FOOTNOTES[1]

We're here to help!

Librarian assistance is now available online and in real-time. The "Ask a Librarian" icon has been placed in KentLINK and the research databases. A user clicking on the icon will be offered all the choices for direct assistance, including live chat, e-mail, in person, and phone.

The chat service is provided in cooperation with librarians in other OhioLINK institutions and is designed to aid users with short, factual questions and with database searches. Service hours are:

Mon - Thurs:	9 am - 10 pm
Fri:	9 am - 5 pm
Sat:	1 pm - 5 pm
Sun:	1 pm - 10 pm

Encourage your students to avail themselves of these services to make the best use of their time and insure they access quality resources.

Dimensions and Use of the Scholarly Information Environment

The Digital Library Federation (DLF) and Council on Library and Information Resources (CLIR) commissioned a large-scale study of undergraduates, graduate students, and faculty members from institutions ranging in size from small liberal arts colleges to the largest research universities. The focus of the study was to determine user perceptions about the role of libraries and about respondents' information seeking behavior. The full report is available at ***http://www. clir.org/pubs/reports/pub110/***.

Faculty reported spending an average of 15.8 hours per week obtaining, reviewing, and analyzing information from all sources to support teaching and research. Less than 35% of faculty and 49% of graduate students reported relying exclusively or almost exclusively on electronic resources for research. Print resources play an important role in teaching with more than 70% of faculty and graduate students reporting the use of print resources all or most of the time in teaching.

Over 38% of respondents across all disciplines saw insufficient training in how to search for information as an impediment. More than 98% agreed that libraries are a source for high-quality information.

Navigating the Information World: Challenging Students to be Savvy Information Seekers

Again this spring, workshops will be offered for faculty, teaching assistants, and administrators to explore how the information competencies of their students can be strengthened. The 3-hour workshops will cover:

- Distinguishing critical differences between the "free" Web and licensed information resources.

- Creation of effective research assignments that engage students in developing their information seeking skills.

- Strategies for preventing and detecting plagiarism.

- Development of effective search skills for students in using the free Web and licensed resources.

Additionally, details will be available about an upcoming fellowship grant opportunity to apply information literacy principles to a given discipline.

Three workshops will be offered. Each is in Room 232, Moulton Hall.

Thursday, January 30, 9 - noon
Friday, February 4, 1 - 4 pm
Wednesday, March 19, 9 - noon
Tuesday, April 15, 1 - 4 pm

Pre-registration is required; seating is limited to ten. To register, contact Jody Khlem (jkhlem@kent.edu, 330-672-2992).

Database News

OXFORD *Reference* ONLINE

Check this out—what a terrific resource!

Kent campus users now have access to *Oxford Reference Online*. This resource contains entries from more than 100 major discipline-related dictionaries and other publications from Oxford University Press. Among the offerings are the various *Oxford Companions* to literature, bi-lingual dictionaries, subject dictionaries across all fields. The complete listing of titles is available at: ***http://www.oxfordreference.com/pub/pdfs/ORO_list.pdf***. It is possible to search for a term across titles, thereby exploring the use of words and ideas from a variety of perspectives. Coming in February are:

New Titles*:*
- *A Dictionary of Statistics*
- *The Oxford Business Spanish Dictionary*

New Editions:
- *The Concise Oxford Dictionary of Art and Artists*
- *A Dictionary of Economics*
- *Modern Quotations* (new edition of *The Oxford Dictionary of Twentieth Century Quotations*)

Oxford Reference Online is menued through the Libraries' Web site or is directly available at: ***http://www.oxfordreference.com***.

More Online Full-text in *Business Source Premier*

Business Source Premier (BSP) now contains links to more than 2,800 full-text periodicals. More than 500 of these were added during 2002. In the next months, *BSP* will release a new thesaurus to aid in searching, as well as add full-text monographs and industry reports.

Philosopher's Index Enhanced

Book reviews are now indexed in *Philosopher's Index* database, making the online resource more comparable to the print version. The publisher has now added 27,000 book review records to the *Index,* beginning with 1985.

