

# Access

NEWS FROM THE UNIVERSITY  
LIBRARIES OF NOTRE DAME

Number 79

Fall 2001

## Libraries Dedicate 20 Endowments

by Katharina J. Blackstead

September 20, 2001, was a day of celebration and thanksgiving at the University Libraries of Notre Dame. Dedicating 20 named endowments – the earnings from which are already enhancing education and research at the University by providing library resources, programs and services in support of Notre Dame's mission of excellence – is something to celebrate and be thankful for, indeed.

Beginning with a luncheon atop the Theodore M. Hesburgh, C.S.C., Library, benefactor families and librarians enjoyed each other's company and shared their vision for the future of the Libraries, a conversation which continued throughout the tours provided afterward. A Mass of Thanksgiving in the Basilica of the Sacred Heart followed, during which the plaques, emblematic of the benefactions being dedicated, were blessed. The day's events concluded with a reception and dinner in McKenna Hall, at which time the plaques were presented to our benefactors by Father Malloy, and commemorative photos were taken.

The University Libraries of Notre Dame are immensely grateful for the following endowments and the progress toward excellence that their earnings will facilitate:

**The Paul F. and Suzanne Mattes Coash Endowed Library Collection in Architecture, Honoring Lee H. Mattes**

**The Maura Collins Endowment for Irish Studies**

**The Arthur Vining Davis Foundations Endowment for Medieval and Renaissance Italian Studies**

**The Jolene and Anthony DiMaggio General Library Endowment**

**The José E. Fernández, Sr. Library Retrospective Collection in Hispanic Caribbean Studies**

**The Merrill B. Frick Family Endowment for Protestant Studies**

*continued on page 2*

## Adding to the Pool

by Hector Escobar, Jr.

When the University Libraries of Notre Dame created the librarian in residence position, they did so with the intention of addressing the need for a more diverse library faculty, one more reflective of our society and beneficial to the student population here at Notre Dame. The second goal of this position was to give the librarian in residence the opportunity to gain experience in an academic library setting. By creating this residency, Notre Dame has joined other Association of Research Libraries (ARL) institutions who have similar positions. In total, nationwide, there are close to 45 academic library residency and internship programs. Residency positions are intended for post graduate occupation, as opposed to internships which are usually conducted either before or during one's degree program.

Across the nation, diversity in libraries has been a concern. In a report done by the American Library Association (ALA) in 1998, librarians of color accounted for only 13 percent of academic library professionals.<sup>1</sup> With dwindling numbers of minority students enrolled in graduate library programs, a growing number of librarian retirements, and a lack of representation in both public and academic library settings reflective of the communities they serve, both ARL and ALA took steps to address these issues. The American Library Association created the Office for Diversity, with the charge of identifying and advancing diversity initiatives across the nation. Four

*continued on page 6*

## Endowments *continued from page 1*

**The Dorene and Jerry Hammes Library Endowment for Critical Technologies in Engineering Dedicated to Rev. Theodore Hesburgh**

**The Fritz and Ellen Holzgreffe Family Library Endowment**

**The John Hrycko Family Endowment Fund**

**The John S. Jackoboice Family Endowment, in Memory of Mary Ann Jackoboice**

**The Donald R. Keough Family Irish Studies Collection**

**The Donald and Marilyn Keough Family Irish Studies Swift Collection**

**The Jodi and Ivan Ludington, Jr. Family Endowment for the Study of the Great Lakes**

**The Raymond E. Mahoney Endowed Collection in Shakespearean Studies**

**The Raymond E. Mahoney New Opportunities Fund**

**The Harley L. McDevitt Endowed Fund for Medieval English Literature**

**The NEH Endowment for Northern Medieval Vernacular Literature**

**The Carl and Louise Pettersch Library Endowment in Critical Technologies**

**The Sarjit Singh, M.D. Endowment for International Peace Studies**

**The Twist Family Endowment for American Studies**

For more detailed information regarding the above endowments and others, we invite you to visit the University Libraries' advancement website at:

<http://www.nd.edu/~ladvance/>.

## From the Director: On Becoming A Great Library

*by Jennifer A. Younger,*

*Edward H. Arnold Director of University Libraries*

In previous columns, I have written about library directions, the importance of having a library, creating a digital services environment, and the master plan for renovation of the Theodore M. Hesburgh Library. Today I write about the recently completed *Self Study 2001*, undertaken at the request of the vice president for Graduate Studies and Research as part of the University's regular series of reviews of departments and academic units to be completed in 2004. Work in the Libraries began in earnest in June 2001 with an introduction to the purpose, organization and expected outcomes at a regular meeting of library administrators and managers.

The University asks departments to respond to five questions directed toward identifying goals for student learning and evaluating both the services and the quality of their use. We expanded the questions to include goals for faculty as well as student learning, and to include teaching and research as well as learning. We addressed each set of questions in the context of the three major program areas: collections and collection services; user services; and information systems and digital access services, with each program area led respectively by the associate director responsible for that program.

