

MOVEABLE TYPE

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

VOLUME 10, NUMBER 1

FALL 2002

Taking Control: Institutional Repositories

By Deborah A. Carver

THE CRISIS IN scholarly publishing is not a new topic. The rising cost of journals and monographs has eroded the library's purchasing



Deborah A. Carver

power and diminished the content of our collections. Between 1986 and 1999, research libraries canceled an average of nearly \$500,000 worth of subscriptions. During the same period, the number of journal titles published more than doubled. Many smaller academic libraries have experienced similar cancellation patterns.

Until recently, the academy has reacted passively to this predicament. Beginning in 1998, however, several initiatives have brightened prospects for disseminating and preserving scholarly content. That year, the Scholarly Publishing and Academic Resources Coalition (SPARC) began a campaign to encourage lower-cost alternatives to expensive journals. In 2000, a group of provosts and library directors defined a set of principles addressing cost containment, copyright management, permanent access and the timely availability of articles. The *Tempe Principles* have been endorsed by many faculty senates across the country. The *Budapest Open Access Initiative* is the latest effort to garner international support for free access to peer-reviewed literature.

These efforts have created awareness, even outrage. The next step is for the academy to adopt bold, practical solutions for managing our intellectual assets. Institutional repositories are one of the most ambitious developments to emerge.

Institutional repositories allow faculty and students to self-archive their research prior to and following publication. They are a way for the academy to bank its intellectual capital. As such, they are a conspicuous indicator of the institution's productivity and contribution to society. Institutional repositories complement the various disciplinary archives that have developed in

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The Hatfield Library Consortium: A Strategic Partnership for the Future

By Richard F. Breen

In August 2000, Oregon State Library Director Jim Schepke approached University Librarian Larry R. Oberg with an intriguing suggestion, "Why not create a shared online catalog combining the bibliographic records of the Oregon State Library, State of Oregon Law Library (formerly the Oregon Supreme Court Library) and Willamette University's Mark O. Hatfield and College of Law libraries?"

Willamette's sophisticated Innovative Interfaces automated library system would host the system and be expanded to include the two state libraries. This would be an opportunity to create a shared database of well over one-half million records. Not only that, but this would be the first time that a state library and state law library would make their electronic bibliographic records available on the automated library system of a private university. A tempting proposition, but serious questions arose: why do it and how to pay for it with State and University budgetary shortfalls on the horizon? The answers evolved through informal discussions between the library directors, their respective staffs and a cross-section of intended beneficiaries.

For the Oregon State Library and the State of Oregon Law Library, access to the multi-disciplinary library resources of Willamette University would facilitate judicial, legislative and agency staff research. Both State libraries would replace their aging Data Research Associates (DRA) online catalog and, for the first time, fully integrate the automation of their acquisitions, circulation and serials departments.

The combined online catalog would be useful as a research tool for a number of College of Law curricular initiatives, including the recently implemented Law and Government certificate program. The Oregon Law Commission, which is charged with conducting a continuous program of law reform in Oregon and is housed at the College of Law, would also benefit from the power of a shared online catalog.

Adjacent to the northeast corner of campus, the newly constituted State of Oregon Law Library would realize several of its primary goals published in the January 1999 *Report of the Planning Committee for Oregon's Legal Information Future*. The library's primary users, the

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Early American Imprints: The Evans Digital Collection

THE MARK O. HATFIELD LIBRARY RECENTLY acquired *The Evans Digital Edition*, series 1, 1639-1800. This important electronic version of Charles Evans' *Early American Imprints*, was first launched as a microform publishing project in 1955 by the American Antiquarian Society. The definitive collection of early American imprints, the *Evans* documents every aspect of life in the 17th and 18th centuries, from foreign affairs, diplomacy, literature, music, religion and the Revolutionary War, through temperance and witchcraft. The collection, whose projected completion date is 2004, will contain more than 36,000 works and 2,300,000 images. Willamette, along with Stanford University, is one of the first two libraries in the West to make this valuable electronic resource available to its students and faculty. ■

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the last 10 years. The concept is based on open access and interoperability principles, both widely accepted within the scholarly community. Metadata harvesting protocols can be used to search across both institutional and discipline-based archives.

MIT's DSpace is the pioneer project. DSpace is being designed as a flexible archive that accepts and preserves a variety of formats and allows different levels of access. Participation is voluntary, but the hope is that easy submission, easy access, long-term stability, and a range of rights management options will encourage MIT faculty to contribute. Similar efforts are underway at the University of California and Ohio State University.

