



Access

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Bessler Assumes New Role in Organizational Development

by Marsha Stevenson

Joanne Bessler, formerly associate director for user services, has changed positions within the University Libraries. In January 2002 Jo became the organizational development librarian and she now works a half-time schedule, much to the envy of her colleagues.

Jo came to Notre Dame in 1984 from the University of Wyoming, where she had served in a number of positions: head of reference, coordinator of public services, and finally associate director for public services. Prior to that Jo was a boilermaker, supervising reference at Purdue University between 1972 and 1978. Her undergraduate work was completed at the University of Cincinnati, and she received her master of arts in library science from the University of Kentucky.

Active professionally, Jo has participated in numerous committees within the American Library Association and the Indiana Library Federation, often taking leadership roles such as chairing program planning committees. She also has been a sought-after speaker, delivering over a dozen external lectures during her time at Notre Dame. One of her publications, "Do Library Patrons Know What's Good for Them?", sparked lively discourse within the profession and led to an invitation to participate in a debate on this topic held at a professional workshop in Montreal in 1991.

Although leadership of the User Services Division is a substantial responsibility in and of itself, Jo has contributed to the Libraries in many other ways, including sponsoring the Training and Development Committee, the Renovation Task Force, the Performance Recognition Committee and numerous other groups. Her negotiating abilities have made possible the establishment of a popular new service by which library books and articles are delivered directly to faculty members in the College of Arts and Letters.

In recent years Jo's interests have been focused on staff development and alternative reward packages for employees. Her expertise in this area has earned her invitations to speak at the conferences of groups such as the International Personnel Management Association. She initiated an innovative "Development Dollars" experimental program within the University Libraries which was designed to heighten awareness of the need for continual training and growth for all employees. Jo has set
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Diversity Committee Adds New Program

by Laura Bayard

As reported in *Access* last fall and spring, the University Libraries and the Law Library at Notre Dame established a Librarian-in-Residence Program as part of a collaborative diversity effort. This program is designed to offer recent library school graduates the opportunity to experience various aspects of academic librarianship. In a new outreach initiative, the Summer Program, the primary objective will be to provide academic library summer work opportunities for four culturally and/or ethnically diverse high school students who have completed their junior year at one of South Bend's public high schools, Trinity School at Greenlawn or St. Joseph's High School, who are likely to attend college and who can potentially bring diversity to the library profession in the future. Recruiting for the Summer Program will commence this spring.

It is anticipated that exposure to academic libraries as student assistants and the resulting mentoring relationships could translate into career choices in academic librarianship in the future. In this first year of the summer program, the four students will work in one or several of the following departments and units: Reference, Catalog and Database Maintenance, Desktop Computing and Network Services, Government Documents Technical Services and the Law Library.

The Libraries' Diversity Committee (Andy Boze, Dwight King, G. Margaret
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a good example in this area by attending a number of workshops and symposia, many of which were sponsored by the Association of Research Libraries.

At Notre Dame Jo has collaborated with the Office of Human Resources in a number of areas, including serving on its Training Advisory Council from 1997-1999 and on the Human Resources Planning Group since 2000. In her new role as organizational development librarian Jo will be able to engage her full attention on these and related endeavors.

Before pursuing her master of arts in library science Jo studied history and literature as an undergraduate at the University of Cincinnati. She is now returning to those early interests and is currently enrolled in a poetry class. The Libraries will look forward to acquiring her first publication in this form, unless of course it pokes fun at her colleagues who are still obliged to work full-time!



Joanne Bessler

Notre Dame Photographic

Internet Filtering

by J. Douglas Archer

In the waning days of the Clinton administration, Congress passed and the President signed into law the Children's Internet Protection Act (CIPA). This law and its companion legislation require (among other things) that all school and public libraries adopt acceptable use policies for the Internet and install and maintain technology protection agents on all of their computers (including staff computers) at all times to protect children from graphic, sexually explicit images – if they wish to receive certain federal funds. Initially, this may sound like a perfectly reasonable approach to safeguarding children while they use the Internet.

