

■ MOVEABLE TYPE. ■

The Newsletter of the Mark O. Hatfield Library, Willamette University

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Susan Barnes Whyte

Computers, Conversations and Community

By Susan Barnes Whyte

IN GRADUATE SCHOOL I LEARNED THAT THE ROLE of librarians was to organize and disseminate knowledge. Yet today when I talk with young people who may wish to become librarians, our conversations increasingly swirl around computers, systems and people. Once the guardians of knowledge and the protectors of the collection, technology has propelled librarians far beyond the comforting shelves of materials that continue to surround us. Once the choreographers of knowledge, we are now the choreographed as newer and faster systems appear on the horizon, increasing layers of technology that further isolate us from our public. Today, we are challenged to reclaim that connection. White's dictum that librarianship is the "management of real collections on behalf of real people in an environment that is endlessly political" is increasingly true as we enter the new information age.

For the students who use our services, of course, the library continues to be a place to come to for the information they need. But whether they find that information in a book or on a web page, the library can seem a place of random order, arcane and strangely out of touch with their point and click world. In this world, the complexities of organizing and offering knowledge remain supremely irrelevant to those who merely wish to find what they need and, perhaps, have a conversation

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Cooperative Collection Development:

Resistance is Futile

By Joni R. Roberts

Cooperative collection development is becoming increasingly important to libraries. The rising cost of print materials and the added cost of electronic resources are forcing librarians to find creative new ways to build collections. The dramatic increase in the amount of materials being published makes it difficult for libraries to buy everything needed to support both classroom teaching and research requirements. The increased research demands placed upon faculty and students, even in small liberal arts colleges, makes improved access to materials ever more critical. Resource sharing and the cooperative coordinated development of collections are important strategies for coping with these challenges.

Libraries around the nation, and around the world, are finding that consortia, OhioLINK and Orbis, for example, offer an excellent means of acquiring expensive electronic resources. Consortia are negotiating affordable licensing agreements for electronic indexes and journals that individual libraries can not. But the concept of cooperative collection development is broader and goes beyond simply getting good deals on electronic resources. Consortia offer many other opportunities as well. They provide collection development librarians and subject selectors a forum for the discussion of such new advances as the OCLC's Electronic Collections Online (ECO), a unique electronic journals service and netLibrary, an innovative electronic book project. Participation in consortia brings librarians together to discuss data-gathering techniques and collection-building ideas. It offers them the opportunity to explore the implications of a shared collection and ways to develop it.

Although cooperative development of multi-institution collections may be inevitable, it is not always easy. It does make it a bit less difficult if the consortium is made up of similar libraries. But, even though all Orbis member libraries are academic, substantial differences in collection size exist. Further, Orbis is made up of both public and private institutions, a mix that sometimes complicates planning.

While recognizing the complexity of cooperative collection development, the Orbis

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Hatfield Library Web Policy Drafted

IN AN AGE IN WHICH INFORMATION HAS GONE global, the library Web site has become an essential ingredient of library service. As such, it requires constant tending to insure that it facilitates research and instruction, as well as communicates current and accurate information. The best Web sites are not Lone Ranger projects. The Mark O. Hatfield Library's site reflects the contributions of many individuals. Recently, the Library's Design Group completed a draft policy that articulates our library's approach to Web design. The new policy outlines roles and responsibilities, addresses content selection and includes a newly created style guide for all Library Web pages. The draft policy is a

living document that we will continue to modify. It is available at <http://library.willamette.edu/webpolicy>. ■

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with a librarian along the way. A conversation? That is a concept we were not taught in library school. How to conduct a reference interview, yes, but a conversation, no.

Lanham suggests that the economic unit of value for librarians today is the ability to capture people's attention. Librarians know intuitively that library systems are merely a part of a broader context that vies for the attention of our students. The web poses the perfect opportunity to develop attention-getting structures, but as we witness daily from the reference desk, it is our conversations with students that provide the attention they need. Students still require someone to talk with, to question about angles, ways to proceed and how to find that illusive, but essential, final bit of information that will illuminate their research. Most frequently, I think, they want to talk with us about how to focus and how to find their way from web page to text in this information-anxious age.

Focus is a concept useful to students and librarians. The real trick to doing library research in this day and age is to learn to frame the question and focus the possible responses. It is not enough to tell students which database will work best and how to formulate the perfect search strategy. Focus is harder to achieve and can be lost in the maze of computers and databases. How to enter into the conversation of a particular discipline is always tricky, but for the undergraduate who has yet to master the elementary terminology of the field, it can be daunting. Librarians help in the transition from novice to expert researcher, and teach students to build upon their own experiences along the way.