What's Hot in KentLINK?

KentLINK now offers a "hot topics" feature, which highlights materials in the collection on a topic of current interest. Included are listings for "best sellers" and "new videorecordings on the Kent campus."

The Latest Buzz Words from the *Oxford English Dictionary Online*

The *Oxford English Dictionary Online (OED Online)* has added more than 2,200 new and revised words. Among the new buzz words are: *ebonics, dirty realist, hazmat, upsizing.* Revisions are continually made as part of a total revision to this standard resource to be completed by 2010. Just finished is the alphabetical range of MONO to MOTRIX.

It is useful to remember that, in addition definitions and etymologies, *OED Online* is a valuable source of quotations. It is possible to search for these by specific work, author, or word in text.

The *OED Online* is at ***http://dictionary.oed.com/entrance.dtl*** and also menued through the Libraries' Web site.

Highlighting *Searchasaurus*!

Searchasaurus is a colorful, easy-to-use search interface for elementary and middle school students. It provides access to magazine articles, pictures, encyclopedias, and a dictionary through an animated interface with a dinosaur theme that encourages students to enhance and develop basic search methodologies. Lexile limiters make it possible to specify the reading level of materials retrieved. A spell check feature was recently added to provide alternative spellings for users. *Searchasaurus* is available through the Libraries' Web site.

Corrections Made!

KentLINK is now free of the most common typographical errors, following a large project undertaken by the Libraries' Collection Management unit. More than 3,000 words and phrases were searched as incorrect spellings, resulting in 8,100 corrections being made. Completion of this project does not rid the database of all errors. Staff remain vigilant to catch any others, particularly those that would interfere with search retrieval.

ArchivesUSA Access Discontinued

OhioLINK no longer has access to *ArchivesUSA,* which had been provided through a license held by the State Library. The license was not renewed due to low usage.

Sixty-Minute+ Seminars

To register: *http://www.library.kent.edu/60min*

Getting Started with E-Portfolios

This spring semester, the Student Multimedia Studio (SMS) will offer workshops on how to create electronic portfolios. E-portfolios are recognized as powerful tools that contain information and examples of a student's qualifications, skills, and experiences. Students can use e-portfolios to present, share, and reflect on work within courses or across programs. Faculty can use e-portfolios to document and reflect on their classroom practice and enable comment by colleagues or others. Institutions use e-portfolios to demonstrate accountability to their stakeholders and to foster institution-wide reflection, learning, and improvement.

Participants in the e-portfolio workshops will learn how to create an e-portfolio and how to use a variety of tools and software to digitize and edit their work. Two different workshops will be offered—utilizing either *Netscape Composer* or *PowerPoint.* Students, faculty, and staff can sign-up for one of the e-portfolio workshops at: *http://www.library.kent.edu/60min.*

If you are an instructor who is interested in having your class create e-portfolios, contact the SMS to schedule a special workshop just for your class. For more information about the Student Multimedia Studio, hours, facilities and contact information, visit its Web site at: *http://www.library.kent.edu/avs/sms/.*

Doing More with Multimedia

Other multimedia workshops being offered by Libraries and Media Services include:

Basic *Photoshop*

Photoshop Special Topics: Buttons and Animation

Photoshop Special Topics: Web Page Construction

PowerPoint 2000: Beginner Level

Planning for Electronic Media Production

Introduction to Video Production

Digital Video for the Web, CD, or DVD

Create Your Own Web Page: Beginner Level

Create an E-portfolio Using *Composer*

Create an E-portfolio Using *PowerPoint*

Resumes on the Web

For the complete listing of spring semester seminars, go to: *http://www.library.kent.edu/60min.*

Please tell your students about these seminars!

OhioLINK Tools

Designed to help you work faster, more efficiently

Electronic Journal Finder

http://www.ohiolink.edu/resources/ejournals.php

Online full-text journal articles are linked to various OhioLINK resources. The *E-Journal Finder* enables you to determine if a needed journal is available in electronic format and where the point of access is.

