The Future Ain't What it Used to Be

Betsy Wilson, Director of University Libraries

At midnight on December 31, 2000, Betty Bengtson and I metaphorically clinked glasses. She retired after 10 transformative years as director of the University Libraries, and I began my tenure as the new director.

In cleaning out files I found a yellowing booklet entitled *Five Objectives of a University Library*, by William E. Henry, UW librarian in 1927. Reflecting on 30 years in a university library, Henry concludes that the purpose of a university library is "to put the individual of the present in possession of the experience of the past in whatever line he may select and for the final good of the future." I intend to heed his advice.

The future of the academic library is inseparable from the future of the university, and we will be measured by how well our university manages its knowledge. We will need to advance knowledge and educate students for a future we can't even begin to imagine.

As that wise sage Yogi Berra once said, "The future ain't what it used to be."

As I envision our future, you will have access to information when, where and how you need it, and it will be preserved for generations to come. Our physical and virtual spaces will be trusted and robust.

Four areas are of critical importance as we build the library of the future: scholarly communication, digital libraries, information literacy and collaboration.

Scholarly Communication. Major changes in scholarly communication are taking place—electronic publishing, sharply escalating prices for journals, modified copyright law and intellectual property protection, and the rise of alternative distribution methods that compete with expensive commercial ones. The promise of the digital revolution has been threatened by commercial publishers intent on maximizing revenues by raising prices and restricting access. We know that we can't buy all the materials that you need. We have worked hard to supplement purchases with interlibrary loan programs and document delivery, but the current system of scholarly communication must evolve.

Digital Libraries. The Libraries has been building a digital library for nearly a decade. You use it every day through the electronic indexes, abstracts, and databases; electronic reserves; the Information Gateway; HealthLinks; and the myriad scholarly websites.

More recently, the Libraries has taken on an expanded role as publisher. We have scanned and indexed unique materials and have made them accessible to audiences worldwide. We will continue building a digital library that will enhance research, transform learning, and allow generations to talk across time in the library of the future.

Information Literacy. Today's graduates may be the first generation "overexposed" to the huge amounts of information available to them. In a perfect world, this would allow us to revel in its diversity. However, in the real world, overexposure only underscores the complexity of the information world and highlights inadequate research skills.

If our graduates are to prosper in the global information society, it is critical that they be able to locate, evaluate and use information. Although the Libraries is a national leader in information literacy, there is much more that needs to be done by all of us.

Collaboration. Collaboration grows more important every day. There are fewer and fewer arenas in which individual action suffices. Collaboration is required to build a new system of scholarly communication, develop the digital library, and engender a model information community.

I have very high expectations for the UW Libraries. The possibilities are almost limitless, but creating a preferred future will not be easy.

You have an important role to play in realizing this future. As authors or editors you can help effect positive change in scholarly communication. As educators you can share responsibility for the information literacy of students. As creators of new knowledge you can help build a digital library that has meaning. I invite you to join me in shaping a library of the future that we will all value, others will emulate, and of which William Henry would be proud.

