

■ MOVEABLE TYPE. ■

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

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Paul M. Gherman

Electronic Books: The Time has Come

By Paul M. Gherman

FACULTY AND STUDENTS ARE ACCUSTOMED TO using electronic journals; indeed many seem to prefer them. They no longer want the added burden of finding the paper journals in the stacks, photocopying them, or even coming to the library. We are also accustomed to searching databases that used to populate our shelves as reference books. But there is still a strong emotional preference for the printed book over the electronic book. Readers find holding and reading the paper book vastly more appealing than the new electronic book readers. And I do not blame them, for the paper book is a very attractive and appealing way to convey long contemplative works. But the time has come for us to accept the electronic book as an economical and useful alternative to the printed book.

Knowledgeable technology insiders predict that we are rapidly approaching the time when electronic storage will be almost free, networks will have the capacity to carry immense quantities of data, and our computers will have the power to provide multimedia effortlessly. Authors will quickly adopt this technology to convey knowledge in new ways, using multimedia (such as sound, color images, modeling, spreadsheets, and motion) that will compel us to accept the electronic book. Textbooks are already coming to market including sections in which the author talks to the reader in video clips.

But the real force driving us toward electronic books will be economic. The

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The Web of Science:

Creative Funding and Consortial Negotiating

By Linda Maddux

Willamette University's growing emphasis on student and faculty research and the University's commitment to raising its academic profile nationally have created heightened expectations for the Mark O. Hatfield Library. If we are to support a higher level of faculty and student research, we must improve access to the scholarly literature. But how can the library provide new resources without diminishing support in existing areas? The acquisition of *Web of Science* over the summer of 1999 is an example of how we are attempting to resolve this dilemma.

Web of Science (WoS) is the web-based version of *Science Citation Index* (SCI), *Social Sciences Citation Index* (SSCI), and *Arts and Humanities Citation Index* (AHCI). These three products cover over 8,000 peer-reviewed scholarly journals. WoS enables users to search across multiple disciplines when conducting a literature review, a valuable feature since much of today's research blurs the lines between traditional academic areas. With WoS, a user is able to trace citation data, taking a known, relevant paper or work and finding other, more recent papers that cite it. Using cited reference searching, a user will also be able to determine who has cited research and locate the original article.

WHY IS THIS IMPORTANT?

At Willamette, faculty and students in the hard sciences currently either have no electronic access to their core databases or have no direct access to the literature of their disciplines, print or electronic. They must therefore depend for their literature reviews upon online searches conducted by librarians. This situation presents a major obstacle to faculty

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24-Hour Study Room Refurbished

LAST YEAR'S SELF-STUDY REVEALED CONSIDERABLE student dissatisfaction with the Hatfield Library's 24-hour study room. One of the few all-night public venues on campus, the fishbowl, as the study room is often called, was judged to be cold and impersonal. One respondent commented: "Horrid — too cold, bad lights, bad karma."

Refurbished over the past summer, the room is now resplendent with new paint, wallpaper borders, improved lighting, a microwave oven and vending machines that offer healthy food choices. A persistent problem in the past was the need for the fishbowl to serve both as a study room and a social center, a task for which it was ill designed and poorly equipped. The newly

renovated facility now includes carrels for individual study, a variety of table sizes, and a new lounge area that is furnished with comfortable couches and upholstered chairs. ■

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number of scholarly books produced by our university presses and scholarly societies continues to decline, as print runs fall below a point where it is economically feasible to publish books without subvention. Our faculty face increased difficulty in publishing the results of their research not because of quality but because of the economics of book publishing. As libraries can afford to buy fewer books, print runs decline, and presses are forced to reject an increasing number of important works. Those that are published often must eliminate important plates, graphs, or chapters because of cost. Young scholars will find it increasingly difficult to publish and gain tenure. Society can no longer afford to refine and store the results of our scholars and researchers in paper format. We must accept the low cost alternative of electronic publication if important research is to survive and reach readers around the world.

Libraries can take advantage of other cost savings by avoiding the cost of housing and managing paper-based information. As electronic books become more common, libraries can avoid the cost of shelving, binding, and reshelving. Presses can avoid the cost of printing, production and distribution. These savings can be directed toward purchasing access to greater quantities of electronic information. Developing countries can some day soon have access to recent research via the Internet, enabling them to avoid building expensive research libraries. Our goal must be to turn infrastructure into information, and the electronic book will help us down this path.