In addition, it may seem as if this law and the issues it raises are far removed from academic life at Notre Dame. We are a private Catholic university with an academic research library. The law does not apply to academic libraries. Other than the fact that many if not most faculty and staff are local citizens with public library cards, what are the reasons we should be concerned about the effects of this law, and why is the American Library Association challenging its constitutionality in federal court?

Technically, the law does not regulate access to the Internet, it only regulates access for those school and public libraries which choose to accept federal funds. However, when one realizes that, if held to be constitutional, there is nothing in theory to prevent Congress from attaching similar qualifications to federal funding legislation affecting academic libraries – especially in the current environment of heightened concern for security – perhaps a better understanding of the implications of the law and the nature of “technology protection agents” is in order.

In the language of CIPA “technology protection agents,” better known as filters, are software programs designed to eliminate objectionable materials before a computer user ever sees them. Early in the debates over the application of filters to public library computers some software producers claimed that they were actually reviewing and deselecting (blocking) specific Internet sites which they deemed offensive. Though some companies still supplement or enhance their products by human review, few if any companies rely on it as their primary means of filtering. The web is too large (over a billion pages) and changes too rapidly (several thousand new or altered pages every day) for any organization, private or public, to manually review even a small portion of the web on a regular basis. Any company which does

claim to rely on human review is probably being dishonest or is out of touch with the reality of the net.

The alternative to direct human review is automated review. There are essentially two forms. The first, which was advertized only briefly, attempted to identify sexually explicit images by analyzing the presence of "skin tones," i.e., the percentage of pixels in a given image which matched certain colors. This method was dropped fairly quickly. To be effective such a technique would first obviously have to encompass an extremely wide range of colors. (Crayola dropped its infamous one-size-fits-all "flesh" colored crayon many years ago.) Then it would have to analyze accurately the images themselves to determine the nature of the image. For instance, an image of dunes or a beach (from white to black and every shade of sand in between) might qualify as 100% "flesh" colored.

The second and almost universally applied technique is automated textual analysis. The filter examines strings of alphanumeric characters in the texts of web documents to determine whether a site meets the company's criteria for offensiveness. The text may be the actual text the public sees when reading a page on a screen or it may be text hidden from view but added to a document's source code to enhance searching retrieval (metatags) or it may be the text in a URL or email address.

To give an idea of how curious -- and therefore suspect -- the results of this process may be, here are three award winners from the Digital Freedom Network's latest annual contest to illustrate filtering silliness. (See <http://dfn.org/focus/censor/contest.htm> for further details.) A high school student won top prize. He was extremely frustrated that he could not access his high school's website from his high school's computers. The reason? The presence of "high" on its web pages, obviously a drug reference. Hillary Anne was unable to register her name as an email address because "hillaryanne" contains "aryan." Lastly, a local law firm found that it could not conduct legal analysis because, well, you can figure it out.

In addition to these textual absurdities a new and particularly insidious practice is creeping into the filtering process. When a company's software program finds and reports that it is blocking a specified percentage of sites from a given server, all sites on that server may be blocked (either automatically or after human review). Many local business and small not-for-profits have found themselves affected by this technique.

For instance, let's say a law firm, a baker, a florist, an artist, a soccer league and an erotic photographer or pornographer (depending on your tastes and definition) all buy space on a local internet service provider's server. Besides the fact that the lawyers may actually want to do legal "analysis" and the soccer league may have a list of "boys 12 and under" (obviously a site for pedophiles), the fact that the erotica/pornography site is getting frequent hits may cause everyone on the server to be blocked.

CIPA is concerned with the graphic display of sexually explicit images to children, yet automated filters can only identify text. In addition, as demonstrated, most filters are far more broadly defined -- eliminating many categories of potentially offensive material from sex to violence to hate to the politically or socially suspect. And most filtering providers do not and will not publish the details of their blocking methodologies. They legitimately fear sharing this information with their competitors (think of Coke publicizing its secret formula) yet this leaves both libraries and the public in the dark. They can and do eliminate constitutionally protected materials in which adults might be interested. (For adults "constitutionally protected" includes just about everything which has not been determined to be obscene or child pornography by judicial review.)