Our vision is to become a great destination for learning and research. As described in the report, there has been a major increase in the financial resources of the Libraries, which has led, and continues to lead, to great improvements in library services and collections. We are not done, nor can we ever be. We have many new faculty and staff as well as new knowledge in experienced faculty and staff. There is a profusion of creative ideas and innovative approaches to old problems, creating occasionally both amazement and dismay, but overall, we are moving forward at a rapid pace in creating excellence in library services and collections.

The report required significant attention from many individuals over the last three months, for which we are most appreciative, and naturally raised the question of how this work can or will be of benefit to the University Libraries. There are several parts to the answer. We described our accomplishments throughout the last decade, and it is only now, as we see them as a sum of individual parts, that we can understand their full magnitude and impact. The whole is indeed greater than the sum of the individual parts and is a recognized motivating influence for the future.

Just as importantly, we took this opportunity to reflect on our goals for students and faculty. These goals are implicitly understood as often as they are explicitly stated for students and faculty, and the self study is a

useful catalyst encouraging this process. Though the development of measures for assessing the outcomes of library services and programs is only in its infancy among research libraries, again, this report has provided an appropriate stimulus for examining how and where assessment measures should be incorporated into our culture. We have stretched and grown in our ability to create the future we envision as a great destination for learning and research at Notre Dame.

And, we will use this report as a starting point for the strategic planning we will begin next spring. The section on planning and recommendations, though reflective of significant issues and program summaries, purposefully points only to general directions for the future.

Three highly respected university library directors, from Columbia, Vanderbilt and Washington University in St. Louis, were joined by a Notre Dame professor to conduct an on-site review in November 2001, and presented their report to the vice president for Graduate Studies and Research. Their report and our response to it will both be further discussed on campus in spring 2002.

## Library Instruction: Creating Lifelong Learners

by Joni Kanzler

The Association of College and Research Libraries (ACRL) recently approved a document outlining the Information Literacy Competency Standards for Higher Education (<http://www.ala.org/acrl/ilstandardlo.html>). These competencies support and address the needs of individuals to become lifelong learners. Information literacy is common to all disciplines, to all learning environments and to all levels of education. It enables learners to become more self-directed and assume greater control over their own learning progress.

The University Libraries seek to advance the goals of the University by educating and assisting students, faculty and staff in the identification and effective use of information resources. As we move toward an increasingly information-based and technologically driven society, acquiring both the ability to recognize when information is needed and the skills to locate, evaluate and effectively use and communicate information has become essential for academic and career success in today's world.

In order to teach students how to be lifelong learners and critical thinkers, it takes the joint efforts of librarians and teaching faculty. Information gathering skills are best learned within a subject context, and teaching faculty have the most immediate influence on how well students incorporate information into their coursework. However, due to the changing information environment, it can be challenging to keep up with new resources and the vast array of skills each requires.

The goal of the current library instruction program is to teach library and information-seeking skills to all students, freshman to graduate. Learning objectives for undergraduates are available at <http://www.nd.edu/~refdept/instruction/usergroup.shtml>. These learning objectives articulate and focus on measuring outcomes of student learning.

At this writing the library instruction program has already conducted 103 sessions during the fall semester. Instruction is provided for all levels, but the greatest concentration is in the First Year of Studies program. University Seminar and First Year Composition (FYC) faculty are encouraged to introduce their students to the information resources available at the University Libraries. For most freshmen, this is their first introduction to an academic research library.

Instruction sessions use wireless laptop computers, acquired in January 2001 for use in the two library instruction classrooms in Hesburgh Library. Prior to the implementation of this new technology, the teaching format consisted of a lecture style presentation. Hands-on access serves a variety of learning styles, allowing the students to retain more information and apply the skills gained in the session. A librarian is also available to provide immediate assistance and feedback to the student.

Evaluating the overall effectiveness of library instruction is a key component in the program. Students in library instructional sessions complete an evaluation form after each session. Seven questions are asked on various topics, such as the ability to use information resources and how helpful the instruction was for their research project. Two open-ended questions ask for something new that was learned and one piece of constructive criticism. The following is a list of some of the most frequently mentioned items:

- *Could have learned more if more time*
- *lib.nd.edu is a very accessible central hub for scholarly research*
- *I thought it was very useful*
- *The tower is intimidating*
- *I am very impressed by all the resources available*
- *The hands-on portion was very helpful*

A Library Instruction Task Force, comprised of four librarians, was created in fall 2000 in order to continue to evaluate and assess the effectiveness of the

program. The task force was charged with learning what students can tell us about their information seeking behavior, how the knowledge gathered from students affects the approach to teaching library skills and information literacy, and what formats are most effective.

