

THE ICONN TIMES

INSIDE THIS ISSUE:

<i>New iCONN Portal!</i>	P.1
<i>Be a Part of reQuest</i>	P.1
<i>Taskforce on Libraries</i>	P.2

BE A PART OF REQUEST IN 2005

Have you wanted to contribute your library's holdings to reQuest but have never quite gotten around to it? Why not make 2005 the year to do it—

It's free and easy to do!

If you have an automated circulation system in your library, you can extract your records out and send them to reQuest. You can be a part of Connecticut's statewide catalog along with 400+ other libraries in the state. Gail Hurley, Statewide Library Catalog Coordinator can help you with extract and ftp procedures and can also help you determine whether the records you have are complete enough to be loaded into reQuest. If you do not have an automated system in your library, but would like to have library records in an online catalog, reQuest staff can talk to you about options available with a reQuest membership. Contact Gail at ghurley@cslib.org or 860-344-2652 or toll free 888-256-1222.



NEW ICONN PORTAL!



The new iCONN Portal went live statewide on Monday, February 7, 2005. The new iCONN provides easy access from inside or outside the library, simultaneous searching of iCONN databases and reQuest, and a concise and organized summary screen of search results. If you are in a Connecticut library, the system will take you directly to a search screen. If you are outside the library, the system will prompt you to enter your library card number.

In addition to the new portal's simultaneous searching capability, there are three other ways that you can access and search any database in iCONN:

- 1. Log into www.iconn.org.** When the keyword search screen displays, click on the link called "Display the Resources of [library name]" which appears just below the keyword search box. This displays the main resource menu.
- 2. Use the alternative menu** which you can access either from the main resource menu (referred to above) by clicking on the globe to the left of "Direct Links to Databases," or you can go directly to the alternative menu appropriate for your library (select one below):
 - For public libraries: rqst-agent.auto-graphics.com/homepages/customerwide/classicpublic.asp?
 - For schools: rqst-agent.auto-graphics.com/homepages/customerwide/classicschool.asp?
 - For colleges: rqst-agent.auto-graphics.com/homepages/customerwide/classiccollege.asp?
- 3. You can also access any database directly** by using the appropriate direct link found at <http://www.iconn.org/staff/urltable.aspx>

Note: Because we are not yet able to include all databases in the broadcast search that the system performs automatically when you enter a search in the keyword search screen, not all of the licensed databases accessible from the resource menu will appear in the initial search results. For public libraries, those databases are: Associated Press Photos and HeritageQuest. For schools, it is just Associated Press Photos. For colleges, it is Associated Press Photos and LexisNexis.

iCONN Tips are now available on the iCONN Site Index at: <http://www.iconn.org/SiteIndex.aspx> in the Help Section. If you have any problems accessing the system, please let us know using the form at: <http://www.iconn.org/ProblemReports.aspx>. If you have any comments and suggestions that you want to send us, please use the form at: <http://www.iconn.org/SendComments.aspx>.

If you have any questions about connecting to the new iCONN, contact Jane Emerson, Electronic Resources Coordinator at (860) 344-2521, toll free (888) 256-1222 or e-mail jemerson@cslib.org. We hope you like the new iCONN!

CONNECTICUT TASKFORCE ON LIBRARY AND LEARNING

Commissioner Valerie F. Lewis, of the Department of Higher Education, convened the first meeting of the Connecticut Taskforce on Library and Learning Resources in December. Commissioner Lewis gave the Taskforce the following charge: *“The library -- and the resources it provides to students and faculty -- stands at the heart of any college or university. A college or university library is an active partner in an institution’s educational and intellectual life, and it is the responsibility of all of us engaged in this enterprise to ensure that our state’s academic libraries will always support and be responsive to the teaching, research, and service programs that for generations have defined the excellence of Connecticut’s institutions of higher learning. I am asking this Taskforce therefore to do two things: (1) to think together about what an academic library should be today, especially given the great changes taking place in higher education across the country, and (2) to review the current standards on library and learning resources of the Board of Governors to see if they in fact provide the measures of the common ground for academic libraries on which our colleges and universities may sustain and enhance their entire educational enterprise. I ask that you report back to me on the results of your work and with your recommendations for our standards by March 1, 2005.”*

