, borrow books through Universal Borrowing, order articles through ILLiad, and more.

How do I get it?

Click the yellow login button in the online catalog. At the login page, click the BLUGOLD link, enter your username and password and you will see your 8-digit Private ID. Record that number and keep it handy or just copy and paste it into the application you are using. ■

We have added two medical databases from Elsevier (*Mosby's Nursing Consult* and *MD Consult*), the *Public Library of Science*, and additional JSTOR Arts & Sciences collection.

Mosby's Nursing Consult contains drug information, patient education handouts, medical journals, health reference books, nursing news, clinical practice updates, evidence-based content, and care planning tools.

MD Consult is a comprehensive clinical information resource. It includes more than 40 leading medical books, full-text articles from over 70 journals, over 1,000 peer-reviewed clinical practice guidelines, and more than 5,000 patient education handouts, in addition to drug information.

The easiest way to find these databases is to click the "find Resource" link on the library's Research page. Then type **consult** in the search box provided. These two databases will be listed. Click on the desired resource.

Public Library of Science (PloS) publishes peer-reviewed, open-access scientific and medical journals that include original research as well as timely feature articles. All PLoS articles are freely accessible online and can be redistributed and reused according to the terms of the Creative Commons Attribution License. There are six focused collections:

PLoS Biology provides works of exceptional significance in all areas of biological science, from molecules to ecosystems, including works at the interface with other disciplines, such as chemistry, medicine, and mathematics.

PLoS Medicine is an international, multidisciplinary medical journal that publishes outstanding human studies that substantially enhance the understanding of human health and disease.

PLoS Computational Biology features works of exceptional significance that further our understanding of living systems at all scales through the application of computational methods.

PLoS Genetics provides access to original contributions in all areas of biology — human studies as well as research on model organisms — from mice and flies, to plants and bacteria.

PLoS Pathogens publishes important new ideas on bacteria, fungi, parasites, prions, and viruses that contribute to our understanding of the biology of pathogens and pathogen-host interactions.

PLoS Clinical Trials is an international peer-reviewed, open-access journal that publishes results of randomized trials from all medical and public health disciplines.

JSTOR Arts & Sciences Complement Collection has been purchased to seamlessly add journals related to the core Arts & Sciences I, II, III, and IV Collections, which we already access. JSTOR's aim is to introduce important titles that were not included in earlier collections and add journals that cross discipline boundaries. A minimum of 150 titles will be included by the end of 2008.

Ingenta Unlimited A number of faculty who had taken advantage of the Table of Contents Alert Service offered originally through CARL and later purchased by Ingenta, were unpleasantly surprised to learn that UW-Madison had stopped subscribing to the service, a move that would have cut the service off for everyone in the UW System. UW-Oshkosh picked up the subscription and found that Ingenta would allow access to faculty across the UW System at no extra charge. As a result, the service continues as *IngentaConnect InTouch*.

Please remember that when you receive the table of contents for the most current issue of your selected journal(s), the journals are not yet published and will not be immediately available in the library or through ILLiad. ■

Explore History Visually at the Library of Congress

by Leslie Foster, fosterla@uwec.edu

The Library of Congress Prints and Photographs Division (P&P), with more than 14 million items in its collection, is one of the largest resources in the world for exploring history visually. Following more than a decade of work, a million+images are now accessible on the Internet through the P&P Online Catalog, www.loc.gov/rr/print/catalog.html. Search for illustrations, posters, works of art and photographs by keyword, browse place names and subjects, or visually skim samples from the vast P&P collections.

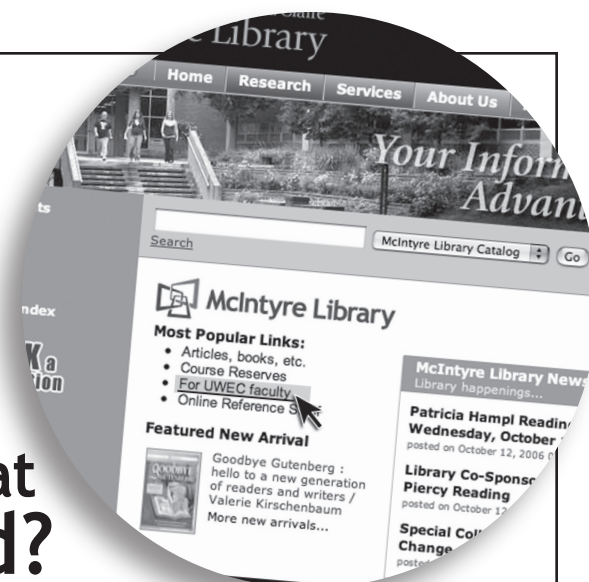
Pictures of ordinary and extraordinary people, historical places and sites, images of momentous events and everyday life abound. Visually travel back in time to small town America, the Civil War, the Wright Brothers' first flight, World War II, or the Great Depression. View images of slavery, child labor, or women at work. Explore Ellis Island or the North American continent or go further afield and tour Russia and the Middle East around 1900. Examine baseball cards, original cartoons, colorful posters and advertising. Digital technology at its finest has opened the doors to this vast storehouse of historical images, putting a national treasure at our fingertips. Recommend this site to students interested in enhancing class presentations and reports through the use of visuals. ■