The initial efforts of the task force last fall focused on gathering information from students enrolled in the required FYC class. Two methods of data collection were used for this study: questionnaires and focus groups. Participants were limited to First Year Students (FYS) who attended at least one library instruction session in their FYC course during the first semester of the 2000-2001 academic year. Results of the questionnaires, surveys and information on the task force are located at:

<http://www.nd.edu/~refdept/instruction/librarians/litf/index.shtml>.

Results from the FYC questionnaire include some of the following observations:

1. *Students rely on the Web for accessing general information.*
2. *Students rely on librarians for starting research, developing research strategies, keyword selection and information about electronic resources.*
3. *Students are somewhat passive when beginning the research process.*
4. *Students use library electronic resources from remote locations.*
5. *Students utilize electronic resources for a majority of their research.*
6. *Students may be unaware of the variety of online help available when searching online.*

Results from the FYC focus group sessions include some of the following observations:

1. *Students need assistance with the research process when developing search strategies.*
2. *Students appreciate the librarian in class to suggest sources and develop keyword strategies.*
3. *First Year Students found the size of the building and the number of available resources overwhelming. Locating materials within the building and also finding journals or electronic serials in the online catalog are problematic.*
4. *The single library instruction session did not provide enough time for research.*
5. *Although electronic resources and databases vary in content, students are more likely to continue to use a source that they have been successful with in the past.*

Based on questionnaire responses and focus group comments, a recommendation was made for all

First Year Students to complete at least two library instructional sessions during the fall or spring semester of their first year while enrolled in the FYC course or a University Seminar. In previous years, professors occasionally approached librarians for a second instructional session, primarily to provide students with some hands-on experience with their research topics. This fall, a library element was added into the curriculum of all FYC classes, asking fifty-minute classes to attend two library instructional sessions and seventy-five-minute classes to attend at least one library instructional session. This provided additional classroom time and the opportunity for students to work on their research with the assistance of a librarian.

The University Libraries' involvement in campus partnerships such as the Teaching, Learning and Technology Roundtable (TLTR) and other campus groups continues to create stronger awareness of the importance of information literacy. Additionally, the University Libraries collaborate on the professional level via a membership in the Association of Research Libraries' (ARL) Working Group on Learning Outcomes and through an Institute for Museum and Library Services (IMLS) grant. The University Libraries, along with 13 other research libraries, participate in a project to identify measures that demonstrate the library's contribution to student learning outcomes. Representatives will develop action plans to: identify benchmark institutions in learning outcomes measurement, create a list of learning outcomes being used by ARL institutions and contact academic and learning assessment professional associations to see how learning is valued and measured. Additionally, four librarians at the University Libraries will participate in a National Leadership Grant for Libraries to learn how to construct and evaluate interactive multimedia web pages for library instruction. Involvement in campus and professional projects reflects the University Libraries' commitment to providing the information seeking skills students need to function effectively in their studies, their workplace and in their personal lives. Librarians play an active role in the learning process. The Libraries' instruction program creates a student-centered learning environment in which students are involved in problem solving, reasoning and critical thinking – all necessary skills to live in a rapidly changing technological arena filled with an overwhelming number of information choices.

The University Libraries' goal is to create lifelong learners who will expand their knowledge, ask questions, and evaluate and manage the information they are gathering. By collaborating with teaching faculty, the University Libraries can integrate information literacy into the curriculum and increase the effectiveness of the library instruction program. A strong partnership with campus entities such as the Kaneb Center for Teaching and Learning and the Office of Information Technologies leads to innovation in teaching, more effective delivery of information and ensures for our students a high quality education that prepares them for a lifetime of learning.

# Hesburgh Library Renovation: Report No. 2

by Richard Jones

Renovation is here! It has actually started, albeit in the very preliminary phases. Since the last report (April), it has seemed to the members of the Renovation Task Force as if our ability to say “It has started” would never come. It has been alternately an exciting and a frustrating six months, but with numerous successes and rewards.

Members of the Renovation Task Force met bi-weekly with the project architects (The Troyer Group: <http://www.troyergroup.com/>), initially discussing the nature and extent of the lower level renovation and then reacting to and making suggestions about the ideas and concepts proposed by the architects. At their weekly meetings the task force and working groups met to consider the implications of the ideas proposed and to develop strategies to gather the information necessary to reach a decision about how these ideas and concepts could be put into effect. Every decision to adopt an idea, of course, meant that every previous decision had to be reexamined to determine if it was still operable.

Together with these “theoretical” (but very concrete in their effects) decisions, the move of personnel and materials from the basement had to be planned and executed, and we did not know if everything would work well until the last second. It was only the unbelievably detailed and minute planning of Marsha Stevenson and the Temporary Locations Working Group, and the tireless efforts of Ross Ferguson, building services supervisor, who oversaw the actual moves and, indeed, personally performed many of them, that made this move successful.