I do not predict the demise of the printed book. We will continue to enjoy printed books for those large print-run popular items we read for pleasure. But the world of scholarship must accept the electronic medium if we are to assure broad-based long-term access to the world's scholarship and research. Already companies like NetLibrary are providing library access to electronic books, and organizations like the National Academy Press offer electronic versions of their print books free via the Internet. Vanderbilt University Press will soon offer free access to a revised edition of the chronology of Baudelaire's life that is far more useful in electronic format. I expect new economic models for access to electronic books will evolve whereby one may purchase access to a book for a specific time, or to individual components of books. The reasons to accept electronic books are compelling. The time for us to embrace this new medium is now. ■

Paul M. Gherman is university librarian, Vanderbilt University, Nashville, Tennessee. E-mail: <gherman@library.vanderbilt.edu>

A View from the Library

Library Support for Faculty Research:

Who's Kidding Whom?

By Larry R. Oberg

If I had a nickel for every time a college librarian has said to me, "we don't support faculty research," I'd be ... well, you know the rest. Common wisdom has it that college libraries support student research, but not the kind of faculty endeavor that leads to publication. "We are not funded to support faculty research." "It doesn't fall within our purview." "Our role is different from that of the large research libraries whose budgets can support questionable publish-or-perish requirements." And, on and on the story goes.

Now, we know that this was never really true. College librarians have always provided at least a minimal level of support for faculty research. Focused and small, their collections have nonetheless included a range of research-level materials, for example, long runs of scholarly journals and various microform and archival collections. Many college libraries own the ERIC documents collection of primary resource materials, and others collect U.S. government documents.

College librarians tacitly accept some responsibility for the support of faculty research, but rarely codify whatever obligation they may feel in their written policies or, for that matter, discuss these concerns directly and openly with the faculty. Why? Out of the fear, I think, that to do so would open the floodgates to all sorts of unrealistic demands. How would we explain to an insistent Professor X that, while we do indeed wish to support

faculty research, we simply cannot afford to purchase backruns of every East German newspaper published between 1945 and 1990?

Well, things change. While spending precious little time consciously preparing, we nonetheless have come to support a much higher level of faculty (and, indeed, student) research today than ever before. At Willamette, we subscribe to full-text journals that come in bundles of 50 or 100 that may well cost less than the 10 or 20 we previously subscribed to in print. Through the magic of consortial pricing, we make available such previously unaffordable research tools as the *Web of Science*. (See article in this issue.) Orbis, a regional consortium of fourteen academic libraries, allows our patrons to borrow directly and rapidly from a shared catalog of more than seven million book and journal titles. This huge virtual collection

includes the holdings of Oregon's two research universities and the Center for Research Libraries in Chicago.

With little serious planning on our part, a new resource-rich environment has been created. This new environment influences the way our schools are marketed, and it attracts a new breed of faculty. The information resources available to small schools today allow them to support a higher level of research than in the past, and many are upping the promotion and tenure ante. Faculty evaluation committees expect, even if they do not explicitly require, a higher level of scholarship and, increasingly, new faculty arrive with their own research agendas. New models of research appropriate to the college level, models that often involve students in the research process, are emerging.

Consequences, both negative and positive, flow from this change: our students are plunged into a complex information environment for which many are ill prepared, our libraries are losing some of their cherished uniqueness, and the tensions that have always existed between teaching and research are heightened. The fact remains, however, that more research is being accomplished at the college level and the information resources that support it are becoming more plentiful. College librarians will do themselves and their schools no favor if they fail to rethink and reevaluate their own role and obligation in this process. Only by so doing will we be able to define less ambiguously the level of research we can and should support. ■

Larry R. Oberg is university librarian, Mark O. Hatfield Library. E-mail: <loberg@willamette.edu>

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Technology and Higher Education

By M. Lee Pelton

Information technology has and will continue to have a profound impact on higher education in the 21st century. Changes in technology occur with breath taking speed. No institution is unaffected by these technological advances: “It is apparent that the application of technology to teaching and learning shifts the paradigm profoundly ... Technology is changing higher education. It is altering the campus. It is changing the way we go about teaching and learning. It is changing the way research is carried out ...” (Stanley O. Ikenberry, President, American Council of Education.)



M. Lee Pelton

Today's undergraduates cannot recall a world in which technology was not a part of their lives and their secondary educational experiences. Students have grown increasingly dependent upon the Internet in order to communicate with friends around the world, to purchase books, music and other goods, to bank, to find summer internships, employment and housing and to plan other aspects of their busy schedules.