While laudable in its intent to protect our children, the legislation produced by Congress cannot help but fail in its stated task but succeed in restricting adult access to the resources of the Internet to the level of that appropriate for a child. There are other, more effective means of protecting our children. Privacy screens applied to monitors; parental permissions and/or supervision; vigorous enforcement of existing harmful-to-minors, child pornography and obscenity statutes; the adoption of clear acceptable use policies and their application; the physical placement of computers; and the use of filtering software on a portion of library computers are all being used by local libraries to enhance our children's safety while affirming First Amendment principles.

Should we as faculty of a private academic institution of higher education be concerned about CIPA? For the protection of all researchers in all libraries including the University Libraries of Notre Dame, I, for one, earnestly hope that the American Library Association's challenge succeeds.

Diversity *continued from page 1*

Porter and Laura Bayard, chair) has applied for a Cultural Diversity Grant from LAMA (the Library Administration and Management Association, a division of the American Library Association). If received, the grant would provide funds to support the summer program in: the design and implementation of a data-gathering system in order to follow the progress of program participants; creation of a website to spotlight the program and its participants, and to provide a means of data collection from participants over several years; marketing and recruiting for summer 2003; and sponsorship of events providing informal mentoring and celebratory opportunities.

For further information on the Summer Program, please contact Laura Bayard at 574-631-8570 or via email at bayard.1@nd.edu.

Mathematics Library Moves to Hayes-Healy

by Karen Lanser

The Mathematics Department, along with the Mathematics Library, had been outgrowing their location in the Computing Center/Mathematics Building (CCMB) for several years. Aware of this situation, the University officers decided in 1998 to relocate the Department of Mathematics and the Mathematics Library to the Hayes-Healy Center/Hurley Building. The Department generously allocated the entire lower level of the Hayes-Healy Center to the Library, with the exception of an area for a graduate student computer cluster. The renovation began in 1999 and was completed in March 2001. During this time, walls were moved, an elevator was installed, and the buildings were refurbished inside and out. Many decisions had to be made for the library: the location and size of the circulation desk and the study rooms; the possibility and practicality of installing window wells; the location of the graduate student computer cluster; the installation of a security system; and the style of the furniture. However, the physical renovation was not the only concern of the mathematics librarian, Parker Ladwig, and the library supervisor, Karen Lanser. They had the task of filling the new space with the maximum amount of shelving to accommodate the current collection and allow for future growth, and arranging for the move of approximately 50,000 volumes across campus. They quickly discovered that moving a library is a very challenging project.

The first step in preparation for the move was to decide exactly what should be moved. In addition to the material at the library in the CCMB, mathematics material was housed in the Hesburgh tower and also stored off-site. Ladwig consulted with the Mathematics Department Library Committee and spent hours in the tower with its members evaluating individual items for possible transfer to the new facility. The material in storage is in boxes which are not organized according to discipline or call number. Ladwig had to study the map of the area to determine which boxes could be reached for removal, and again had to consult with the departmental committee to decide if the material that was accessible at this time should be added to the collection. The final decision was not to retrieve the material from storage for the move.

Once it was decided in general what to move, the next step was to determine how much would be moved. Journals, indexes and the special collections were measured through 1998, and annual growth rates were estimated by the size of the 1998 volume(s) or acquisitions. Monographs were measured by call number ranges and growth rates were estimated by historical acquisitions. All measurements were taken twice. Detailed spreadsheets were created which indicated the placement of the material on the shelves. This was the blueprint the professional book movers used to remove

and then shelve the books in the Hayes-Healy Center library.