For librarians, the challenge is to persuade students that there is more to knowledge than just information; that the data embedded in our machines does not create wisdom. Our challenge is to shift the focus away from the transmission of data and back to the people who seek to create meaning from that data. As we move away from machines and towards people, we model the attention to the recursive process of focus, retrieval and reflection that is embodied in authentic library research. In so doing, we reclaim our own purpose in the realm of higher education. Conversations and community create meaning in students' and librarians' minds; machines do not. The choreography we still direct is our connection with students and faculty. ■

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A View from the Library

Sharing the Wealth:

Videos in College Libraries

By Larry R. Oberg

Academic librarians are great in many ways, but we do have our blind spots. As a profession, we are deeply committed to making information freely and equitably available. (Just let someone try to censor or restrict access to our collections!) Yet we live, however uncomfortably, with some rather striking contradictions. For example, we select materials on the basis of intellectual content, but we often restrict access on the basis of format. Your library almost certainly circulates the book, *To Kill a Mockingbird*, but may well place restrictions upon access to the film version.

On most college campuses, libraries, or more likely media centers, began buying films and recording programs off the air several decades ago. In those early days, acquisitions reflected the classroom needs of a few media-oriented faculty. Since then, interest in film has grown considerably, both across the curriculum and across the campus. Many film collections are now developed systematically by librarians and faculty working together. The Hatfield Library's video collection, for example, is broadly representative of the world's output of feature and documentary film. These larger, more comprehensive collections support student and faculty research as well as teaching, and constitute a major cultural resource for the entire campus community.

The Hatfield Library's policy is to circulate videos to students, faculty and staff, but not to other libraries. (We do make occasional exceptions.) The national pattern is mixed: some

libraries and media centers allow videos to be used only in the library or in the classroom; others circulate them to faculty, but not to students; and still others, like the Hatfield Library, make them available to the entire campus community. Few college libraries, however, circulate videos through interlibrary loan or even to the other library members of the consortia to which they belong.

One frequently cited reason for restricting the circulation of videos is that they are more fragile than books and, therefore, at greater risk of damage in transit. This argument persists despite the fact that public libraries have long circulated their videos through interlibrary loan without significant loss or damage. And today, Web retailers around the world sell videos that are shipped routinely by post or by the

package delivery services. Another common reason for not circulating videos is grounded in the mistaken belief that they are more expensive than books. A few are, of course, but those could be made non-circulating. The average video is in fact far less expensive than the average book. In sum, most arguments against circulating videos are specious, yet they perpetuate a myth of video vulnerability that is difficult to dispel.

A more cogent concern is that when videos circulate, they are unavailable for course reserve. This argument neatly sidesteps the fact that books are also placed on reserve, yet no one suggests that they be made non-circulating. The counter-arguments are obvious: if a video needed for reserve is in circulation, its immediate return can be requested. If a faculty member regularly places a video on reserve, it can be made non-circulating. It is clear that these wearisome concerns easily can be resolved and the legitimate interests of our primary clientele protected.

Academic librarians need to loosen up and relax the restrictions they place on their video collections. Here in the Pacific Northwest, the Orbis consortium is an excellent example of successful resource sharing. Willamette's in-house collection numbers fewer than 400,000 volumes, but participation in Orbis increases that figure to more than eight million. Resource sharing maximizes the availability and the use of our resources. Videos are an increasingly popular and necessary academic resource. Allowing them to circulate—within Orbis or even through interlibrary loan — will prove once again that a shared collection is worth considerably more than the sum of its parts. ■

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“Academic librarians need to loosen up and relax the restrictions they place on their video collections.”

UK Libraries Buy National & Buy Electronic!

By Frederick J. Friend

Of what possible interest could developments on a small island thousands of miles away be to you? The answer lies in the opportunities available to us in the new electronic environment. The networking of information is a worldwide development and libraries in all countries in the world are sharing the same opportunities and the same problems. We are as likely to find insights relevant to our own situations in countries on the other side of the world as we are in your own “back-yard.” For my part, I learn a great deal from visits to the U.S. and I hope you will see some relevance to your own situation in this brief description of consortial purchasing in the United Kingdom.