Moreover, each succeeding generation of undergraduates enters college with heightened expectations regarding technology's capacity to facilitate communication and course interaction and to provide access to a range of information resources. Higher education's dependence on these new technologies will only grow stronger with time.

Faculty use of technology has increased its imaginative application to enhance pedagogy. For example, the faculty at Virginia Tech has created interactive self-paced tutorials, electronic hyperlinked textbooks, online quizzes, and small-group work teams linked electronically. A Virginia Tech biology professor has created a web site for her biology course that gives students electronic access to announcements, frequently asked questions, class materials, presentation slides, practice exams, real-time discussions with other students in specialized chat rooms and links to other web sites related to biology.

Harvard University's Faculty of Arts and Sciences has created default web sites for all of its courses of instruction. The hope is that faculty will take advantage of these website “start-ups” to further refine and develop their courses using web-based technology.

THE FUTURE

In the 21st century, technology will become more human-centered. That is to say, it will become invisible and seamless, not only in our daily lives (much like the telephone) but in all academic disciplines of the university as well.

The significant appeal and advantage of modern technology over other, earlier forms that were thought to be revolutionary, can be found in two important features of computing (1) its capacity for simultaneous interaction and (2) its capacity for asynchronistic dialogue.

The radio and the television are essentially one-way passive forms of communication. Today, however, users of the new electronic technologies interact directly with sound, text and image in a single medium and in concurrent time. These advances promise to reinforce many of the traditional methods of pedagogy and learning and, in fact, may serve to raise the bar at which intellectual discourse and inquiry takes place. Just as teaching laboratories and research libraries changed the nature of post-secondary learning, so will modern technology transform our universities.

PLANNING FOR THE FUTURE

As universities and colleges plan for the future, they must, of course, keep in mind that technology always should be used at the service of teaching and learning. Technology is a tool whose end should be to enhance and facilitate teaching, learning and research. Its impact in a university setting is powerful and its use must be managed with great care and forethought.

An institution's investments in information technology should be linked to specific, well-defined academic goals. A college ought to ask how it can use its investments in technology wisely in order to gain a competitive edge and ensure continued academic strength. There are many important planning issues that colleges and universities should be attentive to as they consider making expensive investments in technology on their campuses:

- Technology cannot replace the human element. It will not turn a bad teacher into a good teacher.
- The organization and maintenance of technology in an instructional setting requires a commitment of time and resources that are, for the most part, incremental. It is in addition to time that faculty already spend preparing for classes, doing scholarship, attending conferences, writing recommendations, serving on committees, and so on.
- Technology brings with it unintended consequences. Thus, it is vitally important that institutions be alert and responsive to emerging problems and issues.
- For every benefit that technology provides there is almost always a concomitant cost. Electronic communication, for instance, has enhanced university life in a number of ways. However, higher education should guard against the over-dependence on electronic communications that undermines the kind of personal discourse and nuanced exchange of ideas that are so important in a diverse intellectual environment.

Several important questions and considerations arise from the new uses of technology: Will faculty have less time to devote to teaching and research because of the need to attend to technology? Will students sacrifice learning at the expense of managing and manipulating electronic data, information and images? Assuming that technology accounts for a larger percentage of tuition than it did ten or even five years ago, how much of this incremental cost should an institution be willing to pass along to students and their parents who, after all, pay the bills? Does instructional technology advance knowledge, improve pedagogy and enhance the learning experience? If so, how is it possible to assess the quality or success of these improvements?

It is clear that not investing in technology is no longer an option. When technology is used properly, and planning is done with care, it can stretch the intellectual resources of our colleges and universities and provide instructional flexibility and creativity through its capacity for simultaneous interaction and asynchronous communications. It also can improve academic quality, enhance teaching and research, facilitate greater student independence in the learning process, and it can provide smart universities with a competitive advantage while enhancing their educational role and mission.