The next step involved procuring the shelving units. The Engineering Library had recently installed some compact shelving, and 22 double-faced sections were available for use. The interior project manager, Kathy Kinney, arranged to have those painted and delivered to Hayes-Healy. It was also decided to use some of the shelving from the CCMB. The remaining shelving was ordered through a vendor, File Control Systems of Indianapolis. Ladwig measured and used various size ranges to ensure that all available space for shelves was used. The shelving from the Engineering Library and the new shelving were installed at the new library. Since there were items on the shelves in the CCMB, those shelves would be installed as part of the move.

Once it was determined which materials would be placed on which shelves, the next step was to hire a book moving company to transport the items. A Request for Proposal was sent to five companies that specialize in moving books. Four of those companies sent representatives to a pre-bid visit in February 2001. All four companies submitted bids. After reviewing the proposals, references were contacted for two of the companies. The final selection of Hallett and Sons Expert Movers, Inc. of Summit, Illinois, was made primarily because they were the only company that would use the type of transporters that were approved by the University Libraries' Preservation Department. Representatives from the company met with Ladwig and Lanser in April. They demonstrated their method for measuring the number of inches of material in a shelving range. Ladwig and Lanser used this method to measure all of the material that would be moving to the Hayes-Healy Center library and made the necessary revisions to the spreadsheets created for the move.

It was decided that the department and the library would move in the same time frame. The date of the move was set in hope of causing the least amount of inconvenience to the students, faculty and all library patrons. The library move began on Friday, May 11, the last day of final examinations and had to be completed by Thursday, May 17, the beginning of graduation activities and traffic. The first step was for the representatives of Hallett Movers to tag all of the shelving, indicating which books would go on each shelf. At 5:00 p.m. on May 11, the move began. Twelve Notre Dame students were hired by the company. Under the direction of company supervisors, one crew worked at the CCMB and the other at the Hayes-Healy Center. Since there is only one elevator in each building, timing was critical.

The first items to be moved were those on shelves that would also be moved. Initially the move progressed very rapidly, but there was a slight delay when the installation of the old shelving became a little more complicated than anyone had anticipated. The crews worked through the weekend, and the move was completed on Tuesday, May 15. The company representatives, who had never before been given such

detailed information for a move, were very grateful for the detail and accuracy of the spreadsheets. Vice president of Hallett Movers, William L. Hallet, who was involved in the entire process, indicated in a letter that “having all the information available in the pre-move conference saved Notre Dame not only dollars, but time to complete the move” and that “because of everyone’s deep commitments, we were able to finish the move two days early.”

Once the move was completed and the security system installed, attention was turned to inserting security strips in all of the books and journals that were part of the collection prior to 1996 when security stripping began at the bindery and in cataloging. The Library Systems Department provided a shelf list of all items in the Mathematics Library’s collection. Student assistants worked over the summer to put the security strips in the items and check the shelf list at the same time. Because of the hard work of the student assistants, this enormous project was completed just before fall semester 2001 began.

The new Mathematics Library is an extremely attractive and functional area. The two window wells, complete with soft seating and lighting, are very popular spots for patrons to enjoy natural sunlight while reading. There are five study rooms that are ideally suited for group study. During final examinations in December, the study rooms were in constant use. Also, the carrels and tables throughout the library provide quiet, private areas for study. The circulation area and workroom provide ample space for performing all tasks without disturbing the patrons. The general contractors, Ziolkowski Construction, Inc., of South Bend, Indiana, recently took photographs of the library to submit for an award, the company representative who took the photographs indicating that the company considered the Mathematics Library an award winning project. Those who research, study and work there certainly agree.

A dedication and accompanying open house for the new Mathematics Library is scheduled to take place during the spring 2002 semester.

ALEPH Changes

by J. Douglas Archer

Just before the beginning of the fall semester, the University Libraries introduced a new look for the Libraries’ web catalog. Then during the Christmas vacation a new version of the underlying software was installed. In neither case were the changes to the web catalog particularly startling.

The old three frames format became two frames, allowing more information to appear on any given screen; the ability to “jump” around in a large set of records became available from the brief table view of records; and call numbers were added to the “basket.” All in all, to the average user this probably appeared to be a relatively minor upgrade. Behind the scenes things were a bit more dramatic.