It is unlikely that the current system of scholarly publishing will be transformed by any single effort. Rather, a convergence of several initiatives, based on shared values, holds the promise of creating a new paradigm. Institutional repositories will be a critical piece of the new system, but several issues need to be addressed.

Financial commitment. Institutional repositories require the university to spend in order to save. This comes at a time when financial challenges make new investments problematic, especially when the full benefits may not be immediately apparent.

Faculty acceptance. Concerns regarding intellectual property, access, recognition and tenure need to be addressed before widespread acceptance can be expected. Technical impediments should also be removed. Marketing may be the most challenging piece of the process.

Role of librarians. Librarians are the natural leaders in this effort, which requires an understanding of metadata standards, search and retrieval protocols, preservation, and copyright. The operation of an institutional repository also will require a new level of collaboration between the librarian and the researcher.

Future of scholarly publishers. Proponents are careful to include scholarly publishers in the institutional repository equation. The argument has been made that institutional repositories offer an alternative to the existing monopolistic enterprise without demolishing the traditional system. Publishers, for example, could remain viable by focusing on the peer-review process, although this may be an overly optimistic perspective for the many scholarly publishers who run on small margins and open competition.

Despite these issues, interest in institutional repositories is likely to gain momentum in the next couple of years. It is essential that this occur. ■

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A View from the Library

The Library Reference Desk:

Icon of Another Age?

By Larry R. Oberg

The library reference desk and the services that reference librarians provide have long been lionized as the *sine qua non* of our professionalism. Reference work is viewed by many of its practitioners as their highest calling. Indeed, North American librarianship is distinguished by its emphasis upon the provision of access to information. Ubiquitous reference help and book stacks open to the public, both of which date to the last century, differentiate North American librarianship from its European counterpart where the historical emphasis has been upon protecting collections from grubby populist fingers.

Today, however, the reference desk is coming under increased scrutiny. Rapidly changing research patterns and the availability of networked information cause many to question its viability. In an earlier world in which libraries consisted of little more than an in-house collection of books and journals and the catalogs and reference tools required for their effective exploitation, the reference desk was the perfect complement to research. It offered professional help at the researcher's primary point of need.

In today's world, technology has changed not only the way in which we conduct our research, but also how, where and when we accomplish it. Technology also has made it possible for libraries to spread their virtual wings and deliver collections, information and services, a frequently confusing array of text, citations, images, sounds and advice, directly to the patron's desk or laptop. By providing networked access to anyone, anywhere, at any time, we have weakened researchers dependency upon the library reference desk.

Librarians recognize that the inchoate masses of networked information of uneven quality available on the Web create an ever-greater need for assistance on the part of students and faculty alike. Assistance is now sought not only in the library but also in residence halls, offices and homes. Librarians cope with this new state of affairs in a variety of ways: didactic Web sites within which our collections and services are rationally organized; an increasing use of liaison librarians who teach and provide specialized reference services to students and faculty in departments, schools and programs; formal off-desk research consultations between students and librarians; and information literacy courses, classes designed to make students smarter, more critical consumers of information.

A variety of electronic options have come to compete with the reference desk, including such hybrids as reference chat lines. More recently, however, a broader concept, virtual online reference, increasingly referred to as e-reference, has generated more than casual interest within library circles. In its pure state, e-reference consists of a group of like libraries sharing responsibility for the provision of interactive electronic reference service to the patrons of all participating institutions. A regional or national group of liberal arts college libraries, for example, might pool staffs to offer students and faculty real-time e-reference services 24-hours a day, seven days a week. Despite its growing popularity, however, those who find no proven market for e-reference criticize it as a solution seeking a problem.

Of course, the reference desk itself has never lacked for critics. For many years nagging questions have been raised about the accuracy of the information provided, appropriate educational qualifications for reference staff and even the location of the desk within the building. Today, statistics indicate that the type of questions asked at the reference desk is changing and their numbers declining, a not unexpected turn of events that contributes to our suspicion that our students seek answers on the Web first, and only later turn to the desk for help. It may also indicate that we are achieving some success in our efforts to provide alternative reference services.

Those who see the reference desk as the unique point of library information provision may need to adjust their view. This venerable library icon will remain an important service point for the foreseeable future, but it is no longer unique and it too will change. New conditions and new points of need have arisen and require new service configurations. Our challenge is to ensure that we do not sacrifice quality as we move toward a more diffuse reference model. ■

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Michael Moore and Us: Librarians to the Rescue

By Ann C. Sparanese

They said it couldn't be done – HarperCollins, that is. They said that *Stupid White Men* was the wrong book at the wrong time. At the time of this writing we are but a few weeks away from the first anniversary of the September 11 terrorist attacks. Michael Moore's book, *Stupid White Men*, which, according to Moore, was almost pulped by its publisher, HarperCollins, is still number four on the *New York Times* bestseller list. Released in mid-February 2002, it made its first appearance on the list by March 10 and rose to number one by March 24. Despite its strident opposition to, and disrespect for, a President whose job approval rating still hovers around 60 percent, the book has remained on the bestseller list for 26 consecutive weeks.