Subject Cluster Searching

http://mds.ohiolink.edu/mds/select

This tool was created to aid users in selecting the most productive database to find journal articles on a given topic. Basic subject clusters have been created for a user to choose from. It is also possible to create your own cluster of potentially useful databases.

Bookmark an Online Article for Use in Course Reading Lists

It is possible for online articles to be bookmarked for use at a later time—such as in course-reading lists. Bookmarking works differently depending on the source of the online text. Guidelines are provided at: *http://www.ohiolink.edu/help/bookmarking.html* .

Create a Customized Profile for Alerts from the Electronic Journal Center (EJC)

You can create a customized profile at the *EJC* that will be used to provide you regular updates when any additions to the *EJC* match your interests. Directions are provided at *http://www.library.kent.edu/ejrnls/ejcprofile.html*

KENT STATE
LIBRARY SURVIVOR
The tour to help you
survive and thrive!
in the library
The tour starts here.

Students Respond to the Library Component of University Orientation

At the end of Fall semester, 1,790 first-year students answered a brief library survey about the library component of University Orientation. Each semester first-year students attend a tour of the library guided by one of nine faculty librarians. They also participate in a class session on the research process and its significance to their academic careers. At the end of the semester, students provided feedback on the following statements:

Learning library research skills is important to my academic success.
Strongly Agree or Agree 88%

The tour was helpful in acquainting me with the library and its services.
Strongly Agree or Agree 83%

When I have a paper of library research project assigned to me, I am more likely to seek help from library staff.
Strongly Agree or Agree 76%

After participating in the library component of orientation, I feel more comfortable about beginning the research process.
Strongly Agree or Agree 78%

Our thanks to University Orientation for their support of this library segment and the opportunity it provides to introduce students to the library and encourage them to ask for assistance as they embark on their first research efforts at Kent State.

Fall Semester Activity

For the months of September through December 2002, activity was as follows:

KSU lending through OhioLINK: 14,334 books
KSU borrowing through OhioLINK: 19,204 books
KSU downloads from the *Electronic Journal Center (EJC)*: 82,512 articles
Top five journals downloaded from the *EJC* by KSU:
- *Journal of Advanced Nursing*: 1,221
- *Journal of Academic Librarianship*: 1,140
- *Library and Information Science Research*: 745
- *Journal of Adolescent Health*: 735
- *Child Abuse and Neglect*: 714

Government Documents

LexisNexis Congressional Indexes, 1789-1969
http://web.lexis-nexis.com/congcomp

The Libraries recently added *Congressional Indexes, 1789-1969*. This new LexisNexis module offers retrospective indexing to the Libraries' collection of historical documents and publications from the U.S. Congress. Kent State has a relatively comprehensive collection of Congressional material from 1962 to the present, as well as a significant collection dating back to the early nineteenth century.

LexisNexis services are available on campus and through remote access for Kent State students, faculty, and staff.

Other Additions to the Collection

Columbia Gazetteer of the World Online
http://www.columbiagazetteer.org

For nearly half a century, the *Columbia Gazetteer of the World* has been the preeminent source for global geographical information. This encyclopedia of geographical places and features is "unrivaled in scope and unmatched in authority" and now is available online. Coverage includes the political and physical world, as well as special places such as national parks, historic sites, airports, ports, and mythic places. As the site continues to develop over the next few years, features such as maps, census data, population statistics, and other useful information will be added. Now, it is possible to search the site in three different ways: type of place, place name, or word.

Encyclopedia of Computers and Computer History
Ref QA76.5 E53 2001

This award-winning encyclopedia fills the need for a reference source about computers and their development. The two-volume set provides facts, definitions, biographies, histories, and explanations for a variety of computer-related topics. Entries are included for major corporations, computing machines, software, networking, computing concepts, and pioneering individuals in computing history.

The set is available in the Reference Center, Main Library.

What is an Academic Community?