To begin, the working group had to determine exactly who and what was in the lower level, the latter being a real question mark since supplies, furniture and materials had been stored there for many years in many *ad hoc* locations. During the summer, the former International Studies Resource Center was redesigned to allow the use of the space for staff offices. The Reserve Book Room was moved to a redesigned Current Periodicals/Microtext Center in order to make all of the services more efficient and to allow other use of the former reserves space on the second floor. The card catalog, closed since the late 1980s, was moved to remote storage in order to recover user study and work space. The vending machines and ATM located in “the pit” were moved to a room just off the concourse. Alternative locations for the staff and materials had to be found; these had to be places in which people could work for a year or more, but which would not cost a great deal to erect. Paula Carlaccini, project manager, went beyond her more usual duties to assist in the planning of “temporary” office space and to coordinate the design, construction and furnishing of the spaces. Two new office complex areas, both on the second floor, were designed, built and wired

for electricity, telephones and computers; cubicle walls were ordered. Meanwhile, the first moves began and about 20 staff members were relocated to new areas.

The first of October was “the date,” the day the demolition personnel would begin in the lower level to remove all of the internal walls and the day by which everything that would be kept had to be moved. Some materials were moved to a remote storage location, while, for most of the material, space in the library had to be found – which involved moving or reducing the space of already stored supplies. Each “small” move set off a chain of other small moves or adjustments that rippled through the library, providing a predictor of what would happen when the “big move” occurred. In total, over 100 staff were moved in some way, and we are still looking forward to the redesign of the technical services area (Acquisitions, Cataloging, and Serials). But, it was a success! All of the cubicle walls were not in place, and some people got more than one warning about moving only to remain where they were for a few days longer, but, thanks to the efforts of the building services staff who were moving themselves, the move occurred with no more than a slight bump in an otherwise smooth road. Most staff have expressed themselves at least satisfied with their new quarters (some have even said they are happy!), and the library has continued to function as if nothing out of the ordinary had happened.

Almost unnoticed, but with great efficiency, the Special Collections Working Group and Special Collections staff moved the entire lower level collection into either remote storage or into the former Reserve Book Room. This will cause delays in accessing Special Collections materials. While the expectation is to be able to retrieve most items within 2 hours, some requests may take up to 48 hours (2 business days). If you plan on using materials in Special Collections, a telephone call (219 631-5610) or email ([rarebook@nd.edu](mailto:rarebook@nd.edu)) in advance can ensure that materials are ready when you arrive. A complete rearrangement of the first floor Special Collections space was planned and instituted to provide for more efficient service and use of the remaining public space. And, although it was a “major headache” for all who were involved, they made it seem easy!

All the while, the Moveable Shelving Working Group was working on the nature of the space for the shelving of 700,000 of the library’s volumes. Every single decision about any other part of the lower level affected these plans. How many volumes fit on a shelf? What is a “full” shelf? How thick is the average library volume? Should there be spaces within the moveable shelving areas for study? How many aisles? And each decision had to be revisited as every new design change increased or decreased the space available. Having come to a plan that seems to be correct, they are now concerned with standards for the moveable carriages on which the shelves stand and by which they are moved, and, even more difficult, they have been charged to develop a plan for housing the entire library collection. They must recommend not only what will be in the moveable

shelving area but also how the rest of the collections will be shelved: we cannot move something to the lower level without dealing with the space left by it in the original location.

Perhaps the most frustrated working group is the User Space and Services Working Group. Every idea they proposed had to be dependent on the basic concept developed by the architects and the space needs for the moveable shelving. Despite this lack of assurance about anything, the group has worked with patience and good cheer in meeting these changing concepts. We know that this area will house microforms; some part of the government documents collections; individual and group study areas; a public service point; and perhaps the map collections. Microform areas are very difficult to design since access, assistance and lighting are all very important and, at times, mutually exclusive. How should the microforms be stored—on the floor as they are now or on moveable shelving? Would the map cases, which require a great deal of space when opened, take up too much space in the public areas of the lower level to make moving them there desirable? What kind of service point should be on the lower level and where should it be? How much room is there for work areas for the service staff? All of these had to be dealt with in the context of a constantly changing space allocation and arrangement. The primary goal, of course, was always to make this level a desirable location for study, to provide amenities and space of a kind that would attract patrons.

With the latter goal, the architects have proposed an interesting concept: they want to bring the outdoors inside the lower level. To accomplish this, they propose to build two window wells that would emerge within the concourse outside the main library entrance. These would expand the floor space slightly, but more importantly, they would bring natural light to the entire floor. Perhaps, with a design that would allow the introduction of live plants, these could provide a truly comfortable place to study and to rest while studying, and make the entire level more welcoming.