Did the Library Receive the Book that I Ordered?

The quick and easy way to answer this question (and look for DVDs, CDs, and videos), is to go to the library Web page **Most Popular Links** and click on:

- For UWEC faculty
- Recent Acquisitions by Department

Choose the department and time period to view the new materials list. ■



Open House Success

Thanks to all the new and returning faculty and staff who attended our open house. Over 70 people came to see who we are, and what we do. Several even earned the opportunity to be featured on a READ poster—so watch for their faces around campus. If you would like to learn more about the library or changes we have made, please contact Chris Cox at coxcn@uwec.edu. ■



Bob Rose, our library director for over eight years, recently announced his retirement. His official retirement date is November 2, and his last day in McIntyre Library

is October 20. Watch for an article in the next issue of *Off the Shelf*. *Best wishes for a great retirement, Bob.* ■



Welcome to **Michaela Sitzman**, also known as **Micky** (with no E). Micky, our new periodicals assistant, comes to us directly from the UW-Stout library. While employed by the Stout library she worked three

years on the order desk and another 25 years as a cataloger. Micky reports that she gardens, travels, and loves chocolate. She also enjoys spending time with her kids, reading, and watching old films. ■

Renee Hijleh held the periodicals assistant position for nine years and resigned in June to join her husband in Connecticut. During her time at the library, she exhibited a strong knowledge of periodicals and trends in the periodicals publishing industry. Renee could always be depended upon to do special reports – on rising periodical prices or whatever – on very short notice. *Best wishes, Renee.* ■

This summer **Becky Wojahn**, our education reference librarian, accepted the position of Manz School librarian. Becky was with us for two years, but she accomplished a great deal in that time. She was instrumental in getting the new IMC up and running, including the massive task of weeding nearly 40% of the IMC collection, overseeing much of the move, etc. She also did some innovative things in her outreach to education students and faculty. We will miss you, Becky. (For an introduction to our new education reference librarian, **Kati Tvaruzka**, see page 1.) ■



Add another hat for **John McCrackin** to wear. John is now a full-time library services assistant in our library, working in circulation, reserve and interlibrary loan.

His new interlibrary loan duties will provide much-needed back-up in that department. ■



LTE Anna Knutson can be found helping people at the reference desk on Saturday afternoons and some weekdays this year. Anna has a BA in theatre from

Lawrence University, and completed LMED courses at UW-Eau Claire, as well as a semester-long library practicum. Anna's other jobs include a role as Corie Bratter in Neil Simon's "Barefoot in the Park" now playing at Fanny Hill (her 14th production at Fanny Hill), and as a barista at The Coffee Grounds. If she has any spare time, it is spent studying voice and playing the French horn, the classical guitar, and a recently-acquired 15 bar autoharp. ■

Deb Klossner, our Web developer, has accepted a full-time position in Davies Center as their electronic communications manager. In the short time Deb was with us, she accomplished a great deal on our new library Web site. See New Web Page, page 9. ■

Library assistant **Ann Elliott** died August 8. Ann worked in the IMC for 28 years, and retired in May 1995. Our condolences go out to her husband, Bob. ■

Off the Shelf

A newsletter from McIntyre Library
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Comments and suggestions about Off the Shelf are appreciated. Print copies are distributed mid-way through each semester to faculty and academic staff, with online copies available to all at <http://www.uwec.edu/Library/aboutus/offtheshelf/>.

Mary Hayden, editor



Special Collections Extended Hours

Fall 2006

Monday	8 a.m.-5 p.m.
Tuesday	8 a.m.-5 p.m.
Wednesday	8 a.m.-5 p.m.
Thursday	8 a.m.-5 p.m.
Friday	8 a.m.-5 p.m.
Sunday	2 p.m.-5 p.m.

Funding for Sunday hours is provided by the history department.