CONSORTIAL PURCHASING IN THE UK

Our opportunity lies in our geography and in our political structure. Being a relatively small country with most universities receiving funding from taxpayers, we have a stronger national cohesion than university libraries in the U.S. That is not to say that the UK government takes a direct part in the management of our universities, but it does mean that the national education strategy affects what we do and the way in which we organize ourselves. The taxpayers’ money is channeled from the government through four higher education funding councils, one each for England, Scotland, Wales and Northern Ireland. Fortunately for electronic developments, the four funding councils have agreed to act as one and fund networking throughout the UK. The four funding councils have formed the Joint Information Systems Committee, (JISC) (<http://www.jisc.ac.uk>). There is very little by way of scholarly communication developments in the UK that does not happen without some involvement by JISC, in funding new services, encouraging other agencies to set up new services or simply by setting a national agenda into which local initiatives may fit.

THE DISTRIBUTED NATIONAL ELECTRONIC RESOURCE

One of the key strategies adopted by JISC is the concept of the Distributed National Electronic Resource. This strategy recognizes that central funding is needed to get many electronic developments off the ground, but that JISC cannot, nor should not, manage all electronic resources in the UK. A number of universities may be managing electronic resources, but because taxpayers’ money is funding many of them, these local resources should be seen as part of a national resource. I would like to emphasize that this does not result in a highly centralized, Soviet-style system! JISC only has a small secretariat, and librarians, who are members of its committees and working groups, do much of its work. Library staff at the local level do even more work, but there is a sense that what is happening at local level is contributing to a UK-wide information strategy.

The earliest JISC developments to have a major impact upon

libraries were national purchasing deals for indexing and citation services, such as those published by ISI. In 1993, a national report on university libraries, the Follett Report (<http://www.ukoln.ac.uk/services/papers/follett/report/>), recommended investment in a wide range of electronic library developments, the “eLib Programme.” The overall effect of the Programme was to stimulate innovation and fresh thinking about university library services. JSTOR, the most recent extension of JISC activity, is familiar to librarians from the U.S. JISC has negotiated a license to the JSTOR journals on behalf of all UK universities and set up a mirror site for the database at the University of Manchester. A second example is a service that originated in the UK, the National Electronic Site License Initiative, known by its initials NESLI. These two examples illustrate a feature of JISC strategy; that is, to buy in a service from outside the UK when one is available. We do not want to re-invent the wheel—but to set up our own service when there is no existing service to meet our needs.

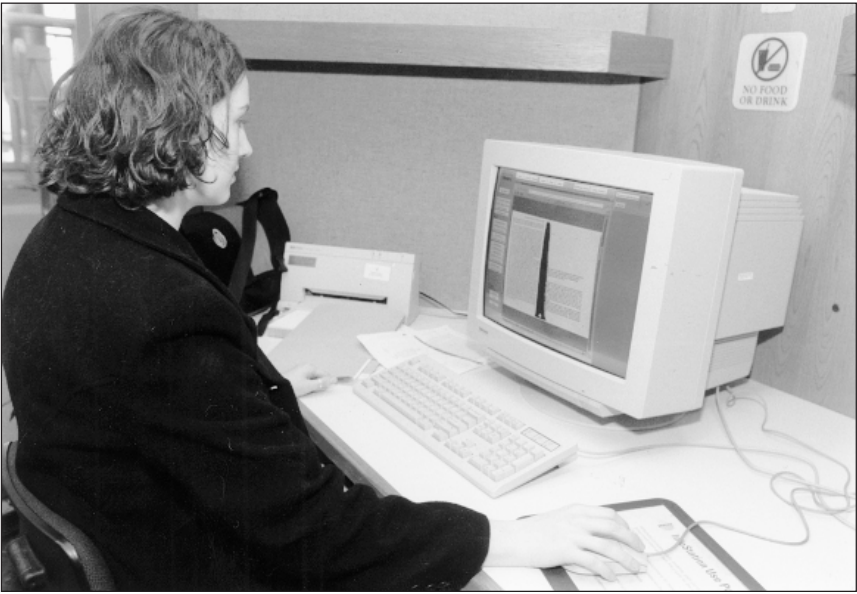
THE HIGH PRICE OF JOURNALS

In the Follett Report, concern was expressed about the rising price of journal subscriptions, drawing funds away from other desirable library developments. Following the Follett Report the higher education funding councils began to talk to publishers about a national site license, offering journals (still only published on paper in those days) to UK university libraries at a discount on the principle of bulk purchase. Negotiations with several publishers were concluded successfully and libraries were offered a substantial discount during a three-year trial called the “Pilot Site License Initiative,” or PSLI. This sounds good for libraries, and it was for a short time. PSLI was also good for library users, because it gave them access to more journal titles than they would otherwise have had, particularly as electronic versions began to become available. The flaw in PSLI was that it only worked because of a heavy subsidy from the UK taxpayer. The four participating publishers did not lose much, if anything, as a result of the discount to libraries. PSLI could

only be a short-term solution to the journal-pricing problem, intended to help libraries for three years while longer-term measures were considered. The long-term benefit from PSLI is that it showed that a national site license can work and bring benefits to users in making more journals available.