Now, as said at the beginning, we have actually started. The demolition crews and asbestos abatement staff are here, working under the watchful eyes of the Office of Information Technologies (to guard the vital communications of the library) and Risk Management, who are assuring that work is done with no danger to staff and patrons and with as little discomfort as possible. The basic concept for the lower level has been approved (see <http://www.nd.edu/~renovate/> and choose “Floor Plans”). The architects now must move to the details, drawing and specifying every inch of the space: floor coverings; type and location of pipes; lighting diagrams; electrical and computer wiring; and countless other details. They must also prepare the documents for the construction bidding process. The Renovation Task Force will continue, working on the shelving plans for the building, working closely with the architects on the public spaces and reviewing each of the many decisions to be certain they are all compatible with our plans and ideas.

The time of “hurry up and wait” may now be over and the physical work may have begun, but the work of renovating and innovating – of building the Hesburgh Library for the future – continues unabated. These are exciting times! Keep watching the renovation website (<http://www.nd.edu/~renovate/>) for more news and updates.

## Pool *continued from page 1*

years later, the Spectrum Initiative is one of its leading tools for both the promotion and advancement of under-represented groups of library graduate students. The Association of Research Libraries created the Diversity Program, designed to “support and extend efforts within academic and research libraries to promote and develop library staff and library leaders that are representative of a diverse population.”<sup>2</sup> The program consists of a leadership component as well as other services and workshops designed to educate others on the importance of diversity.

When library residency positions first began to emerge in the 1980s, they had two goals. The first was to allow a candidate the opportunity to acquire the two years post graduate experience that many academic libraries in the past have required for entry level positions. The second was allowing the individual to contribute to the institution by accomplishing certain projects. Here at Notre Dame, I have experienced both angles. My first two rotations included working as a reference librarian in both the University Libraries and the Law Library. The last two rotations have entailed working on creative projects in both electronic resources and collection development. Concurrent with this professional service has been my ongoing role as an advocate for diversity issues. While the first two rotations have allowed me to cultivate my interest in public services, the last two have given me the opportunity to work in other areas of librarianship that impact library users. Also, I have been involved with continued work on committees designed to address various user services. It is my hope that this second year will allow me to work once again with the Reference Department in addition to pursuing collection development activities for the ever growing Institute for Latino Studies.

Finding qualified applicants who have post graduate experience and who are members of traditionally under-represented groups can be challenging. I recall meeting an ARL library director who has been seeking

applicants who might have relative library experience, but who might also be straight out of library school. Her reasoning was that libraries lose out and the private sectors gain if we do not seek individuals who show great potential in academic libraries. The same principle applies to residency positions. It is the hope within both ALA and ARL that the pool of qualified individuals will increase. If institutions do not actively seek individuals either by networking or through certain recruitment avenues, then the purpose and hope of having such residency programs can become questionable over time.

One exceptional model for creating a more diverse workforce has been the University of Michigan in Ann Arbor. In 1983, it implemented a Librarian in Residence Program by hiring three residents, and more continue to be hired every other year. In both 1989 and in 1995 the University of Michigan had a total of five residents during each rotation. In 1989, an internship program was designed to increase the diversity pool of clerical and paraprofessional positions in the libraries. Currently, the University Library has one diversity librarian who is responsible for multicultural and diversity issues and collections, in addition to its Library Diversity Committee which consists of 12 members.<sup>3</sup>

Similar positions at other institutions have used residency opportunities to recruit candidates, not only in a residency capacity, but also with the possibility of hiring them on a permanent basis. In a recent article in *College & Research Libraries*, over 62% of institutions with residency programs surveyed<sup>4</sup> indicated that placement in the host institution was an important factor – a true sign of creating a more diverse workforce at specific institutions.

Why, though? Why would other institutions be willing to do this? Perhaps it is because both ALA and ARL have realized what so many other higher educational institutions have discovered: diversity makes a difference. From diversity we bring to the table the cultivation of expanding our social boundaries, creative thinking and insight, and a well-rounded representation that seeks to mirror the student body. It is the accepting of others who are different from the norm of our society. It is the comprehension of other cultures that are slowly becoming reflective of the communities we serve. Finally, in this case, it is the contribution an individual can give back to Notre Dame.

<sup>1</sup>Read the report from ALA's Office for Research and Statistics at: <http://www.ala.org/alaorg/ors/racethnc.html>

<sup>2</sup>ARL's Diversity program is located at: <http://www.arl.org/diversity/>

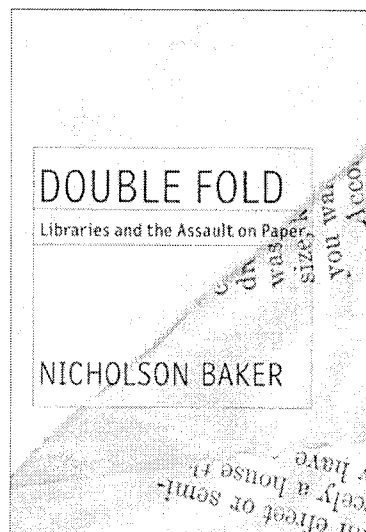
<sup>3</sup>For more on the University of Michigan Library's initiatives, go to: <http://www.lib.umich.edu/staff/committees/diverse/>, <http://www.lib.umich.edu/services/residents/index.html>, <http://www.lib.umich.edu/staff/humres/lmtip.htm>.