Without getting into the technical details, the installation of this latest version enabled us to begin the vigorous pursuit of three of our highest priorities: providing you with information about your own library records (for example, the ability to examine the status of your own circulation records without consulting people at the circulation desk); the option of self-checkout, of installing a kiosk from which you could charge out books on your own anytime the Libraries were open (think ATMs); and the possibility of providing links to and from other library catalogs from within our own catalog, for example, to Notre Dame’s Kresge Law Library catalog. While these features will not appear in the immediate future, several major barriers to exploiting their promise have been removed.

Of course, almost every time anyone moves to a new version of a software program (e.g., Windows or Eudora) something unexpected happens, and new, previously unexperienced and unexpected problems occur. We have had our share and are busily cleaning them up. If you happen to come across something which does not work as you expect it to, please notify us using the “Feedback” form located in the top frame of the catalog or send an email to archer.1@nd.edu or call Doug Archer, chair of the Libraries’ Screen Design Committee at 631-6656.

Moving to the latest version of the ALEPH software put us in sync with all of the other libraries in the United States and elsewhere who have migrated to ALEPH. Our pool of colleagues to whom we can turn for insight and assistance has, therefore, grown significantly as has the number of major research libraries which you will soon be able to access with confident familiarity. If you are interested in more details about this international user community, you may wish to visit the Ex Libris web site at: <http://www.aleph.co.il/customers.asp>.

These changes in the Libraries’ catalog are merely the latest chapter in the long history of the application of technological innovations to library collections and services. For thousands of years, until the invention of the printing press, libraries kept handwritten lists of their holdings – as inscriptions on walls, incised clay tablets, parchment scrolls and eventually bound codices. As the arrival of the printing press allowed for a revolution in the availability of texts, it also made possible the development of a printed catalog of library holdings, the book catalog.

Every so often a new printing of the book catalog for a particular library would be issued with appendices indicating later acquisitions. Eventually, when enough new material had been collected, an entirely new edition

would be produced listing all of the library's materials as of that date.

The appearance of the book catalog allowed people to consult a library's catalog from a remote location – if they or a library to which they had access had acquired a copy. Such catalogs had the disadvantage of being out of date shortly after printing. However, given the relatively low number of titles being published in the 17th and 18th centuries, this shortcoming could generally be ignored.

Then in the early 1800s a simple but revolutionary invention enabled libraries to maintain up-to-date records of their collections, the card catalog (actually, slips of paper preceded cards). Every time a new item was added, a set of cards describing it was prepared (first hand written, then typed, then centrally printed, then computer generated) and filed. This catalog could be kept up to date but at a price. It was less than portable. However, the explosion of publishing in the early 19th century with the advent of rotary presses made the production of new editions of printed catalogs prohibitively expensive anyway.

The card catalog, being a new technology, took until the latter decades of the 19th century before achieving nearly universal acceptance in the United States. It reigned supreme as the access method of choice for libraries and scholars from the late 19th to the late 20th century.

The 1960s saw the introduction of computer technology to libraries in the form of mainframes and terminals to record and generate the traditional card for later filing in the familiar wooden cabinets. By the 1970s libraries began dispensing with cards altogether and just using the computer as catalog – with records stored in the mainframe and made accessible through terminals.

Notre Dame made the transition to a computerized catalog in 1985 with the arrival of NOTIS (a mainframe and terminal system) and shortly thereafter stopped filing cards in the old card catalog. The card catalog was frozen; no cards were added, no records were updated. Therefore, when it was moved to storage this fall, the catalog contained no records for anything acquired by the University Libraries during the last 16 years. Records for all of the items documented on the cards (with a very, very few exceptions which are still undergoing conversion) are available in the web catalog.

In January 1999 the University Libraries migrated to a new system, ALEPH 500, both from a desire to provide the enhanced capabilities of a client/server, web-based system and from necessity. The handwriting was on the wall; NOTIS and the Notre Dame mainframe were going to disappear in the near future. During the fourteen years we had NOTIS, we installed three upgrades. During the three years that we have had ALEPH we have also installed three upgrades.