The future ain't what it used to be, but it is ours to determine.
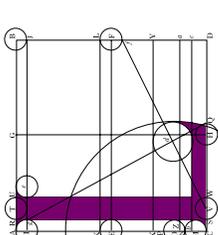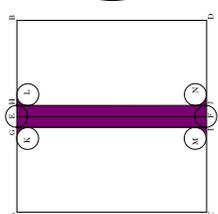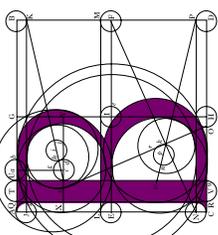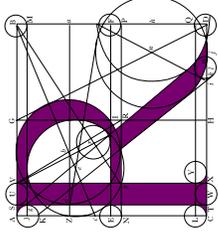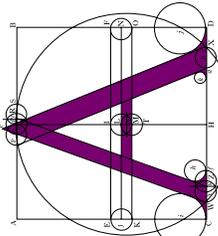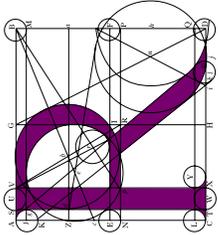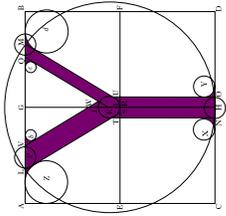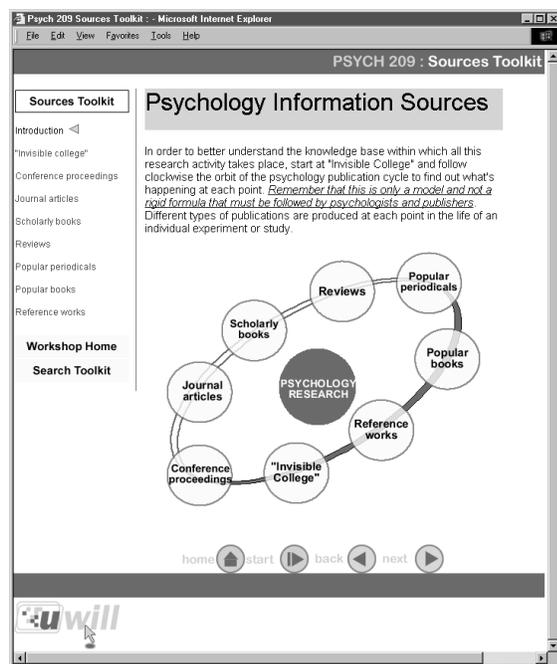
UWill's online templates were used Autumn Quarter 2000 by Psychology 209 and International Studies 200.

UWill: Information Literacy Online

John Holmes, UWill Coordinator

In April 2000, the Libraries received a University Initiatives Fund award to design and implement an online information literacy learning service. Under the title *UWill*, a team of five librarians and a graduate staff assistant began planning and development in June. Team members are Patty Carey (Natural Sciences), Susan Clark (Odegaard), John Gibbs (Music), Carol Green (Forest Resources), John Holmes (UWill coordinator), Jill Jones (graduate staff assistant), Doddy Samiaji (graduate staff assistant), and Anne Zald (Information Literacy coordinator).

The team is creating online materials, based upon the Information Literacy Competency Standards articulated by the Association of College and Research Libraries (ACRL), to facilitate student learning of the information literacy competencies essential for the development of a proficient and flexible 21st century workforce.

One of the UWill objectives is to make information literacy instruction easy to integrate into campus curricula. By designing online activities as templates that may be tailored for specific assignments, courses or disciplines, UWill will help UW faculty and librarians to develop and deliver appropriate information

learning activities for students. UWill will also provide an archive and clearinghouse of information literacy instruction materials for use by librarians in workshops and courses. Access to these materials will be facilitated through a database that maps information literacy activities to learning objectives, assignments, and appropriate technology and writing support. Frequently, these assignments will be performed outside of scheduled class time and supported by librarians, writing instructors, and technologists at reference desks, in writing centers and computer labs, and online.

For Autumn Quarter 2000, two courses, International Studies 200 and Psychology 209, tested the first online templates. Included among the resources for these courses are an image map of information production and distribution within each discipline and a search techniques tool that addresses fundamental elements of database and Web searching. The UWill team is now directing its energy toward developing the resource database and a user-friendly interface for access to, and tailoring of, the learning materials. A draft of a foundational toolkit should be completed during the 2000-2001 academic year and ready for independent use by Autumn Quarter 2001. Individuals interested in knowing more about, or participating in, the UWill program are encouraged to contact John Holmes (*jwholmes@u.washington.edu* or (206) 616-8430) and visit the UWill web site at *www.lib.washington.edu/uwill*.