NESLI: THE SITE LICENSE INITIATIVE

Through NESLI we are trying to build upon the good features of PSLI, exploiting the value of a national license, but recognizing that any new arrangement must be self-financing, without a large subsidy from the taxpayer. This is particularly important because the successor to PSLI has to cope with the purchase of thousands of journals from hundreds of publishers. This is a service, not a pilot. The



Neressa Bennett, senior, uses the InfoStations to do research.

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Electronic Reserves: The Time is Now

ELECTRONIC RESERVES SYSTEMS HAVE BEEN discussed among faculty, deans and librarians at Willamette for a number of years. Early on, the question most often debated was that of need. At a small residential campus, how much is to be gained by making course reserves available over the network? It is possible to do this. It has some advantages. But how much of a difference would it make at Willamette?

Rather than forge ahead, the University bided its time, taking its cue from faculty and students. In 1998, at a faculty member's suggestion, the Hatfield Library's Systems Division staff began to scan exam files and make them available over the Web. Usage statistics revealed that the suggestion was timely, with many students taking advantage of this service.

Electronic reserves continued to be discussed, and again at the urging of one instructor, the University developed an electronic reserves prototype. In the fall of 1999, this prototype was used in four courses. Although basic, the prototype demonstrated the system's feasibility and took advantage of behind the scenes work being done at Willamette Integrated Technology Services. At the end of the semester, evaluation forms were distributed. Student response was both constructive and positive.

A developed electronic reserves system is now in place. Students and faculty can access all reserve materials through this single interface. Access to reserve materials is restricted to individuals enrolled in the course. The Adobe Acrobat Reader, an easy-to-install application that can run as a Web browser plug-in, is required to read reserve files. Although we have yet to receive formal feedback, usage statistics indicate considerable student interest, with significant activity originating from campus residential areas. Thus far, electronic reserves appear to be a hit with students.

Faculty will be interested in the library's efforts to develop policies that address copyright and fair-use issues. Fair-use guidelines are a contentious topic. Librarians will need to develop an approach that is responsive to instructional need while also protecting the University from legal challenge. This approach may eventually include subsidizing copyright payments for electronic reserves through the Copyright Clearance Center (CCC).

Access our new Electronic Reserves System at <http://library.willamette.edu>. Click on the Reserves option. ■

Writing and the Liberal Arts:

Where the Heart Is

By Gretchen Flesher Moon

Critical thought is arguably the heart of a liberal arts education; the habit of critical thinking is the hallmark of a liberally educated person. It is true in the parts of one's education, and it is true of the whole. We seek, with Socrates, to live examined lives. In every subject, we mean to instill in our students the desire to know not only *what* a thing is, or *how many*, but also *why*, *under what conditions*, *with what consequences*, and, finally, to *what ends*. We wish to cultivate this restless inquiry. We want our students to see problems in certainties and in uncertainties, and we want them to pursue solutions.

Critical thought, while at the heart of liberal education, is not a subject unto itself. Belonging everywhere, it knows no single disciplinary, departmental or programmatic home. The same may be said of its chief instruments: discussion, close reading, writing and research. They must be, and are, learned everywhere, but they are in many ways at home nowhere.

An education in the liberal arts would not be stronger if we found departmental homes for learning the instruments of critical thought. Being decentered and homeless suits them well. Perhaps because historically they have not been identified with any discipline, discussion and reading are less problematically at home everywhere than are writing and, to a lesser extent, research. Writing and research have had curricular, even departmental, homes.

Research has had curricular haunts, if not a departmental home: the methods course, the senior seminar, the "library day" in writing courses. But research can no more be narrowly identified with the reference desk than writing with the writing center. Traditionally, colleges and universities have expected their students to learn to write in departments of English, generally in a semester-long composition course, or in a two-semester course sequence, culminating in the production of that classic college assignment, the "research paper." Learning to write and learning to do research — particularly library research — most obviously come together here, but these two educations complement and even parallel one another in several less obvious ways as well.