The trick is figuring how to plan for technology so that our investments in it are made wisely and prudently. ■

M. Lee Pelton is president, Willamette University. E-mail: <president@willamette.edu>

CRL Holdings in
Orbis Catalog

OVER THE PAST SUMMER, MORE THAN 500,000 bibliographic records representing the holdings of the Center for Research Libraries (CRL), Chicago, were added to the Orbis database. CRL is an international, not-for-profit consortium of colleges, universities, and libraries that collects and makes available scholarly research materials, including unique, rare and esoteric titles that generally are not found in college or even university libraries. There are five major components of the CRL collection: global newspapers, scholarly journals, foreign doctoral dissertations, area studies, and subject collections. The subject collections includes microfilm, national retrospective collections, and rarely held monographs. CRL materials are now listed in the Orbis catalog and will be available by the end of the year for patron-initiated borrowing directly from the center’s Chicago headquarters. Rapid UPS delivery is provided and borrowers can expect two-day delivery. The CRL homepage at <http://www.crl.uchicago.edu/> provides a full description of the center’s collections and services. ■

New Enhancements
to Video Database

THE LINK TO THE VIDEO DATABASE FROM THE Willamette University Libraries Catalog’s main search screen now points to a different database. The new database runs under Linux on the Hatfield Library’s new web server; the old database ran off an office PC. Several enhancements have been made as well. The search screens, result screens, query syntax and retrieval method now mirror more closely those of our Innovative Interfaces web catalog. Links to the original catalog record, with full bibliographic and availability information, are now included in the brief record display. Importantly, the video database is updated daily, rather than weekly. The new video database is considerably more robust and user-friendly than the earlier version. Other potential enhancements currently under consideration include the capability of combining different Boolean operators in a single query, limiting by language, and creating a list of video titles to be browsed. Access the new version of the video database at <http://library.willamette.edu/database/video>. ■

Of Time, Space and Place:

The Social Functions
of the Library

By Robert E. Hawkinson

THE traditional distinction between “academic” and “extracurricular” life on college campuses is not devoid of meaning. In residential colleges, students’ lives largely play out between meeting degree requirements and engaging in extracurricular activities. Of course, the distinction has some limitations as a means of characterizing undergraduate life. For example, it fails to take fully into account the considerable amount of time consumed in employment by many of today’s full-time students.

Moreover, the terms “extracurricular” or “social” include such diverse activities as a conversation in the Bistro, an off-campus party, workouts in the Sparks weight room, service as an ASWU senator and participation in a community service project. The matter is even more complicated than this conceptual inclusiveness suggests. Suppose the conversation at the Bistro is about a course research project? Or what if the students involved in the service project talk about their class readings? Here, the lines between the academic and the social, the curricular and the extracurricular, tend to blur.

Despite such caveats, the distinctions remain useful for two reasons. They are widely used by students, faculty and staff to delineate contrasting kinds of activities. The fact that they are commonly treated as exclusive categories in itself gives them an intersubjective reality. But they also correspond to ways in which the University is organized. Most undergraduate academic and curricular endeavors fall within the structure of the College of Liberal Arts, while most social and extracurricular activities are located in the Division of Campus Life. Thus, the distinction is a reality in the minds of the members of the Willamette community and in the formal organizational structure of the institution.

Nevertheless, this essay will argue that the mixing of social and academic activities is more pervasive than is usually assumed. Furthermore, a brief look at one particular setting, the Mark O. Hatfield Library, suggests that this mixing is basic to life in residential liberal arts colleges.

SEGMENTED AND MIXED-USE SPACES

In order better to understand the relationship between academic and social life, we need to study the ways in which key campus venues and institutions work in the lives of students. We are used to thinking about the campus in spacial terms, distinguishing various buildings and zones in terms of the principal activities that take place there. We associate teaching/learning activities with the lecture hall, the laboratory, the faculty office and the seminar room. On the Willamette campus, Smullin, Eaton, Olin, Collins, Art, Walton and Hatfield are identified primarily as teaching/learning facilities. Similarly, Waller and Physical Plant are clearly settings for administrative activities, while athletic fields and courts serve recreational objectives. There are also a number of mixed-use venues, such as the University Center, the residences, the Hallie Ford Museum of Art, the Rogers Music Center, Smith and the theater. In these settings, there is further spacial and temporal segmentation. Rogers is both a teaching and a performance venue, the residences are both learning and recreational environments.

Mixed-use buildings challenge any strict division between teaching/learning and recreation, and between academic and social life. In some buildings, spacial and temporal segmentation is highly advanced and cannot be completely captured by *either* the academic or the social category. The University Center, which has a great deal of differentiated space, is a good example. It includes sales venues, service and advising venues, teaching/learning venues and recreation/performance spaces. Many functions located there, for example, the Cat, the Bistro and lounge study areas, fit within several of these categories.