The means of keeping track of library collections has changed from time to time with changing technology and the pace of that change has accelerated. In other words, library technology is no different from technology

in general. Foot to horse to chariot to railroads to cars to planes. Writing to paper to radio to television to the Internet. As much as we all yearn for greater stability, change is reality. Our challenge in the Libraries is to make these inevitable changes as painless and as constructive as possible.

The fact that the catalog will be changing frequently is not only a problem but an opportunity. We and our vendor are constantly seeking to improve our system. Please feel free to contact any member of the Libraries' faculty or staff with suggestions and, in particular, to use the "Feedback" link from the top page of the catalog at:

<http://www.nd.edu/~ndlibs/services/feedback/>

Or you may contact the chair of the Libraries' Screen Design Committee, Doug Archer, at archer.1@nd.edu or 574-631-6656.

Virtually Helpful: The Virtual Reference Desk

by Linda Sharp

Nestled among the gems of information on the University Libraries' homepage is the virtual reference desk. The VRD is a quick link to contact points in the Hesburgh Library and branches, as well as to high-quality resources on the internet. The virtual reference desk is intended to be a straightforward path to both human and internet "ready reference" sources of information.

The Virtual Reference Desk is easy to find. The link is prominently located on the main library homepage. Click once on the Virtual Reference Desk link and you are presented with a screen listing telephone numbers for the Hesburgh Library reference desk and the branch libraries. If you have a need that would be best served by talking to a librarian, this list is a handy resource. If you have a reference question that can be as easily answered through email and you don't need an answer immediately, a link to the "Ask a Librarian" form is also provided.

The main feature of the VRD is the list of categorized links to web resources. For the most part, these links connect to items that are freely accessible on the web and have been evaluated and tested by a committee of librarians. The librarians look for sites that are authoritative, accurate, stable, useful and easy to navigate. Special attention is paid to sites that provide quick information on topics known to be of interest to our users. An "In the Spotlight" feature has also been added for internet sources dealing with topics of immediate interest. Though these sites will eventually rotate out of the spotlight, our intention is to archive them so they will not be lost.

How does the Virtual Reference Desk differ from the Electronic Resources Gateway? The most significant difference is that most of the resources found on the Electronic Resources Gateway are not freely available on the web. The Gateway contains many databases, electronic texts, online journals and indexes that are subscription-based and licensed to us from various vendors such as Lexis-Nexis, Science Direct or Silver Platter. These costly online resources contain proprietary material that can be expected to be more scholarly, deeper in coverage (have more years available than most free internet resources) and more predictable in their access. Though the Gateway does contain some free internet sources that have been judged by subject specialists to be exemplary and worthy of inclusion, they are relatively few in number.

On the other hand, the Virtual Reference Desk contains a limited number of sources also found on the Electronic Resources Gateway. The Gateway materials have been included when they exactly fit a category covered by the VRD and when they are such a standard source on a topic that omission would not make sense. In both cases, icons next to the resource name let a user know if a source is Notre Dame access only (subscription database) or free web material. The Virtual Reference Desk is meant to complement the Electronic Resources Gateway by providing more free general interest internet sites than would be appropriate on the Gateway.

The best way to familiarize yourself with the Virtual Reference Desk is to just start exploring. You may be surprised at what lurks under an innocuous sounding category name. Under News and Current Events there are links to international news outlets as well as a site for alternative and independent news. There are sites to check for automotive "lemon laws" under Consumer Information. Do you use government statistics in your research? The Statistics section provides links to quick sources of government statistics of all kinds. The terrific online resource for reference works, bartleby.com, is found under Dictionaries & Encyclopedias. Investing a little time familiarizing yourself with the VRD could pay dividends if, at 2:00 a.m. one morning, you find you've misplaced the email address of a colleague at the University of Western Australia whom you need to contact (look under Colleges & Universities).