By now you probably know the story that is fast becoming an urban legend, how a "lone librarian" saved Michael Moore's book from an ignominious fate: pulping for political offensiveness. Sometime before its scheduled release date just after Sept. 11, 2001, the publisher informed Moore that *Stupid White Men* would not be released because it was too critical of George W. Bush and too out of sync with post-9/11 mainstream opinion. This decision was made in spite of the fact that thousands of copies had already been printed and were awaiting distribution. The publisher also informed Moore that the book would *never* come out unless he changed significant portions of it and then paid out of his own pocket the cost of having it reprinted.

A despondent Michael Moore told this story to a meeting of more than 100 New Jersey Citizen Action delegates at their convention in New Brunswick on Dec. 1, 2001. Among the delegates was a librarian – me. I took notes, even when the question from the floor, "What do you want us to do, Mike?" drew a response of "Nothing. There are more important things to do. My lawyers are working on it." I wrote his comment down, but paid it no mind. Instead, I wrote emails to two library discussion lists on the following Monday: The American Library Association's Social Responsibilities Round Table (SRRT) and the Progressive Librarians Guild. The subscribers of both lists are known for their activism within the Association and the profession at large.

But that's where the "lone librarian" thing stops. I sent the emails, but it was librarians – from all around the country, it seems – who did what librarians always do *as an integral part of their professional commitment*: they fought censorship where they found it; in this case, directly with the publisher. In early January, I received a call from a reporter who told me that *Stupid White Men* would be released – thanks to the emails and bad press HarperCollins was receiving from librarians!

What would make publishers take money already in their pockets through prepublication sales and announcements and toss it into a paper shredder, short of a government order? This "anti-bottom line" form of self-censorship could only be motivated by the fear of being branded unpatriotic. HarperCollins executives may have honestly believed that public opinion would guarantee failure and their money would be lost, but it is more likely that they were haunted by the specter of public disapproval tainting future releases. Whatever prompted HarperCollins to commit the profoundly disturbing act of pulling the book, it proved to be a gross miscalculation. The book became a popular success, much to the credit of our profession and the intellectual openness of the U.S. reading public, everyday people willing to expose themselves to ideas ridiculing the status quo.

As librarians, we have a proud tradition of acting in support of intellectual freedom and against censorship, both collectively and individually. The ALA *Policy Manual* states "libraries should

challenge censorship in the fulfillment of their responsibility to provide information and enlightenment." (53.1.3) It also states "Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval." (53.1.22)

The *Policy Manual* is a treasure-trove of principles that, while not always implemented in the serious manner the Association's documents intend, nonetheless provide us with the rationale for anti-censorship and pro-intellectual freedom activities. The ALA also has codified policies against the use of loyalty oaths (53.6) and government intimidation. (53.4) The latter may prove especially important as we debate our profession's response to Section 215 of the USA PATRIOT Act, which grants the government the right to obtain library and bookstore records in secret without proving that a crime has been committed: "The American Library Association opposes any use of government prerogatives which leads to the intimidation of the individual from the exercise of free expression. ALA encourages resistance to such abuse of government power, and supports those against whom such government power has been employed." Certain critics of the Association's promotion of these policies, as well as its failures to implement them, should be required reading for all librarians. The works of Louise Simmons and Tami Samek on the history of the profession and intellectual freedom issues are of particular importance. They help us gain perspective on our bedrock professional values.

We are well into a new era of suppression of political and intellectual freedoms in the name of national security, the post-9/11 era. Whether or not we act in accord with the values of our profession surely will be a subject of study for future library researchers. Today Michael Moore's book is out there and has been purchased and read by millions. He says that this success is because of us and, if he is right, it is a measure of what we librarians can do as a profession, the influence we can wield in the theater of free expression. However, I wonder how many critical manuscripts by authors without the stature of Michael Moore have been turned away at the publishers' gates as a result of the political climate of the day. The USA PATRIOT Act has put libraries in the crosshairs of its new homeland security policies. It is clearly a time for local and national vigilance, for small and large acts of resistance to the erosion of our rights in our libraries, in the profession at large and in our daily lives. ■

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"They are subversive. You think they're just sitting there at the desk, all quiet and everything. They're like plotting the revolution, man."