**"Human beings do not come together to be together;
they come together to do something together."**

-Jose Ortega y Gasset

Over the last several years, there has been much discussion about the need to establish a genuine sense of community on campus. This issue has several sources. First, the term "community" has been popularized in the books and articles of communitarian scholars and writers such as Amitai Etzioni and Robert Bellah.[1] Second, universities, especially large public institutions, often seek to develop smaller communities of students in order to give these students a social and psychological reference point in an otherwise large and relatively impersonal institution. The learning community movement represents one variation of this thinking. Third, at some institutions, the decade of the 1990s was dominated by the Culture Wars as faculty were deeply divided over the degree to which social issues should be permitted to reshape the curriculum. Now, administrators and faculty look for ways to bridge political and curricular differences among faculty and to emphasize their common mission in a community of scholars and learners. Faculty clubs and other shared faculty activities are intended to address the need for a greater sense of community among scholars and teachers on campus.

> **However, we are mistaken if we think that "a sense of community" and a genuine community are necessarily the same.**

I. Why are Communities Important?

Writers and scholars such as Robert Nisbet and Michael Novak have emphasized the importance of "mediating structures," such as churches, synagogues, clubs, and fraternal orders, that serve as a buffer and frame of reference between the individual and the state.[2] These entities provide the citizen with a sense of community that the government cannot (and probably should not) provide. In these small scale settings, the citizen learns the skills associated with public debate and civic responsibility.

However, we are mistaken if we think that "a sense of community" and a genuine community are necessarily the same. The former is often characterized by feelings of togetherness or an undefined desire to "belong." These vague feelings, however heart-felt, cannot be the basis of a genuine community. A genuine community is a bit more complicated than this.

Writing in *The Degradation of Academic Dogma*, Robert Nisbet suggests that a community includes "visible bonds, roles, statuses, and norms of hierarchy that provide boundary and also reinforcement to what is spiritually or intellectually contained within the community."[3] In other words, genuine communities are based not on humanitarian sentiment, but rather on fulfilling human needs and solving problems. Members come together to meet human needs through action. In order to sustain the community, the members need to embrace an ideology or overarching sense of purpose. In university life, that ideology or sense of purpose is that the pursuit of knowledge is a disinterested activity valued for its own sake.

II. The Functions of an Academic Community

Several basic functions are essential if a university is to exist as a community.[4] First, there must exist a common function or activity. In the university this is exemplified by the discovery of knowledge and the transmission of it through research and teaching. Second, there must be recognized authority. For the academic community this derives from the single function of the faculty, which is teaching and research. This translates through faculty governance bodies into control of the curriculum process, as well as the rules of academic behavior. The third basic function is the overall sense of purpose or ideology. In a university community this stems from the conviction that knowledge should be pursued for its own sake. Fourth, the community is hierarchical in structure. Among faculty, senior tenured faculty enjoy leadership roles that are often not open to their junior, non-tenured colleagues. Next, most communities, including those in academic life, have solidarity or group identity as a critical ingredient. This means that members identify as being part of a faculty of a discipline and department. Finally, most communities, especially academic communities, have a sense of separateness from the larger world. Often criticized by those outside of academia, this final quality is critical if academic life is to preserve its distinctive character: disinterested research and learning for its own sake. In the business world, learning is important if it leads to something else, such as greater profits, market share, or dividends. In the university, no "other purpose" for learning is needed.

III. The Academic Community and Common Space

These are the essential characteristics that a community must exhibit if it is to survive. However, these characteristics are the organic elements. What the community also needs is an environment conducive to community-building. One important aspect is a kind of shared common space that all faculty can enjoy and come to as needed.

The once-a-month faculty club gatherings we now enjoy are important, but what is also needed is a permanent gathering place on a "drop-in" basis. Such a gathering place should be located in the academic library on each university campus. It would feature modest food and drink, comfortable seating, and newspapers and other publications frequently read by faculty: *The New York Times* and *The Chronicle of Higher Education.* This gathering place would, I hope, be characterized by conviviality, conversation, argument and politics—those things that make life worth living.