<sup>4</sup>Julie Brewer and Mark D. Winston, "Program Evaluation for Internship/Residency Programs in Academic and Research Libraries," *College & Research Libraries* 62, no. 4 (July 2001): 307-15.

## Nicholson Baker's *Double Fold: A Response*

by Liz Dube

In his recent book, *Double Fold: Libraries and the Assault on Paper* (New York: Random House, 2001), Nicholson Baker\* decries the past, and sometimes present, practice by research libraries of discarding original print materials once they have been microfilmed. The borrowed term "double fold" refers to a qualitative test, which Baker argues against, that is sometimes used to assess the relative strength of brittle paper and help inform preservation decisions. The author admits that his book "isn't an impartial piece of reporting." Despite his inability to sift through outmoded practices and his naivete about the broader context of research library goals and limitations, Baker has succeeded in raising substantive preservation issues and in elevating public discourse about the importance of preserving our print culture. He creates a colorful and lively argument that forces librarians to rethink, rearticulate, and, in some cases, readjust their widely held assumptions and practices. Baker portrays research libraries as systematically microfilming and destroying original newspapers simply in order to save space. He identifies specific runs of newspapers which were inadequately filmed (poor focus, loss of color images, etc.) prior to the implementation of preservation microfilming standards and for which, sadly, no original print copies remain. Given that research library microfilming efforts have dramatically matured with the development of a modern preservation approach to microfilming, Baker's cautionary tale may speak more appropriately to today's new digital information terrain, where we continue to navigate difficult questions about the preservation of print copies, the sustainability of digital files, and the acceptability of the digital copy as a surrogate for the original.



### ***Library Preservation at Notre Dame***

The Preservation Department of the University Libraries of Notre Dame was established in 1989 and now employs a wide range of preservation strategies, including: environmental monitoring and control of collection storage areas, conservation treatment and stabilization of rare and special collections, collections maintenance repair of the circulating collections, commercial library binding, alkalization of significant acidic materials, and replacement or reformatting of brittle and damaged materials. Preservation strategies are selected based on a range of considerations, such as: value (both monetary value as well as an item's relationship to Notre Dame's academic programs and interests), the physical nature of an item, its condition, and its current and projected patterns of use. Since we cannot actively conserve everything, resources for preservation treatment are targeted towards materials that are important and at-risk. The three main groups of materials targeted for preservation action at the University Libraries are: 1) physically damaged materials that are returned from use/circulation, 2) items new to the collection that require binding or special treatment prior to shelving and use, and 3) premier and/or special collections. For more information on the preservation activities of the University Libraries, please visit: <http://www.nd.edu/~presunit>.

### ***The Continuing Role of Preservation Microfilming***

The University Libraries Preservation Department does not seek out titles to replace with microform in order to save space. A fundamental tenet of our preservation operation is that "less is more," generally favoring the repair or strengthening of an item in its original format over full rebinding, replacement or reformatting. Reformatting is reserved primarily for items that are damaged and too brittle to withstand the repair process. These highly fragile items are at risk of losing informational content when they are submitted to "normal use" (i.e., tossed into a student's backpack). Since they cannot be repaired, and often cannot be replaced, reformatting is sometimes necessary to preserve the explicit intellectual content of items. We avoid the use of microforms for high use items, since we understand that our users often perceive microforms as intimidating and cumbersome. Furthermore, materials with color plates, fold-outs, or other elements that do not microfilm well are preserved in an alternate manner. For such items, we obtain a commercial reprint or generate a preservation facsimile, a high quality bound photocopy on permanent paper. Librarians with subject expertise are consulted on an item-by-item basis to determine the most effective preservation strategy for brittle materials. In general, we do not disbind volumes for microfilming, and we often attempt to retain the original item in the collection until it can no longer be used. For items holding value or projected value as an artifact, we house the volume in a protective enclosure to help prolong its useful life.

The University Libraries take national responsibility for collecting, collating, and providing for the preservation microfilming of several local and/or Catholic newspapers and serial titles, including: *The Observer*, *The Dome*, *El Visitante*, *Today's Catholic* and *Catholic Exponent*. In some cases we do subscribe, film and discard. The University Archives has taken the responsibility for preserving the originals of a number of these titles. We are carefully reviewing our policy to retain or discard microfilmed newspapers and are opting to preserve original print copies of all titles not retained by the University Archives at this time. The decision to retain or discard is influenced by a variety of factors, including whether the item is retained elsewhere, the projected usage patterns, the relative artifactual importance of original format, and the successfulness of the microfilm in truthfully representing the original.