 – Michael Moore on librarians

Guerrilla Art in the Library

IN THE SPRING OF 2002, TWO WILLAMETTE students plastered high traffic areas in the library with signs commenting on censorship. Piper Walters, a library student employee, and Tom Gwynn were enrolled in Professor Andrea Wallace's Computer Imaging I class when they were assigned the guerrilla art project. Walters describes the concept of guerrilla art as, "where the artists express their views (usually political) in the same fashion as guerrilla warfare, striking severely, anonymously and strategically." In this instance, the students were required to check with the appropriate authorities before mounting their displays. Gwynn and Walters decided they wished to comment on censorship and banned books, which made the library "the ideal venue." Walters approached the library staff and her idea was enthusiastically received. The pair used simple designs and bold text in block letters. They hung the signs before closing one evening and left them up throughout the next day. The signs intrigued students, faculty and staff and the project generated interesting conversations throughout the library. ■

Piper Walters graduated from Willamette in May 2002 and is currently employed in the library at Reed College, Portland, Ore.

Library Facility Improvements

A NUMBER OF MUCH NEEDED IMPROVEMENTS were made over the summer to the Mark O. Hatfield Library building. The library was the proud recipient of a new roof, which promises to solve the problem of leaks during the fall rains. The lighting on the second floor has been changed as well. We now have motion sensitive, energy efficient lights in the book stack areas. Finally, the front section of the first-floor carpet was replaced. The old carpet had been in place for over 15 years and clearly indicated that the library has been a favorite gathering place on campus. The new floor covering ensures an attractive welcome to library visitors. ■

Why I Chose to Work in a College Library: A Subversive Account

By Larry R. Oberg

My decision to work at a small liberal arts college, rather than a large research university, was made consciously. I began my career in a publicly funded state university library in California where I became increasingly dissatisfied. It vexed me that the library's organizational structure, hierarchical and compartmentalized, often thwarted initiative, inhibited collegiality and rewarded incompetence. Despite an occasional obligatory nod towards workplace democracy, which in those days took the form of participative management, an environment had evolved in which sycophants flourished and talent languished.

In 1980, I served a one-year term as reference librarian at a neighboring private university, temporarily replacing the incumbent. This experience was a breath of fresh air. Compared to the state-funded school where I had previously worked, Stanford University in the early 1980s was receptive to new ideas and open to innovation. Ambitious librarians were encouraged to take chances and effect change. The less competent risked marginalization, but those with talent were supported and many stellar careers were built during that period.

Early in my career, I thus came to know two distinct workplace environments, one rigid, and narrow, the other empowering and collegial. These highly polarized models engraved themselves indelibly upon the mental template that was to guide my future career choices.

My next professional position, that of reference librarian at a small state school in northern Idaho, familiarized me with colleges and college librarianship. Northern Idaho and Lewis-Clark State College were far removed from California and the large urban universities I had known. Located 90 miles from the nearest interstate highway, the area occupied a position on the far right of the urban-rural continuum. The region was undeniably beautiful, even dramatically so. Its remoteness and the modest size of the town and the school, however, contributed to the geographical and professional isolation that typified many American colleges in the pre-Internet era. Although the college lacked the prestige and resources of a research university, it offered me something infinitely more valuable: freedom of movement and the opportunity to influence change campus wide. My work was rewarded with a strong sense of community and, importantly, career advancement opportunities that I had not known in larger schools.

THE NATURE OF THE COLLEGE

Small colleges, I soon found, differ from large universities in a number of ways. Some of these differences are obvious, others less so. Colleges have less complex organizational structures than large universities, and those that I have known are characterized by relatively informal work relationships. The distinction between colleges and universities is permeable. Colleges may include graduate programs and many universities, in addition to graduate schools, may have strong undergraduate liberal arts programs. A college curriculum may focus upon the liberal arts or emphasize professional and vocational education.

Colleges vary greatly amongst themselves. They may be rich or poor, secular or religious, publicly or privately supported and more or less selective in their admissions policies. Most colleges place considerable emphasis upon values and community, and all reflect regional or cosmopolitan worldviews. The more insular adopt rule-specific codes of conduct, while the more outward looking adopt more philosophical behavioral guidelines.

The type and amount of research required of faculty, including librarians, varies from institution to institution. At the college level, research is often practice related, in part because colleges traditionally have relied upon their own rather than external funds to support it. At its best, research complements teaching and involves students.