Both writing and research cut across all disciplines, though they may take rather different forms in different modes of inquiry. Both run *through* as well as across the curriculum: we cannot learn in advance the complete set of writing or research "skills" and then deploy them as needed later; instead, we learn new skills when real problems demand them. Writing and research not only support the acquisition of special bodies of disciplinary knowledge, but more crucially they also foster the development of a critical habit of mind.

Writing instruction has changed dramatically in the last 30 years. Good colleges have already replaced the composition course with a writing program. The new *sine qua non* of the good college is the undergraduate research program. The lives our graduates will lead require that they find, evaluate, synthesize and use frightening amounts of information — processes that require research. Although I am less familiar with the history of how students have learned to do research, especially library research, I believe we are beginning a trend of more deliberately decentered instruction in response to this demand.

Over the last 30 years or so, social, economic, institutional and curricular changes have challenged — perhaps by now even decisively rejected — the idea of calling departments of English *home* to writing. To simplify a complex of forces external to the university, we generally want more people in more walks of life to write more proficiently in more situations than we did "back then" (vaguely before the '60s, before the great expansion of



Dallen Rose, Writing Center consultant

JENNA CALK

higher education). Moreover, we want them to apply what they know about writing to new problems with ease and fluidity.

Especially in the liberal arts colleges, faculty have always asked their students to write outside the writing course. Two major changes characterize this latest curricular shift in the teaching of writing.

First, faculty have — however skeptically, even reluctantly — agreed that writing is at home in their departments as well as in the departments of English. They have accepted the responsibility not merely of assigning writing but also of teaching writing. They have reworked entire courses to make writing central to learning the subject matter. They work with their colleagues to improve the effectiveness of their teaching and learn

the vocabularies that allow them to communicate with their students about writing.

Second, the curricular sharing of writing instruction has contributed to a greater understanding of what it means to learn to write. Now *process* vs. *product* is shorthand for the entire pedagogical revolution. We've learned a lot about how



Professor Adele Birnbaum and sophomore Brett Schoepper work together at the Writing Center.

many writing processes there are — probably as many as there are writers. We have discovered that learning to write is a process that takes time. It goes hand in hand with the growing sophistication in other developing processes of critical thought, especially close reading and discussion.

We have made the curricular shift. We are on our way to making writing at home everywhere. But sometimes, writing still seems to be an unwelcome guest who brings too much baggage, takes up too much space and generally gets in our way. When it does, I suspect faculty and students are trapped in the mentality of the research paper: weeks (or days or hours, depending on procrastination) of directionless bibliographic searching, followed by days (or hours) of motiveless arrangement of the findings into 15, 20 or 50 pages.

The classic research paper fails as a moment for learning either to write or to do research when it does not develop in response to a problem the writer wants to solve. In small, discussion-based classes, faculty can encourage students to recognize their objections to one interpretation of an event or a poem or a social phenomenon or a discrepant piece of data as a problem, and thus an occasion for research. We can listen for questions raised in class and unanswered by the class texts and turn them back to the students as problems for research. We can ask students to come to every class period with a written question — or to post one to the class electronic discussion list — and propose some of them as researchable problems. In short, we can make sure that students always write and conduct research as a way of connecting with subject matter.

Happily, many faculty in campus-wide writing programs have discovered that students are not simply learning to write papers, any more than they simply learn to discuss or to read carefully: they are learning their subject matter. Writing reinforces reading and discussion; takes analysis steps deeper; faces the writer with her own opinions, hypotheses, potential ideas, conceptual leaps; and gives the writer all the time needed to work through a response to a problem.

Research surely belongs everywhere. Library research connects scholars at any level with others' ideas, words, arguments and interpretations, as well as the results of earlier research. It provides students with alternative perspectives on class texts and on the problems they discuss with their professors and other students.

Writing and research do not retire at the first pronouncement of "I can't put this into words" or "I don't know how, but I just think" They are, or can be, the laboratory component of every course, the act of making knowledge one's own, a way to make oneself at home everywhere in the curriculum.

In writing and research, students make their own homes in the liberal arts. We find them at home in the writing center, library, computer labs and classrooms. As the new director of the Writing Center at Willamette, I expect I will discover a few problems to pursue. I am most happy to be making my home at the heart of the University. ■

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Electronic Journals: An Expanding Collection

MANY ACADEMIC PUBLISHERS NOW TAKE advantage of Web publishing technology to provide electronic versions of their scholarly journals. Known as electronic journals, these publications not only provide the same content as their print counterparts, but many also offer additional content that may take advantage of the interactive features of the Web.