The Virtual Reference Desk might also be a good destination for your students. There is a "How do I...?" menu on the top of the page that links to documents on how to cite sources, find full-text articles, evaluate web resources and more. A button on the bottom of the page, "Faculty and Staff Virtual Library Services," goes directly to a page listing helpful online forms and maps. The "Library Subject Homepages" button is an easy way to connect to pages developed by subject librarians that can list library collection development policies, new acquisitions or selected internet resources in their areas.

In short, there is a lot of information to be found with the click of a mouse. You could find answers to questions you didn't even know you had!

Electronic Reserves Update

by Clara Taylor

Considered innovative just a few years ago, electronic reserves are now becoming commonplace across many university campuses. If an electronic reserves service is not currently available on any given campus, chances are good that a pilot project is in the works. Students and faculty desiring easy and convenient access to reserve materials provide the impetus for the development of this service.

Seeking to meet the needs of their students and faculty, and in keeping with their stated goal of providing desktop access to their resources whenever possible, the University Libraries of Notre Dame began offering digital access to reserve material in 1999. In the fall semester a pilot e-reserves project was conducted using a small sampling of courses. The mostly positive feedback from faculty and students participating in the project prompted the Libraries to open the service to any faculty requesting electronic reserves for their courses.

The library committee charged with assessing and selecting the means of providing electronic reserves chose WebCT as the platform for mounting reserve material. Although WebCT was designed to facilitate web-based classroom instruction for faculty, it was easily adapted to reserve use and was given library identity by loading library designed image files into the program. Since the application was already available to the Notre Dame community, some faculty were generating their own online course material and students were somewhat familiar with WebCT functionality. WebCT is fully supported and managed by the Office of Information Technologies (OIT). The server is maintained 24 hours a day, 7 days a week and its Help Desk is available to assist the Notre Dame community should it experience problems with the application. The Reserve Book Room staff who manage electronic reserves work closely with the OIT to provide expeditious turnaround time for course requests. This collaborative effort has allowed Reserve Book Room staff to concentrate on the day-to-day issues of course-driven workload management, while relying on the OIT for technical support.

Copyright considerations demand that course access to the reproduced material be restricted, and WebCT provides password protection at the student level. Student identifications are loaded into the course from registrar data and the WebCT courses are automatically updated nightly so only students officially enrolled in a given course may access the material. At the end of the semester, access privileges are removed from the course and courses that will not continue for the next term are removed from the Electronic Reserves WebCT listing.

Direct access to the Electronic Reserves main page is available at: <http://www.ereserves.nd.edu>. The first item in the course listings is a demo course which anyone may access using "demo" (lower case) as the WebCT user id and password. The "i" within a blue circle is a

welcome page that is active for every course and does not require a password. This page provides general information for the course and a link to a problem reporting form should the user experience problems while trying to log on – information which is relayed to the electronic reserves staff, who respond quickly to resolve the situation.

The Reserve Book Room maintains two electronic reserves workstations which serve as a central location for the University Libraries. Most reserve course materials are scanned and converted to Portable Document Format (pdf) before uploading into the WebCT course. The user can then view this material using a reader (e.g., Acrobat Reader). Faculty also send electronic files (e.g., syllabi, course notes, etc.) to the Reserve Book Room and this material is generally converted to Hypertext Markup Language (HTML) before being loaded into the WebCT course. The University Libraries subscribe to a growing number of electronic journals; whenever possible, and to save time, a link,

which points the user directly to the needed article, will be created within the WebCT course.

It has been two years since electronic reserves were implemented in the University Libraries. How has this service been received by students and faculty during its first two years of operation? The majority of students using electronic reserves has stated that they appreciate the service and would like to see it offered for all of their courses. Many faculty using electronic reserves enjoy its convenience of allowing them to put materials online without being involved in the technical details of the process. The figures below detail use of electronic reserves since the conclusion of the pilot project. An examination of the figures confirms that the majority of students to whom access was provided used the electronic material. Many of the courses had 100 percent of the enrolled students using the material while other courses varied in the percentages of students accessing the material.