LIBERAL ARTS COLLEGES

Private liberal arts colleges have a focused role and mission: that of ensuring the moral and intellectual development of the student. These schools view themselves as the guardians of liberal learning and attract faculty and librarians who value community and tradition. Most of the stronger private liberal arts colleges have moved away from their earlier religious affiliations and, in so doing, have increased diversity. The curriculum of a liberal arts college supports liberal goals by preparing students for graduate education, lifelong learning and citizenship, but only indirectly for the world of work.

Liberal arts colleges face a variety of problems. A rapid rise in tuition fees carries with it

the potential to inhibit recruitment and risks limiting access to the well-heeled and those who qualify for aid. Many colleges fail to achieve diversity, in part because minority faculty and students may prefer the broad support base that urban universities afford them.

In the current volatile educational environment, the stronger schools are positioned to initiate change, while the more marginal struggle to maintain the status quo. In order to assure their survival, some liberal arts colleges have adopted new marketing strategies, adding business-oriented night and weekend degree programs that emphasize the teaching of marketable skills. In the background, the specter of the virtual university continues to threaten place-bound institutions.

MYTH OR IDEAL?

The liberal arts college evokes strong responses. Mythologized as an idyllic community of scholars and learners, a modern-day Thélème unfettered by the careerist imperatives of the marketplace, it is also vilified as a closed community and a bastion of elitism. Of course, other less utopian images are conjured up by the realities of an education whose cost may exceed six figures. Joel Clemmer, Macalister College's vice president for library and information services, suggests that liberal arts colleges "constitute a very small territory in the landscape of higher education yet represent a transcendent educational idea that may be based more on myth than fact."

"[Liberal Arts] schools view themselves as the guardians of liberal learning and attract faculty and librarians who value community and tradition." ∞

The transition from mom-and-pop campus operations to professional administrative models has increased considerably the ratio of administrators to faculty. Higher expectations for research and publication have resulted in tougher promotion and tenure requirements for faculty. While these expectations are not always supported by a reduced course load, they are nonetheless increasingly well supported by the vastly enlarged information base created by the Internet, the availability of bibliographic and full-text electronic databases and an increase in book sharing through consortia.

Access to electronic resources and the communications networks decreases the professional isolation of those who teach in liberal arts colleges. Today, these schools find themselves attracting more specialized faculty and librarians who, even a decade ago, would have preferred an urban research environment, new-breed professionals whose primary allegiance may be to their disciplines rather than the institution.

WILLAMETTE UNIVERSITY

When I came to Willamette in 1992, I was given a challenging mandate: construct a model college library for the next century. The administration and the faculty understood the need for enhanced collections and services to support faculty research as well as teaching and prepare our students for the new and decidedly more complex information environment. This mandate could not have been offered even five years earlier. In the ensuing years, my library, like many of the stronger liberal arts college libraries nationally, has achieved a number of notable successes, although we share with our colleagues many perplexing challenges.

It is now more than two decades since I left the large California university that had so frustrated me in my youth. Those who prefer structure to flexibility will be pleased to know that I did not find colleges totally free from hierarchy or compartmentalization. Like their university counterparts, they too occasionally reward incompetence and sycophants, although their size and nature minimize such occurrences.

Perhaps my most important discovery is that today, we librarians are change agents, not only in libraries, but across our campuses as well. In the process, we challenge the myth but not the ideal of the liberal arts college. The transformations that we help to bring about inscribe themselves on a broad tapestry of change that will carry us successfully into the new century. ■

This is a shorter revised version of an article first published in *College & Undergraduate Libraries*, volume 5, number 1, 1998.

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Most Influential Books

IN THE FALL OF 2001, THE LIBRARY STAFF asked first-year and transfer students participating in our library orientation to list "the three books that have influenced your life the most." Participants in our survey had a chance to win one of two \$20 gift certificates to a nearby independent bookstore and 239 students participated. The top 10 books were:

The Bible

The Catcher in the Rye by J. D. Salinger
1984 by George Orwell

The Grapes of Wrath by John Steinbeck

The Great Gatsby by F. Scott Fitzgerald

Harry Potter books by J.K. Rowling

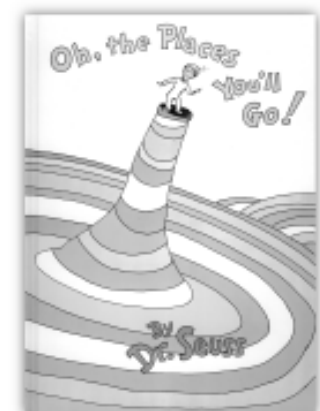
To Kill a Mockingbird by Harper Lee

Lord of the Flies by William Golding

One Flew over the Cuckoo's Nest by Ken Kesey

The top 10 authors were: John Steinbeck, George Orwell, J. D. Salinger, Dr. Seuss, F. Scott Fitzgerald, J.R.R. Tolkien, Fyodor Dostoyevsky, Harper Lee, J. K. Rowling, and William Shakespeare. The library had a majority of the titles that the students listed but we added several new titles as a result of the survey. These include *A Bright Red Scream* by Marilee Strong, *Diet for a New America* by John Robbins, *Power of One* by Bryce Courtenay, *The New York Trilogy* by Paul Auster, *The Chocolate War* by Robert Cormier, *Tuesdays with Morrie* by Mitch Albom, and *Oh, the Places You'll Go* by Dr. Seuss.