In 1995, the Mark O. Hatfield Library was among the first group of libraries to subscribe to Project Muse, a pioneering electronic journal project. Muse provided full-text electronic access to the arts and humanities journals published by the Johns Hopkins University Press. Evidence of the outstanding success of Project Muse can be seen by the recent expansion of the service to include journals from other university presses. These include:

- Carnegie Mellon University Press
- Duke University Press
- Indiana University Press
- MIT Press
- Oxford University Press
- Penn State Press
- University of Hawaii Press
- University of Texas Press
- University of Wisconsin Press

These additions expand the number of titles available to over 100 and help strengthen the Hatfield Library's collections in Asian studies, Latin American studies and anthropology.

Access to journals in the sciences has been improved by the acquisition of the electronic journal package subscriptions offered by the American Chemical Society and Great Britain's Institute of Physics. These subscriptions provide access to 17 additional journals in the field of chemistry and 33 journals in the field of physics.

The Library is also now able to provide, without cost, access to the electronic version of nearly 130 of the journals it receives in print through a service called Ebsco Online. These new electronic services allow the campus community to have access to many journal articles without setting foot in the library.

All of the electronic journals offered by these services can be accessed by using the library catalog via the Web, or by lists of titles available at:

<http://library.willamette.edu/infostation/journals/top/fulltext/list.shtml>. ■

Giving Children the Gift of Reading

THE HATFIELD LIBRARY STAFF CELEBRATED THE holiday season by sponsoring a highly successful children’s book drive. For each book that the library received, a handmade ornament was placed on our Giving Tree. By the conclusion of the project, the tree was covered with ornaments and over 150 books were gathered for the Mid-Valley Women’s Crisis Service. The Service offers a safe refuge and support to women and children who survive domestic violence. The entire Willamette community joined together to make this project successful — good results for a good cause! ■

New Groups Formed

THE HATFIELD LIBRARY RECENTLY CREATED A new planning group to focus on educational issues. The Library Education Group (LEG) is charged with enhancing the Willamette community’s awareness and knowledge of libraries and the research process. LEG will work to create an atmosphere on campus that encourages learning and exploration of library resources and information technologies. Goals include creating a library education program that enables students to conduct efficient, effective library research and become confident, capable library users. LEG also plans to promote faculty awareness of changes in libraries and information technologies. Another group, the Assessment Task Force, was charged with conducting a review of current assessment activities in the Library and making recommendations for further assessment initiatives. ■

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consortium nonetheless decided to form a Collection Development Committee (CDC) in 1998. A highly successful Committee for Electronic Resources (CER) has been in existence for some time, but the charge of the new group is to consider all aspects of collection development, not just electronic resources. According to the CDC charge, the group “...shall discuss and propose activities to be undertaken by the committee, the Orbis consortium and other potential collaborators designed to coordinate, strengthen and improve access to the collective holdings of Orbis member libraries.” Furthermore, the committee is charged with seeking ways to “...correct weaknesses, build on strengths and ensure the continuing enrichment of the Orbis collection.”

For small, academic libraries, membership in a consortium such as Orbis presents both opportunities and challenges. Willamette’s resources expand from a local collection of less than 400,000 items to a shared collection of over eight million. Aside from providing access to the combined collection of 15 academic libraries in the Pacific Northwest, Orbis membership allows Willamette access to the unique collections of the Center for Research Libraries (CRL), one of the largest cooperative collection development endeavors in the country. An international, nonprofit consortium of more than 170 institutions, CRL makes available to its members an exceptional array of rare research materials. Through automated direct-patron borrowing, materials requested from CRL, as well as other Orbis member libraries, are available for pick-up within two to three days.

Orbis membership compels subject selectors to rethink the ways in which they build their collections. Hatfield librarians are beginning to consider Orbis as an extension of our local resources. When considering buying a book, they now typically check the Orbis catalog. If an item that would be a good, but not an essential, addition to the local collection is

available to Willamette through another Orbis member library, it may not be bought.

Other challenges present themselves to subject selectors when they are dealing with a massive shared collection. For example, should the library refrain from buying a book that fits its definition of its core collection when it is readily available from 10 other Orbis member libraries? Or is the fact that it fits the library’s definition of our core collection a reason to buy? Should Willamette add to its

collection a gift book that falls outside the scope of its local collection because no other Orbis library has it and it would bring something unique to the broader shared collection? The Orbis Collection Development Committee is challenged to find answers to these and many other hard questions.