Semester	No. of Courses	Students Using	Students Not Using	Total Hits	Total Readings
Spring 2000	30	657	327	7,589	250
Summer 2000	2	26	8	579	36
Fall 2000	38	2,171	706	22,814	772
Spring 2001	64	1,618	737	24,510	1,108
Summer 2001	9	102	56	4,643	200
Fall 2001	87	3,121	817	81,245	1,351

With very little advertising of the electronic reserves service on the part of the Reserve Book Room, steady growth in the number of courses posted online has been experienced. Students and faculty have been largely responsible for this increase. Students who have had electronic reserves available to them in previous courses encourage their non-using faculty to post their readings electronically. Many faculty who have used electronic reserves share this information with their colleagues, who, in turn, request electronic reserves for their courses.

Faculty in the College of Arts & Letters have been the most prolific users of electronic reserves, but faculty in other disciplines are also beginning to place their materials online.

A breakdown by discipline of the 87 courses online during the fall 2001 semester are as follows:

Arts & Letters	68 courses
College of Business	10 courses
College of Science	6 courses
University - ACE	1 course
Law	2 courses

The Reserve Book Room generally maintains reserve materials for 200 or more courses during an academic semester. Currently, approximately 40 percent of courses with materials on reserve are making use of electronic format. Although faculty are encouraged to use e-reserves, traditional paper reserves are still in use for many courses. While student traffic into the Reserve Book Room has been on the decline for a number of years, some students still prefer retrieving their course materials from the Reserve Book Room rather than using online retrieval. While it is labor-intensive to maintain both processes, a realistic objection to eliminating paper is the fact that electronic access does occasionally fail, usually at the most inopportune time. Maintaining at least one hard copy of a reserve reading provides reasonable access to course material during those down times. On the other hand, unlike electronic access, the Reserve Book Room is not open "24-7" so it's fair to state that paper copies are not available to the students at all times. Whether or not to maintain paper reserves in addition to electronic is an issue yet to be resolved by many universities, including Notre Dame. The recent Report of University Libraries Self-Study Review Committee, in making reference to the question of building a digital collection versus a print collection and its impact on

services, access and facilities, may serve as a guide to the electronic reserves service when stating that "...no library can easily answer the question other than to acknowledge that the future will not be paper or digital but will contain both storage mediums. Different disciplines, based on use and content, will adopt different mixes of print and digital information resources."

Four years ago the number of items checked out of the Reserve Book Room during an academic semester was in the range of 2,000-6,000 items monthly. Currently those figures range from 1,500 to 3,000 items monthly. Electronic reserves is only one area affecting this trend. E-books, e-journals, e-prints, electronic databases and a plethora of other electronic resources, both academic and commercial, are having an impact. New and changing technology will, no doubt, influence how we approach this service in the future. As more and more information becomes available to students in various electronic venues, electronic reserve services may experience the same decline as has been the case with paper reserves.

Faculty who are interested in placing reserve materials online should contact the Reserve Book Room at 631-7578 or 631-6824 and ask for Clara Taylor or Chris Daehne, both of whom can be available to demonstrate electronic reserves and answer questions by appointment.

Electronic reserves requests may be submitted via an online form available at:

<http://www.nd.edu/~reserves/forms/photo.html>,

by e-mail to reserves.1@nd.edu or by fax to the attention of the Reserve Book Room at 631-3403.

To help facilitate the e-reserves process, adequate lead time must be emphasized when requesting reserve services. Growing demand for electronic format necessitates a minimum of seven days' lead time. The workflow for processing electronic reserves is organized on a first come, first served basis, with due consideration given to date of need, an essential element for every requested reading. Readings are being loaded into courses daily and late requests are processed only as they can be eased into the workflow without jeopardizing requests that have been submitted within stated deadlines.

We also ask that you provide a complete citation for the source of the work when submitting an item for reserve. U.S. Copyright law applies to both paper and electronic reserves. While relying on its "fair use" provision, we sometimes find it necessary to seek permission to reproduce material that exceeds the principles of fair use.

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