In the spring of 2002, library staff created a well-received book and poster display based on the results of our questionnaire. The exhibit included the top books, information about the books and authors, a sampling of influential books chosen by professors and administrators across campus, book lists, literary awards and more. ■



New Databases at Hatfield

ALTHOUGH THE RATE AT WHICH NEW databases are added to the Mark O. Hatfield Library's collection of online resources has slowed, the library nonetheless recently subscribed to four important new databases.

Bibliography of Native North Americans provides access to the literature about the native people of North America. It includes citations to articles, books and government documents. *BioOne* is an online collection of over 40 key journals focused on the biological, environmental and ecological sciences and is a valuable resource particularly for anthropology, history and ethnic studies. *SciFinder Scholar* is the online, end user version of the core chemistry database *Chemical Abstracts*. Providing indexing and abstracts to research in all areas of chemistry, *SciFinder Scholar* allows students and faculty to conduct their own searching, replacing the mediated STN searching that required librarian assistance. *Readers Guide Retrospective* provides archival access to the standard library source, *Readers Guide to Periodicals*. Currently providing indexing back to 1963, the database will eventually cover 1900 to 1982.

Users may note a change in *Ethnic NewsWatch Complete*, a full-text database providing a rich collection of articles, editorials and reviews with a broad spectrum of viewpoints from ethnic and minority newspapers, magazines and journals. A different vendor now provides this database, which was added last year; its search interface has changed, although it remains easy to search and continues to be a valuable resource for history, politics, anthropology, sociology, literature and interdisciplinary research. ■

MOVEABLE TYPE

Moveable Type is published by the Mark O. Hatfield Library, Willamette University, 900 State Street, Salem, Oregon 97301. Editor: Larry R. Oberg, University Librarian; Associate Editor: Joni R. Roberts, Associate University Librarian for Public Services and Collection Development; Graphic Designer: Carrie DeMuniz. Contributors to this issue include Karen Cristobal, Ford Schmidt and Sherry Buchanon. *Moveable Type* is available in preprint and Adobe Acrobat versions on the Hatfield Library's home page at <http://library.willamette.edu/home/pub/mt>.

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Oregon Judicial Department and the Department of Justice, would gain access to a valuable research database with an additional 280,000 bibliographic records of law and law-related materials.

Willamette University faculty and students would gain access to a comprehensive collection of Oregon documents. These documents would be of particular interest to the school's Public Policy Research Center whose mission is to support the policy-making process in the Northwest with high quality and timely research and analysis on regional topics. The Atkinson Graduate School of Management would benefit from the holdings of the Oregon State Library that include state government, public administration and business materials. The School of Education would find the Oregon State Library to be an excellent source for Oregon education statistics.

Throughout the discussions ran a common theme: a shared online catalog would be cost efficient and support the unique mission of each participating library. These apparent gains would not be risk or cost free. Success would depend on blending the library staff cultures of four distinctly different libraries into a collaborative team effort. The Hatfield staff would assume responsibility for maintaining the Innovative Interfaces automated library system. Yet the immediate advantages of a shared catalog, in combination with the known and, as yet, unknown possibilities for mutual gain, suggested further analysis. "Why limit our thinking to a shared online catalog? Why not form a consortium between the four libraries to provide the respective academic and State of Oregon executive, judicial and legislative users of each participating library with coordinated access to library information resources and, in particular, to support public-private initiatives engaged in public policy research and law reform in the State of Oregon?"

"Throughout the discussions ran a common theme: a shared online catalog would be cost efficient and support the unique mission of each participating library." ❧

And so on Dec. 5, 2000, with the endorsement of Willamette University President M. Lee Pelton and the enthusiastic support of Willamette alumnus and emeritus Senator Mark O. Hatfield, the Hatfield Library Consortium was officially formed. The first project would be to submit a federal Library Services and Technology Act (LSTA) grant proposal to secure funds for a shared online catalog.