Because cooperative collection development includes an obligation to correct weaknesses and build on strengths, it is important to identify those strengths and weaknesses. This is often easier said than done. Many Orbis libraries have done little collection assessment and have limited resources to spend on engaging in assessment activities. Yet, it is clear that if the University of Southern Oregon has a particularly strong Shakespeare collection, we all benefit if the consortium encourages and supports their efforts to expand it. If George Fox University has a unique collection of uncataloged Friends materials, it is clear that Orbis should investigate ways of cataloging that material so that it can be listed in the Orbis catalog. In these and other ways, we can work together to enrich the shared Orbis collection.

Another Orbis group is looking at a related issue. The Task Force on Article Delivery (TFAD) is charged with examining ways to implement the sharing of journal articles between Orbis libraries. This important initiative would take resource sharing to a new level. Rapid article delivery among Orbis libraries would prove invaluable to our users as long as the collective journal holdings of the Orbis member libraries remain strong.

Cooperative collection development is here to stay. The challenges are many, but the rewards far outweigh the obstacles. Various committees within the Orbis consortium are exploring a range of collection-building issues. Working together, we can build a stronger collection for the benefit of all. ■

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“... the concept of cooperative collection development is broader and goes beyond simply getting good deals on electronic resources.”



NESLI Steering Group also wants the new arrangement to emphasize electronic rather than paper delivery of journals. Paper copies of journals will still be delivered as part of NESLI, but the Steering Group wishes to offer users easier access to a wider range of journal literature by making as many titles as possible available over local or national networks. All of this is easy to write but not easy to implement. The difficulty the NESLI Steering Group faced was a logistical one: how could a small steering group of librarians arrange for the delivery to 180 UK universities of thousands of titles from hundreds of publishers under a national license?

The solution we have adopted is to appoint a "Managing Agent" to negotiate with publishers, organize subscriptions and arrange for the delivery of the journals to libraries. JISC went out to tender for this appointment and the successful bid was from a consortium of Swets and Zeitlinger (a subscription agent with negotiating experience) and the University of Manchester Computing Service (with experience of delivering other JISC services). This combination of commercial and public organizations is not unique but it does represent a new departure for JISC, which hitherto has used university organizations to provide its services but not commercial organizations. The role of the NESLI Steering Group is to set out the general arrangements for NESLI, to draft the terms of the license, and to approve any offers from publishers before they are circulated to university libraries. Policy, therefore, remains firmly in the hands of JISC. Although you may not be able to adopt the national purchasing model that we have, the buying power of the libraries in any of the States in the Union is as high or higher than all the libraries in the UK, so state-wide co-operation between libraries can be compared with national co-operation in the UK.

LICENSING AND COPYRIGHT

Another important feature of NESLI had to be the licensing terms under which users might access the journals. The UK legal system is close enough to the U.S. system for us to be facing the same kinds of problems, although the legal terminology is different. In the UK, for example, we have "fair dealing" rather than "fair use", and a lawyer will tell you that the two concepts are different, but from a librarian's point of view what you can do with fair dealing is very similar to what you can do with fair use. In the UK legislation, we also have "library privilege," which is equivalent to the U.S. application of fair use to inter-library loan. Another feature we have in common is that there is a trend to use licensing (part of contract law) rather than copyright (part of statute law) to provide the rules under which libraries operate in their use of electronic resources. You can read the NESLI License on the NESLI Web site <http://www.nesli.ac.uk>, and you will see that we have preserved most of the privileges patrons enjoy under fair use. Although not all publishers are in agreement with all aspects of the NESLI License, discussion with publishers has revealed more agreement than might be expected.

RESOLVING COPYRIGHT ISSUES

Publishers and librarians have often been in a state of confrontation over copyright and licensing issues. In the UK, attempts to resolve differences between publishers and librarians have been led by representatives of JISC and of the Publishers Association. These discussions began around three years ago and have concentrated upon a number of practical issues, with working parties looking at each. The three most important documents agreed upon so far are a new definition of fair dealing, a model license and an alternative to inter-library loan for journal article supply. The fair dealing definition was necessary because the UK Copyright Act 1988 does not cover electronic publications.

What the JISC/PA Fair Dealing Working

Party did was to take a number of examples of what library users might want to do in copying electronic publications and agree that one situation would be fair dealing while another would not. Such guidelines do not have the force of law, but they might be used as a defense if a publisher sued a library. Likewise every publisher in the UK may not adopt the JISC/PA Model License, but it sets a standard, which could be useful in ensuring that the legitimate interests of publishers, libraries and their users are protected. The JISC/PA working party that has been looking at electronic inter-library loan believes that it has devised a solution, which takes into account the legitimate concerns of both publishers and librarians.