While most universities today convert more and more building area to office and classroom space, we still need social space. This is a function that the library should serve already. It is important to emphasize that this gathering place for faculty in the library is not the same as a private faculty club with dues. Instead this is public space set aside for faculty and open to all faculty as members of a community of scholars.

The public gathering place for faculty would also feature forums and structured discussions on topics of interest. Certainly events like the Faculty Senate Forums that are held each semester could meet in this space, as well as book discussions, poetry readings, and other events.

IV. Personal Benefits

There are a number of intangible benefits that come from regularly attending a faculty gathering place. Writing about informal gathering places, Ray Oldenburg states the following: "The leveling, primacy of conversation, certainty of meeting friends, looseness of structure, and eternal reign of the imp of fun all combine to set the stage for experiences unlikely to be found elsewhere."[5]

A faculty gathering place in the library might have three benefits: novelty, spiritual tonic, and meeting people in groups.[6] First, a faculty gathering place promotes novelty because of the diversity of colleagues one will meet. Unlike departmental functions that bring together the same people with similar academic backgrounds, the faculty gathering place will bring together faculty from across the university. This in turn will lead to a more diverse mixture of topics of conversation. Successful informal gathering places do not seek to entertain those who arrive. Instead they compel people to entertain themselves through good conversation.

Second, in an age of specialization, especially in academic life, we all need to engage in regular disinterested and light conversation that is virtually impossible to have in home and departmental settings. A tonic for the soul is the banter, laughter, and philosophizing featured in group discussions in informal gathering places. It is therapeutic for faculty preoccupied with promotion files, research projects, and paper-grading.

Finally, the informal gathering place often compels us to meet and converse with people in groups. This is important because group conversation leads to broader conversations that avoid contentious topics. It also promotes a sense of social acceptance among those who join a group discussion in an informal gathering place.[7]

> **The once-a-month faculty club gatherings we now enjoy are important, but what is also needed is a permanent gathering place on a "drop-in" basis.**

V. Community and Civic Engagement

The desire to "become involved," to participate in the civic life of a university, does not occur as we work in the lab, in our office, or as we sit in front of a computer. Convictions, opinions, and beliefs are formed and changed through argument and discussion in gathering places like the one described above. It is from these encounters that we feel a sense of responsibility toward the university and a desire to be citizens of the university. In any healthy community, a self-governing citizenry is its bedrock. Sober, thoughtful teachers and scholars whose views have been shaped through private conviction and public discussion and debate are our best hope for a vibrant civic and intellectual life on campus. Our students will benefit as well because their teachers function as effective citizens in campus educational life.

In the end, the health of a university's academic community rests with its faculty. In particular it requires faculty of a specific character and ethos: a bourgeois ethic of hard work, a sense of civic duty, a commitment to fair play and common standards, and a notion that not only our colleagues are watching, but students as well.

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[1] See Amitai Etzioni's books such as *The Spirit of Community*, Touchstone Books, 1994; and Robert Bellah's *Habits of the Heart*, University of California Press, 1996. Professor Etzioni also edited *The Esssential Communitarian Reader*, Rowman and Littlefield, 1998.
In his book, *Robert Nisbet*, (ISI Books 2000), Brad Lowell Stone attacks the "statist communitarianism" of Robert Bellah. See pages 124-146.
[2] See *Community and Power* by Robert Nisbet, Oxford Univ. Press, 1962, and *Democracy and Mediating Structures*, edited by Michael Novak, American Enterprises Institute, 1980.
[3] Robert Nisbet. *The Degradation of Academic Dogma: The University in America 1945-1970.* Basic Books, 1971, p.42.
[4] Ibid., pp. 43-45. Also found in Stone's study of Nisbet. pp.15-19.
[5] Ray Oldenberg. *The Great Good Place.* Marlowe and Company, 1997, p.43.
[6] Ibid., p.44.
[7] Ibid., p.64.