In the following months working committees were formed, facts gathered, and plans formulated. On April 6, 2001, an initial project proposal, supported by all of Willamette University's academic deans, was submitted to the granting authority for consideration. On June 13, 2001, the Consortium was notified that it was one of 22 applicants that would be invited to submit applications for LSTA funding. The final grant application garnered letters of support from Oregon Governor John Kitzhaber, Chief Justice Wallace Carson, Attorney General Hardy Myers, Representative Lane Shetterly, Oregon Law Commission Director David Kenagy, Willamette University Public Policy Research Center Director Laura Leete and Willamette University President M. Lee Pelton. On Oct. 29, 2001, the Hatfield Library Consortium received word that the Consortium grant application would be one of 14 in Oregon to receive LSTA funding.

Implementation began immediately with the goal of completing all phases of the project prior to Sept. 1, 2002. Staff members from each library were assigned to four task groups dealing with circulation (chaired by Maresa Kirk), database preparation (chaired by Carol Drost), systems (chaired by Bill Kelm) and WebPac design (chaired by Michael Spalti), all under the direction of Project Manager Michael Spalti, head of the Library Systems Division for the Mark O. Hatfield Library.

Through the untiring efforts and collective abilities of all concerned, the project proceeded to completion. On Sept. 4, with Senator Mark Hatfield and University President M. Lee Pelton in attendance, the new catalog was formally dedicated.

As we begin the 21st century, the Hatfield Library Consortium represents another benchmark in the long history of Willamette University cooperation and collaboration with our State of Oregon library neighbors across State Street. ■

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New Directions for Library Systems

By Michael Spalti

A recent article in the *Chronicle of Higher Education* posed the question: "Do libraries really need books?" The answer is yes, and likely to remain so. But the premise of the article, that students increasingly find information online, is both undeniably true and a significant challenge to both educators and librarians. This new fact of academic life is the nub of calls for an emphasis on information literacy in the curriculum. As such, it also makes necessary the integration of resources available to students in print and electronic form, both of which remain necessary for informed discourse.

The Mark O. Hatfield Library systems division addresses many of the underlying requirements for making this integration happen for library users. Recent changes within the division represent a continuing evolution of this role.

BRIEF HISTORY

A brief history of the systems division may help to explain the significance of these changes. The division was formed five years ago, at a time when the role of technology in libraries had become increasingly varied and the potential uses of free open source software more apparent. These new realities presented issues for library management, and we responded by reorganizing our systems staff into a new division reporting directly to the university librarian.

In its early days, this new administrative unit was perhaps more of a label than a reality, and with a staff of two, its status within the library's organizational structure slightly fictitious. In 1999, however, the size and role of the division came into line with expectations when the interlibrary loan department was added to its areas of responsibility.

These administrative considerations aside, the contribution of division staff was substantial from the outset, with subsequent years of division activity producing a variety of results. From meeting a need currently addressed in other libraries with commercial projects like Serials Solution (see Journal Title List article, this issue), developing an electronic reserves system that marries our Innovative Interfaces reserve book module to a campus directory (thereby providing an integrated service that is commercially unavailable), streamlining interlibrary loan operations and extending the system's electronic article delivery capabilities to the patron's desktop, the division has made contributions of recognized value. Most recently, we managed the implementation of a library catalog now shared by a consortium of Willamette University and State of Oregon libraries (see Hatfield Library Consortium article, this issue).

Such contributions have become a familiar part of the library user's experience here at Willamette. Looking ahead, however, our greatest challenge lies in addressing new problems while continuing to effectively manage existing services. While past emphasis has been on projects that integrate print and electronic information for library users, future activities will include a greater focus on management issues, including library policy, Web design and information standards.

CHANGE

These latter issues require, of course, as much time and energy as getting projects off the ground. Until quite recently simple math worked against us. Then, through a combination of a redefined job description and cost savings made possible by our new Hatfield Library Consortium, we developed a staff position focused exclusively

on technology. The talented individual who now fills this position brings system administration and programming skills to the library, and has the opportunity to focus his energy in these essential areas.

This sharper focus on technology is valuable in an of itself. It also frees librarians to focus on new initiatives, such as developing digital collections that should be of long-term value to the University. In order to proceed in these new directions and continue to improve existing services, librarians must address intellectual property issues, metadata standards, archival procedures, content selection and other matters essential to managing information wisely and effectively. Enhancing access to library resources continues to be a core concern, meriting renewed attention. With the latest addition to the systems division team, we are now in a better position to assist in each of these areas.