Today's preservation microfilming activity is performed as part of a collaborative national preservation effort, in accordance with standards defined by the Research Libraries Group, to preserve materials and to make them accessible to scholars and institutions worldwide. The University Libraries benefit from the microfilming projects of other libraries, as they give us access to many valuable resources that would otherwise be unavailable to us. Our microfilming vendor, Preservation Resources, is one of the top two filers in the country. For every title microfilmed, three generations of film are produced. The master negative is preserved in perpetuity in an off-site, environmentally controlled underground storage vault. A second-generation print master copy is used to create usage copies for us as well as for other institutions that may wish to purchase copies. Only the highest quality materials are utilized, including an inert polyester film base. We do not employ the acetate film stock that horrifies Baker as it is indeed unstable, off-gassing acetic acid and promoting its own chemical breakdown. Great efforts are made to obtain as complete a copy as possible prior to filming, utilizing interlibrary loan to obtain missing pages if necessary. Filming is done "cover-to-cover," and no content is deleted, including advertisements. Films are thoroughly inspected by a staff member for preservation quality and completeness. When films do not meet the highest standards, the material is returned for re-filming.

### ***Mass Deacidification Joins the Preservation Toolbox***

In a sidebar critique centered on the Library of Congress, Baker identifies a number of problematic effects that the use of the volatile chemical diethyl zinc had on early attempts to develop a process for the deacidification of collections of books and paper en masse. The *Bookkeeper* process, a new scaled-down, safer mass deacidification process utilizing magnesium oxide, has been widely tested over the last decade and has been shown to effectively alkalize the vast majority of paper stocks. The University Libraries have begun to

utilize this process selectively, targeting premier collections printed on highly acidic paper that has not yet become brittle. This practice allows us to significantly extend the useful life of collections that hold value as physical artifacts, preempting the necessity to reformat these items in the near future. Two collections currently being targeted for this process are our Latin American literature and Irish Studies collections, both premier collecting areas whose books are typically printed on highly acidic paper otherwise destined to become quickly embrittled. Given the enormity of the scope of acidic and brittle collections, cooperative solutions are necessary. The Libraries have recently entered into a cooperative agreement with the Northeast Research Libraries Consortium and Preservation Technologies, our *Bookkeeper* vendor, which enables us to protect larger quantities of important acidic materials that are at risk of becoming brittle.

*Double Fold* serves as a timely reminder of the importance that printed research collections continue to hold for scholarship. Despite its limitations, Baker's argument has stimulated reviews and discussions within and beyond the library profession regarding the importance of our print culture and the need for care and collaboration in the selection of preservation strategies. For this preservation librarian, it is the expanse and complexity of our national and local preservation challenges that make *Double Fold* an interesting, if at times frustrating, work. Let us hope that *Double Fold* will continue to forge greater dialogue and support for the preservation of our important library collections.

\*About the author of *Double Fold*: Born in 1957, Nicholson Baker has published five novels (*The Mezzanine*, *Room Temperature*, *Vox*, *The Fermata* and *The Everlasting Story of Nory*) and two works of non-fiction (*U and I* and *The Size of Thoughts*). His work has appeared in literary journals and compilations, including *The New Yorker*, *The New York Review of Books* and *Best American Short Stories*. He lives in Maine with his wife and two children.

## Webb Honored with 2001 Presidential Award

Architecture Library supervisor Deborah Webb was presented with a 2001 Presidential Award at this year's Staff Appreciation Luncheon held at the Joyce Athletic and Convention Center on August 20. Some of her accomplishments over the past five years include:

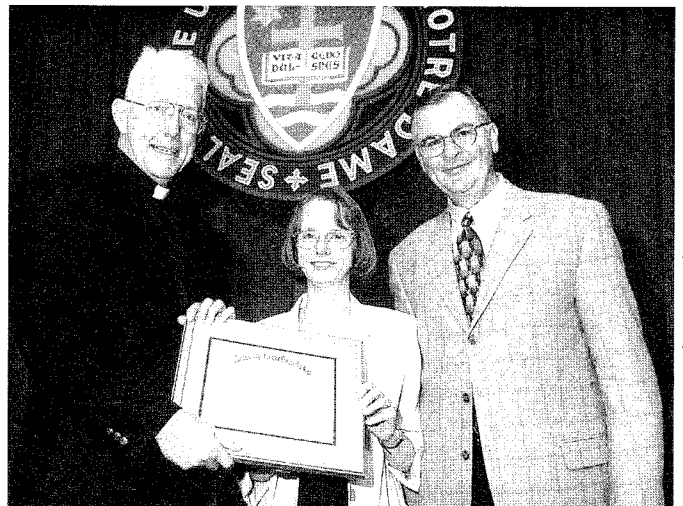
- helping to plan the successful 1996 move of the Architecture Library collection to a temporary location in Hesburgh Library