MULTIPLE USES OF LIBRARY SPACE

With these considerations in mind, it is useful to review the ways in which the Hatfield Library functions within the lives of students. The following speculative discussion is based on several conversations with students and some unsystematic observation. I hope, however, that it can provide a fruitful basis for further inquiry.

In terms of the standard dichotomy between academic/curricular and social/extracurricular, the library is obviously an academic building. Designed as a place for study, it reports to the Dean of the College of Liberal Arts. There is a minimum of spacial segmentation in terms of uses other than teaching/learning. The “fish bowl” (24-hour study room) combines



Melanie Clouser, a freshman off-campus student, takes advantage of the 24-hour study room at the Mark O. Hatfield Library.

food vending machines with an environment for study and small group meetings. The Hatfield Room is often utilized for meetings and performances. Beyond these uses, most of the spacial differentiation takes place *within* the teaching/learning heading. Many venues exist for solitary study, including individual study carrels, private rooms and large tables conducive to group projects. There are special places for web and reference research, and others for map, manuscript, and audio-visual work. The library classroom and the Hatfield Room provide spaces for formal teaching.

These characteristics all refer to the intentional design features of library space. But this description does not address how students actually utilize library space. In sum, how does the library function in the lives of students? Happily, the overwhelming reason for coming to the library falls with the teaching/learning category. Students come either to do research or to study class materials, either in a group or individually. Groups tend to work at large tables, in study rooms or in the “fish bowl.” Individual work takes place all over the library, but students who seek solitude tend to work in small study rooms or carrels.

Several additional uses of the library are in evidence. First, being in the library is an alternative to being somewhere else. Long hours and comfortable chairs attract students seeking refuge. Closely related to this, for many students who live in doubles or group settings, the library provides the potential for substantial privacy. A third very different use exists as well: social interaction. In the evenings, the library becomes a place to meet and socialize with friends and, sometimes, to make new acquaintances. Finally, the library is a space where students give and get a substantial amount of “local information.” News of people, events and living situations is commonly exchanged. As one student put it, “The first place I would go if I were recruiting for a party would be the first floor of the library.”

There also appears to be some variation in type of activity throughout the day. Solitary study is especially pervasive in the morning and early afternoon. Group study and research is more common in late afternoon and evening. Socializing takes place all day, but is particularly evident in the evening.

Another interesting finding is the presence of a type of activity that is neither academic nor social, but extracurricular. Under the heading of *solitary recreation* would appear such activities as reading for pleasure or edification, solving crossword puzzles, surfing the web and browsing the periodicals shelves. Sometimes these activities appear to be study breaks, more rarely they seem to be the major reason for the library visit.

Finally, what types of conversation take place in the library? There seem to be two kinds of academic conversations. One involves students working on a joint project. But conversations in which there is exchanged information and opinions about readings, lectures and discussions in particular classes seem to be more common. Social/extracurricular conversations, of course, cover a wide spectrum of subject matter and range in tone from intensely serious and personal to playful banter.

Hence, the library is the setting for extensive social life as well as academic work. Perhaps the most notable feature observed is the rapidity with which students shift between the several types of activity identified here, especially between group or solitary study and socializing. In one sense there is nothing surprising about this finding, but it does point to a key way in which students’ social and academic lives are linked. While this attempt at mapping some of the functions of the library is preliminary and calls for further research, it nonetheless suggests that we would do well to recognize the social functions of its campus role. Further questions will need to be raised about the policy implications of this recognition, but it is fair to conclude that a look at the ways in which students actually use the library demonstrates the extensive intertwining of the social and the academic in a key campus institution. ■

Robert E. Hawkinson is dean of campus life, Willamette University. E-mail: <rhawkins@willamette.edu>

Hatfield Home Page Newly Redesigned

COMPREHENSIVE INFORMATION ABOUT THE Mark O. Hatfield Library is now available on the library’s newly redesigned home page. In addition to the WebStation, the library’s popular research directory, the new home page includes links to information on our services, staff, organization, and publications. Articles from the most recent issue of *Moveable Type* are featured. Access to information about various functional areas of the library is provided through links to the public services, technical services, and systems division home pages. Services available to faculty and a range of policy documents, including the Hatfield Library collection development policy, guidelines for standards of conduct, guidelines for visits by high school students, and more are available from the site. You may link to the library’s new and frequently updated home page from the Willamette University home page, or directly at <http://library.willamette.edu/home/>. ■