LOOKING AHEAD

While this new technical position demonstrates the value of the division to the library, the original rationale for a systems division also remains intact. First, effective integration of electronic information into the library's physical and virtual space requires innovation and risk-taking, and merits inclusion in library management discussions. Second, the relative administrative isolation of the library and Willamette Integrated Technology Services (WITS) means that the library requires technical knowledge among its staff in order to carry out its mission. Third, as already noted, the World Wide Web and open source software together create needs and opportunities unlike those that existed in earlier periods of library automation. The benefits of innovation are thus both tangible and manageable for a small academic library. Finally, librarians are able to work smarter and more effectively when technology becomes a tool and not a problem in and of itself.

In the final analysis, the role of technology in academia is largely that of moving information with great speed and convenience. This ultimately advances education and scholarship, but to achieve these outcomes more than technology is required, and determining what more is needed in a liberal arts setting is inevitably an empirical process. There is no detailed map of how we should proceed. Likely next steps for the systems division will be in the direction of building digital collections of such local materials as student recitals, student research projects, images and lectures. Faculty will play a role in helping us to prioritize these digitization projects, and the welcome addition of an archivist to the library staff may eventually help us to identify other materials of significant historical value that can be made available in digital format.

The emphasis of our future activity thus leads in the direction of content creation and steps that will assure the usefulness and value of this content over time. We also anticipate continued enhancements of services available through our Web site and ongoing improvements in interlibrary loan service. It's a big agenda for a library with limited staff resources but in keeping with our role and mission in the educational process. ■

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The Journal Title List and Context-Sensitive Linking

By Michael Spalti

The management of electronic journals is a complex problem that nonetheless can be reduced to three basic concerns: license management, collection development and access (or as we sometimes say in the business, bibliographic control). For libraries like our own the most pressing issue is that of access. Specifically, how does a researcher know the full range of journals available through the library?

Historically, the library catalog answered this question, yet often fails to do so today because of journal aggregation, the practice of providing the content of many journals through a single database. Especially problematic are multi-disciplinary journal aggregations, which rely on contracts between an aggregator and numerous publishers and associations. As old agreements lapse and new agreements come into being, the content offered through these aggregators may disappear or change dramatically. Meanwhile, for the library and its users there are no individual issues on the shelf – or on the Web for that matter – no expected arrival dates, nothing to check in and no guarantees that what is here today won't be gone tomorrow.

Although the content of journal aggregations is prone to change beyond the knowledge or control of individual libraries, aggregations are nevertheless popular, particularly among researchers early in their academic careers who rely extensively on such notable examples of the genre as *Academic Search Elite*. Such journal aggregations also provide access to many titles not otherwise available through the library. Clearly, this content

needs to be accounted for in some way.

A few libraries have chosen to catalog aggregator title lists and maintain thousands of new records through an existing cataloging interface or some other form of technical wizardry. Other libraries make the contents of title lists available by more flexible means, typically a combination of simple programming and local database development. More recently, libraries have purchased commercial products that address this issue. Serials Solution was among the earliest of these products in the marketplace, and other vendors have quickly come to the table, offering libraries a fairly broad range of possible, albeit in some cases expensive, solutions. Finally, many libraries simply have left the problem unresolved.

The Mark O. Hatfield Library was the first in the region to offer comprehensive access to all of our journal holdings, including those contained in journal aggregations. Several years before commercial solutions became available we developed what came to be called the Journal Title List. This list – in reality a database searchable by journal title – combines the contents of aggregator title lists with records from our local catalog. Search results include date of coverage information supplied by aggregators and links to live catalog records for journals cataloged individually by the library. For more information about the Journal Title List, see <http://library.willamette.edu/projects/jtl/>.

The Journal Title List is a relatively simple application, and several libraries in the region have developed their own products to accomplish similar ends. Opportunities exist to extend the original concept, however. For example, we are

beginning to explore context-sensitive linking, a new idea that may prove both relatively easy to implement and highly effective.

How will it work? Imagine that a student clicks on the “view library holdings” link in a citation from a database like *Web of Science*. The link opens a new page that includes a link to an online copy of the article available through *JSTOR*. The student clicks this link and the article appears on screen. This sounds simple, and from a user's perspective it surely seems reasonable. But until the recent implementation of the OpenURL standard by database vendors, it was a pipedream. Such direct linking requires standards-based encoding of bibliographic information into a Web link. OpenURL provides this shared standard and, in combination with our existing Journal Title List, makes context sensitive linking possible. When a journal is not available through the library, the information provided through OpenURL encoding can be used to automatically complete an interlibrary loan request.

The traditional steps in conducting a literature search will not disappear as a result of context sensitive linking. In some cases, however, a few unnecessary barriers may be removed. ■

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