- leading, in the absence of the architecture librarian, the 1997 move of the architecture collection into the newly remodeled library in Bond Hall while still maintaining regular operations, hiring and training new staff and orienting patrons to the new location
- installing and documenting the new rare book collection in the Architecture Library Rare Book Room
- developing and implementing a disaster and preservation plan for the Architecture Library in conjunction with the Libraries' Preservation Department
- creating, with the assistance of Educational Technology, a slide reserve web page for each lecture in the architecture history class, thus greatly enhancing remote access to course-related images
- serving on the Circulation Working Group and chairing the Aleph Note Field Working Group, a task demanding both technical and communication skills
- developing and now regularly coordinating the "Careers in Architecture" library orientation for high school students participating in a two-week study program at Notre Dame.

The citation for her award reads, in part:

*Since 1987 this person has quietly excelled in her duties to three very different library departments-- Cataloging, the Chemistry/Physics Library, and the Architecture Library, of which she is now supervisor. Unfailingly courteous, thoughtful and thorough, forever in search of a better way to deploy new technologies in service to library patrons, she consistently exceeds the expectations of the many people she serves.*

*We honor: Deborah M. Webb*



*Deborah Webb with Father Malloy, President, and Nathan Hatch, Provost*

## Payne Receives 2001 Foik Award

**L**ucy Salsbury Payne, research librarian in the Kresge Law Library, was named the 2001 recipient of the Rev. Paul J. Foik, C.S.C., Award at the President's Dinner on May 22. The award is given annually in recognition of significant contributions by a library faculty member to library service, to the Notre Dame community or to the library profession through personal scholarship or involvement in professional associations. The citation reads:

*The recipient of the Rev. Paul J. Foik Award is noted for her broad, balanced, and strong array of achievements that manifest an unwavering commitment to the spirit of Notre Dame and to the spirit of its Law School. She has been a dedicated and effective teacher of courses in Legal Research and Advanced Legal Research. Her publications have appeared in Notre Dame Law Review, Notre Dame Lawyer, and other professional journals. She has organized several exhibits at the Law School and has given numerous invited lectures to local and regional groups. And she has performed outstanding service both on committees within the Law School and through professional activities outside the University. During an era of change, her colleagues at the Law School rely on her to maintain the core of their value system, advance the pursuit of their shared professional goals, and remind them of what they aspire to be.*  
**Lucy Salsbury Payne**



*Lucy Salsbury Payne and Father Malloy*

Notre Dame Photographic

## Jacobs Honored with Grenville Clark Award

**R**oger Jacobs, director of the Kresge Law Library and associate dean and professor of law in the Notre Dame Law School, was presented with this year's Grenville Clark Award at the President's Dinner on May 22. The award honors members of the University community whose voluntary activities and public service have advanced the cause of peace and human rights.



*Father Malloy Congratulating Roger Jacobs*

Notre Dame Photographic

The citation reads:

*This year's Grenville Clark award winner humbly and quietly serves the poor in our local community, bearing witness to the truth that "They will know we are Christians by our love." For more than a decade, this faculty member, librarian, and administrator has served as the President of the St. Vincent DePaul Society in his parish, leading the group's efforts to distribute food, clothing, and other necessities of life. Under his leadership, the Society's activities offer support to nearly 250 families within the borders of the St. Joseph Parish each year. We are especially honored to recognize **Roger F. Jacobs.***

## Libraries Welcome Eric Morgan

On September 4, 2001, Eric Morgan joined the Libraries' faculty as head of the newly formed Digital Access and Information Architecture Department. Morgan comes to Notre Dame from North Carolina State University where he served as network technologies development librarian for the last 10 years. He created one of the first library-based web servers in North America in 1993 and was the primary developer of MyLibrary@NCState and the Alex Catalogue of Electronic Texts. Morgan holds a bachelor of arts degree in philosophy from Bethany College, Bethany, West Virginia, and a master's degree in information science from the College of Information Studies, Drexel University, Philadelphia.



Notre Dame Photographic

*Eric Morgan*

## Neary Appointed Data Librarian

On October 1, 2001, Sharon Neary became the University Libraries' first data librarian. Neary has worked at the University of Calgary since 1982, first as a subject specialist in engineering, sociology, anthropology, archeology and computer science. In 1992 she became data librarian and in that capacity spearheaded MADGIC, the Maps, Academic Data, Geographic Information Centre, one of Canada's premier data resources. A specialist in the use of geospatial data and the mapping of demographic to geographic data, she will be working closely with Notre Dame's Laboratory for Social Research to coordinate data collection management, access and education. Neary holds a bachelor's degree in Russian language and literature from the University of Victoria and a master's in library science from the University of British Columbia.

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**Access: news from the University Libraries of Notre Dame** (ISSN 0743-2151) is published semi-annually and is distributed to the University community. It is available by subscription upon written request.

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