Workshops Welcome Alumni

IN JUNE, THE MARK O. HATFIELD LIBRARY STAFF conducted two workshops designed specifically for Willamette alumni. These workshops were informal and participants received snacks, handouts and a free library-friendly coffee mug. A brief history of libraries at Willamette, an overview of the services available to alumni, and a description of the services available at the Salem Public Library were presented. Staff demonstrated the InfoStations and the WebStation, the Willamette University Libraries Catalog, and the general periodicals database. Both workshops were well attended and well received. These meetings provided a welcome opportunity for alumni to gather, chat and get reacquainted with each other and with the Hatfield Library. ■



Robert Mulkey, a Salem resident and retired pastor, reads Charles Dickens at the Mark O. Hatfield Library.

Electronic Reserves Pilot Project Initiated

IN THE FALL OF 1997, THE HATFIELD LIBRARY began offering electronic access to past course examinations. Access to these exams from computers across campus proved to be popular. In light of this success, the Library Systems Division recently initiated a broader electronic reserves pilot project. The goal of the project is to develop and test an electronic reserves system that can be implemented next spring. Reserve materials for several classes currently are available. Access to these materials is limited to participants in each course. More information regarding electronic reserves will be posted to the faculty lists later in the semester. ■

Support Staff Participation

AGAIN THIS YEAR, SEVERAL MEMBERS OF THE Hatfield Library's classified staff will serve on committees of the Support Staff Division of the Oregon Library Association. Maresa Kirk, circulation services coordinator, continues as chair of the Continuing Education Committee and as a member of the Executive Board. Circulation/Interlibrary Loan Assistant Aravinda Crocker will serve as a member of the Continuing Education Committee, and Cataloging Assistant Diane Bolen will serve on the Conference Planning Committee. Conference events to be planned include a book mending and preservation class at the University of Oregon, preconference and conference sessions at the OLA's annual conference in Portland and at the fifth annual SSD Gateways Conference in Bend, Oregon. ■

MOVEABLE TYPE

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and students who do world-class research, obtain grants, and win fellowships. Now, WoS enables them to conduct more of their own library research, saving them time and making the time they spend with the librarians more productive.


WoS also serves as a badly needed interdisciplinary database, providing access to a full spectrum of scholarly research. Like their peers in the hard sciences, students in interdisciplinary programs, the social sciences, and the arts and humanities are required to do senior research. The ability to search all three databases at the same time greatly improves the student's ability to retrieve relevant information.

In addition to the database's programmatic benefits, its format adds considerable value. WoS is available campus wide and remotely to the Willamette community, and it can be used by more than one person at a time, 24 hours a day. Another advantage of this web-based product is the additional coverage of more than 2000 scientific journals that does not appear in the print or CD-ROM versions. By using WoS, faculty and students in all disciplines are able to satisfy more of their scholarly and research expectations.

A number of design enhancements benefit users. The value of citation indexes is that the user can search forward in the literature. WoS makes it possible for the user to navigate forward, backward, and sideways in time. Even inexperienced users will have no problem conducting a search. A first-time user will be able to understand and conduct a citation search, something that can be problematic in other formats even for experienced researchers.

WoS makes many different types of research possible for faculty and students alike. Updated weekly, WoS allows faculty to remain current with new research developments. Because of the multiple searching options, students can also track research being conducted at graduate schools and companies.

"The ability to search all three databases at the same time greatly improves the student's ability to retrieve relevant information."



CREATIVE FUNDING

Traditionally, the acquisition of exceptional resources in libraries has not always been a speedy process. Individual librarians would identify a resource they wished the library to acquire and propose it to the library's administration. The administration would determine whether the purchase was immediately feasible or work it into the next fiscal year budget, hoping that it would not be cut. With "big-budget" items such as *Web of Science*, this process could take years.

Libraries have been attempting to circumvent these difficulties by forming consortia. Groups of libraries join together for many reasons, of course, but one obvious advantage is that consortial purchases are a highly effective way to reduce costs to individual institutions.

The WoS purchase is an excellent example of what can be done when we look at funding in a new way. The Mark O. Hatfield Library belongs to a number of consortia, of which the Oberlin Group is the most homogeneous. Composed of the top 74 liberal arts college libraries across the country, the Oberlin Group is attractive as a consortium because the member libraries all have similar user groups. What makes the acquisition of WoS even more notable is that the Oberlin Group is not an incorporated consortium with fiscal agents and contracts. This purchase arose from a common need and was negotiated by volunteers.