We are proposing an alternative to the use of inter-library loan. Libraries should request electronic copies of journal articles from publishers via a clearing-house but at a price no more than we are paying for inter-library loan at present. This arrangement will give publishers some income from what is at present ILL traffic (for which they receive nothing in the UK), while the cost to libraries would not be increased. The system would use the Digital Object Identifier (DOI) to track requested articles from the requester to the supplier. The underlying message from the JISC/PA discussions is that agreement is possible between publishers and librarians even on difficult issues, given a pragmatic approach and a willingness to find solutions. That is an important message for the future of scholarly communication: collaboration rather than confrontation. ■

A GOOD FUTURE THROUGH COLLABORATION

The collaboration message is not only important for the relationship between publishers and librarians but is also vital for the quality of service librarians are able to offer to their patrons. Whether at a national or a regional level, we have to find ways of working with our colleagues to set our local service in a wider context, offering what we can from our own resources and receiving what others are able to offer. The networks present us with opportunities to collaborate that we never had in the world of card catalogues and printed publications. The quality of service our patrons will receive in the future will depend on the extent to which we are able to use those opportunities. And that is true for every library in the world. ■

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JENNA CALK

Michelle Rintelman, junior, enjoys a quiet moment in the library.



Support Staff Today:

Engaged and Involved

By Jey Wann

Working in a library provides contrasting perspectives. The entire world is pertinent to library work. Library employees become aware of major trends in politics, science, the arts and culture either because they deal directly with patrons’ questions, or by a sort of osmosis from being around library materials on hot topics.

A library employee’s working world can also be quite limited. Bounded by the walls of the library, or by the parent institution, it may be made up almost exclusively of daily details: Did the photocopier get fixed? Has the latest issue of that periodical finally arrived? What happened to that great Web site? Who called in sick today?

To achieve a broader perspective, librarians have traditionally turned to their professional organizations. Through participation in state, national and even international associations, they have long had the opportunity to explore broader issues. But what about those of us who work in libraries who are not librarians? We are called “support staff,” “paraprofessionals,” “library associates,” and even “non-MLS encumbered.” (For this article, I will use the term “support staff.”) Whatever we’re called, however, we are the library staff who are not required to have graduate degrees in library science.

For support staff, participation in professional associations has not always been possible, although today a number of organizations exist that directly address support staff needs and interests. The Council on Library and Media Technicians, a national organization, was formed in 1967. In Oregon, the Support Staff Division of the Oregon Library Association began in 1992.

In the past, many support staff have felt unwelcome in the professional associations. With the advent of the support-staff focused organizations, however, ample venues for involvement now exist. In most libraries

“Support staff who participate in professional organizations become more confident ... and better able to perform their jobs.”



support staff do not receive the funding and the support they require if they are to participate.

In many libraries, conference attendance is a librarians-only perk. Of course, no library has unlimited funds for professional development, and even if they did, someone has to stay behind to mind the shop. But all too frequently that someone is a member of the support staff. Even without scheduling problems, opportunities for support staff to attend national, or even state, conferences may be slim.

Active involvement in an organization, for example serving on a committee, running for elected office, or helping behind-the-scenes, takes considerable time away from

work. When funding is scarce, managers and directors may be reluctant to encourage support staff attendance. Yet, it is impossible for support staff to participate at this level without the full support of their supervisors and library directors.

Of course, library directors cannot be expected to say, “Sure, go ahead, miss work, go to a bunch of meetings,” without first being assured that the library will get something in return. Fortunately, it will. Support staff who involve themselves in professional organizations learn and grow in many ways. At conferences, they meet with peers and build networks that they can call upon later for advice and information. They are also likely to do things that they may not have the opportunity to do at home: planning and chairing meetings, speaking or writing for a wide audience, arranging speakers for meetings or conferences, or negotiating a contract with a conference site.

Those who are actively involved in professional organizations gain a familiarity with broader issues, develop skills and acquire a global perspective that translates directly into better job performance. Support staff who participate in professional organizations become more confident in their abilities and better able to perform their jobs.

Libraries today face many challenges: unstable funding, competition from the Internet and perceived obsolescence. To ensure their futures, they must nurture all of their resources, including staff. Support staff who are willing to become involved in professional organizations and the supervisors and directors who are willing to support them will play a key role in helping libraries meet the challenges they face. ■

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