The Taskforce has thus far worked on the first part of Commissioner Lewis’ charge and has defined some preliminary characteristics of what an academic library should be. They include the following:

1. An academic library must be an active force and a full partner in an institution’s educational, intellectual, and community life. To be such a partner, the library must support and be responsive to the institution’s mission of teaching, research, and service. As a full partner in fulfilling the institution’s mission, the library shall provide leadership interpreting the needs of the academic community in acquiring, collecting, and disseminating resources as well as providing a leading role in teaching information literacy to faculty and students. In partnership with the faculty, the library is committed to the promotion of information and critical thinking skills essential to learning, teaching, and research. In this process, the library should especially enable students to find, evaluate, and responsibly use appropriate information resources. The ease of electronic information retrieval makes it imperative that libraries partner with the faculty to help students locate reliable information and to use it effectively and ethically. A partnership with librarians, who are information professionals, is an appropriate vehicle to do this.
2. An academic library must be housed in a facility that assures the long-term preservation of its collections; is safe, secure, and provides a sense of community; is convenient for its clientele to access; has generous hours of accessibility; and provides an environment that enables and supports faculty and student learning and research.
3. An academic library must provide a core of essential materials, in a variety of formats, that will support and strengthen the institution’s mission and each of the institution’s educational programs as well as the intellectual lives of students and faculty. The library, and the institution as a whole, must understand that such materials are essential to meeting the learning needs of students; the teaching, research, and service needs of the faculty; and the institution’s overall educational objectives. The library must therefore have sufficient and up-to-date collections. It must not only provide immediate and convenient access to its own collections, it must also serve as a gateway to research collections, data, and materials worldwide. In addition to books, academic library collections include manuscripts, monographs, original source materials, other printed sources, microforms and other forms of preservation, audio-visual works, and secure consistent access to electronic informational resources. Electronic resources will continue to transform libraries now and into the future, but they are currently additional resources and a technology in transition and cannot currently be relied upon to form the sole foundation on which library collections are built. Libraries retain the right to manage their resources to meet their mission of serving the students and faculty of their institution. This includes maintaining unmediated access to the internet and uncensored collections. Whenever possible, the library should work collaboratively and cooperatively with the local communities surrounding it, and should provide reasonable access to visiting scholars.
4. The library must also provide reference, bibliographic and a wide array of other services, staffed by librarians and other trained professionals, to sustain the institution’s mission of teaching, research, and service. An academic library must incorporate contemporary technology into its services and must keep pace with technological change.
5. An academic library must be directed by an individual fully cognizant and dedicated to the role of the library in service to the institution’s mission of teaching research, and service. That individual must work closely and collaboratively with the institution’s faculty and administration to ensure the library’s responsiveness and its contributions to the institution’s educational mission. In that process, representatives of the library should be active participants on academic committees involved with curriculum development, research, planning, and assessment. There, they should offer their expertise in information strategies, which are an essential part of the institution’s educational and intellectual life, and should provide insights in educational technology trends so as to help shape academic planning. The director of the library must work with a competent staff sufficient in number, and with appropriate education and experience, to provide effective library and informational resource services.
6. An academic library must receive appropriate, adequate, and consistent financial support from the institution so that it may fulfill its responsibilities to teaching, research, and service. That financial support must be used to enhance the library’s holdings and services regularly through an ongoing collection and resource development plan. The library’s strategic plan must be consistent with the overall strategic plan of the institution. It must support institutional outcomes at appropriate levels. The director of the library should have the responsibility and the authority to direct the activities of the library and to direct the use of its financial resources.

The Taskforce is continuing to refine this definition and will present a final version to the academic library community in the spring, at regional meetings we plan to hold across the state. We would be most grateful for any responses or guidance you might be able to provide in the meantime. I can be reached at τζdanys@cthde.org. - Jonas Zdanys, Chief Academic Officer and Associate Commissioner for Academic Affairs, Department of Higher Education.