Once an acceptable price had been negotiated by the Oberlin Group, a search for local funding was initiated. Naturally, the still substantial amount was not available within the Hatfield Library's budget. Convinced nonetheless that this resource would be essential if the library were to meet the school's changing research needs, the librarians prepared a proposal complete with a total cost breakdown and statements of support from faculty. The proposal was taken to the director of the J. W. Long Law Library and the deans of the College of Liberal Arts and the Atkinson Graduate School of Management, all of whom readily offered their financial as well as political support. The proposal was then presented to the President's Council where it was approved and granted further financial support. Because of this collective effort, Willamette University was able to purchase not only a current subscription to the complete *Web of Science*, but also to a four-year backfile.

This is just one example of what can be accomplished when librarians employ creative approaches to funding. In a period of decreasing or static budgets and increased patron expectations, it is imperative that librarians identify alternate methods of financing for resources like *Web of Science*. ■

Linda Maddux is science librarian, Mark O. Hatfield Library. E-mail: <lmaddux@willamette.edu>

Three R's for the New Millennium:

Resources, Recruitment and Retention

By James J. Kopp

In grammar school I always knew they were throwing us a curve when they talked about the three R's of reading, 'riting, and 'rithmetic. Clearly spelling was not included among the outcome measures of ejukashun. I came to terms with that pedagogic paradox only to find my secondary school and undergraduate years dominated by another three R's, riots, radicalism, and rebellion. Several years later, when I was a young professional working in a federal library, the three R's most prominent in my life were recession, Reagan and RIFs (not that there was any relationship between them). As a seasoned veteran of the library game, I now look at my three R's in a somewhat more focused fashion. I see where they come into play in the work I do as a library administrator at a liberal arts institution. As I ponder the role (notice that I didn't say "the future") of libraries in higher education, the three R's that come to my mind are resources, recruitment and retention.

For years the Association of Research Libraries (ARL) has compiled and published statistics on the number of volumes held and other aspects of the libraries included in this category of institutions. (Recent ARL statistics can be found at <http://www.arl.org/stats/arlstat>.) These numeric rankings, especially those based on volume count, have long been questioned as a valid single measure of library quality, but individuals and institutions still point to them as desirable mileposts in terms of prestige. This is because they are useful indicators of resources available for scholarly pursuits and, where such resources exist, there is a direct correlation to recruitment and retention of faculty and students. Examine the promotional literature (including the web sites) of these institutions and you will find that those with two, three or more millions of volumes list this fact as a selling point. There are, of course, other selling points, but a link clearly exists between resources and recruitment and retention.

Unlike the large ARL institutions, smaller schools, especially liberal arts colleges, do not have an equivalent statistical benchmark for their printed resources. This is partially due to the fact that these institutions, and their library collections, are focused on the curriculum, not on research. Another real-world factor is that college libraries are not suited, in terms of funding, facilities or staffing, to build and maintain collections of more than a million volumes. As a result, in the recruitment and retention race, liberal arts colleges tend to paint the library as a resource in broader brush strokes. Recruitment and admissions brochures, and college presidents, like to point to the library as the "heart of the campus" where students and faculty study, interact with colleagues, and receive the other services

offered. However, as good and important as this is, the resources issue has been a missed opportunity, for college faculty *do* undertake research and students *do* need to move beyond the local collections.

In the recruitment and retention game, technology tends to level the playing field. With more and more resources available electronically, materials that smaller institutions previously would not have been able to acquire are now becoming readily available. This change has occurred because of the digitization of these resources, of course, but also because libraries have leveraged their buying power through advantageous consortial arrangements for the purchase of resources that were cost prohibitive to individual institutions. It is also due to the changing business patterns and expectations of publishers and vendors who are seeking to expand their markets. The result is that many important resources, especially those related to research level activities, are now available at a price that is affordable for many smaller academic institutions.

Elsewhere in this issue of *Moveable Type*, Linda Maddux notes the addition of the *Web of Science* to the resources available to Willamette University students, faculty, and staff. This is a prime example of the breadth of resources that today can be purchased by smaller institutions. For prospective students and faculty (and, in many cases, staff in various areas of campus), these new electronic resources are critical factors in the decision about where to study, to teach, to undertake research, and to have successful employment. Orbis, the consortium of 14 academic libraries in Oregon and Washington, makes more than seven million printed volumes available through its shared union catalog. This is another excellent example of how the resources at Willamette and comparable institutions are being enhanced.

The library in its traditional manifestation has been and, despite the doomsayers, *will continue to be* an important "space place" in the academic environment. As a resource for study, for student interaction, and for knowledge management, it will continue to be a positive entry in the recruitment and retention ledger. But our ability to provide access to electronic resources beyond what we traditionally have been able to make available enhances enormously our libraries' role in recruitment and retention. The library, in its virtual as well as physical manifestations, will be more than ever at the heart of the institution, an important asset in our efforts to attract and retain high quality faculty and students. ■

James J. Kopp is director, Aubrey R. Watzek Library, Lewis and Clark College, Portland, Oregon. E-mail: <jkopp@lclark.edu>



Students using the computer stations at the Mark O. Hatfield Library.

Oregon State U. Joins Orbis

By Nancy Nathanson

On May 25th of this year, the Oregon State University Libraries became the fourteenth member of the Orbis consortium of Pacific Northwest academic libraries. The addition of OSU's one million plus bibliographic records to the Orbis union catalog brings the total number of books, journals, recordings, films, and videos available to the students and faculty of member institutions to over seven million items. OSU's membership means that 70 percent of the four-year college and university students in Oregon—and 30 percent of those in Oregon and Washington—are able to borrow directly from the other member libraries.

"It has always been my goal for Oregon State University Libraries to be a member of the Orbis consortium," said university librarian and deputy associate provost for information services, Karyle Butcher. "Membership satisfies our short-range goal of bringing the resources of the other 13 Oregon and Washington member libraries to our users. This is a tremendous gain for our students and research faculty. In essence, we have increased our collection size by almost six million volumes." This, Butcher suggests "is the essence of what libraries must learn to be about, enabling users to find what they need, when they need it, and then getting it to them in a timely manner."

Although distances between Orbis member libraries can exceed 500 miles, patrons are able to access the Orbis "virtual" library over the Internet from home, office, or residence hall. Orbis Borrowing makes it possible to use the library resources of the member libraries in Oregon and Washington as a single collection. Students, faculty and staff can request materials 24 hours a day, seven days a week and expect rapid two-day delivery. Orbis Borrowing, the popular

self-service book request system, has grown considerably. Year before last, Orbis member libraries filled 58,800 requests and this past year that number topped 75,000. With OSU's books and other materials now available to all Orbis members, Orbis libraries can be expected to lend over 100,000 items over the coming year.

"In essence, we have increased our collection size by almost six million volumes."



In addition to Orbis Borrowing, the Orbis library consortium administers several other projects that benefit not only members, but many other libraries throughout the Pacific Northwest as well. Orbis licenses digital resources, for example, electronic journals, commercial databases, and reference tools. Orbis currently provides access to fifty-five resources for more than

100 libraries in Oregon, Washington, Idaho and Alaska.

"Orbis membership has allowed OSU Libraries to leverage its financial resources in unique ways," Butcher notes, "the most important of which has been the opportunity to purchase electronic databases and electronic journals at consortial rates." A recent example of Orbis' collective negotiating clout, she continues, "is the membership agreement Orbis negotiated with the prestigious Center for Research Libraries." The Center's holdings of approximately 500,000 titles were added to the union catalog over the past summer. These books will be available by the end of the year for patron-initiated Orbis borrowing from the Center's Chicago headquarters.

Butcher points out that "membership in Orbis allows OSU and the other member libraries to have a voice at the national level. Through its membership in the International Coalition of Library Consortia, Orbis is able to influence those major vendors who hold the purse strings on journal subscriptions. "It is only through libraries working together," she notes, "that there is any hope of either reducing journal costs or helping to move article publishing from paper to an electronic format."

Butcher sums up by noting that "it is clear that in today's rapidly changing and labor-intensive world of information, no single library can hope to succeed in satisfying the information needs of all its users." But, she notes, "membership in the Orbis consortium allows OSU to share its resources with other members as well as benefit from their resources. In the parlance of the day, this is a win-win situation." ■

Nancy Nathanson is coordinator for the Orbis consortium. E-mail: <nnathans@oregon.uoregon.edu>

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The Newsletter of the Mark O. Hatfield Library

Willamette University
900 State Street
Salem, Oregon 97301

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