INFO 220: Learning Information Literacy

Theresa Mudrock, History Librarian
Anne Zald, Information Literacy Coordinator

Mention University Libraries and what first pops into the mind of many is the Suzzallo and Allen Libraries with its millions of volumes. But the Libraries is not just a building, not just a collection; it is a center for teaching and learning on campus. The UW Libraries is a national leader in the effort to incorporate information literacy across the curriculum. From the early days of UWired when librarians worked hand-in-hand with Undergraduate Education and Computing & Communications to bring information literacy skills to students in Freshman Interest Groups, to partnerships with the Inter-disciplinary Writing Program to integrate research into writing instruction, the Libraries has continued to sponsor information literacy instruction.

The Libraries' latest educational endeavor is a quarter-long course designed to teach information literacy skills within a discipline-based context. INFO 220 Information Research Strategies is a two-year pilot project (1999-2001) sponsored by the Information School (formerly the School of Library and Information Science) and taught by subject-specialist librarians. INFO 220 courses have been or will be offered in environmental studies, geography, history, gender and ethnic studies, international studies, and technical writing. Students in these courses discover the unique nature of scholarly communication in their discipline (e.g., publication cycle, secondary and primary materials); methods of formulating research questions; the library and Web-based research tools most useful for the field (choosing appropriate data-bases, formulating effective search strategies); and tools for presenting information (creating Web pages). They also work with criteria for critical evaluation of information resources and consider questions of information ethics.

The Office of Educational Assessment is evaluating the course. Initial results indicate that the course has had a positive impact on the information and technology capabilities of those enrolled. As one student noted:

> Research can be so overwhelming and so many students are aware of only a fraction of the resources available to help. I think this class would be most helpful for undergraduates, especially freshmen and sophomores, who have most of their research ahead of them. Most everyone at the UW has to do some type of research and this class really made me aware of so many sources that I didn't come across before, or was not made aware of by instructors of other classes. I think this course should be required for all undergraduates! I think that undergrads too often don't know how to make use of the tools that they need to produce research in the ways that are necessary at the college level.

Course learning objectives were informed by the *ACRL Information Literacy Competency Standards for Higher Education* and the report, *Being Fluent with Information Technology* (see sidebar). The course meets the "Individual and Society" distribution requirement. While no one course can provide all the learning opportunities to enable students to become fully information literate, INFO 220 offers a model for providing students with a disciplinary foundation in information-based research that will make a significant contribution to their major studies.

Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." …Information literacy is a key component of, and contributor to, lifelong learning. Information literacy competency extends learning beyond formal classroom settings and provides practice with self-directed investigations as individuals move into internships, first professional positions, and increasing responsibilities in all arenas of life.

Association of College and Research Libraries. Information Literacy Competency Standards for Higher Education

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As we witness not only the saturation of our daily lives with information organized and transmitted via information technology, but the way in which public issues and social life increasingly are affected by information-technology issues—from intellectual property to privacy and the structure of work to entertainment, art and fantasy life—the issue of what it means to be information-literate becomes more acute for our whole society.

Shapiro and Hughes. 1996. Information Literacy as a Liberal Art. *Educom Review 31(2) viewed 12/6/00*
www.educause.edu/pub/er/review/reviewArticles/31231.html

Learning objectives for all sections of INFO 220 state that students who take the course will:

- *gain skills in information and technology problem solving that can be applied to academic, personal and professional life*

- *be able to conduct research using traditional and electronic information tools and resources*

- *be familiar with scholarly and professional resources and systems in the scholarly discipline*

- *understand how information is produced for different audiences and uses*

- *evaluate the quality and usefulness of information for various projects and purposes*

- *locate and access materials, both print and electronic, successfully and efficiently in the UW systems, in other libraries or on the Internet*

- *be able to use technology effectively to retrieve, manage and present information.*

Reference and Information Services in Cyberspace

Nancy Huling, Head, Reference & Research Services, with Jessica Albano, Carole Svenssen, Adam Hall, and Lisa Oberg

Open almost any newspaper or general interest periodical these days and you will likely see articles such as one in a recent issue of *the Seattle Times.* The first sentence reads "Do you still ask the local reference librarian to help you find information, rather than ask Google, HotBot, or Excite?" Author Linda Knapp concludes, "Since I discovered online searching, I haven't pestered the reference librarian nearly so much."

Adam Hall and Jessica Albano

A decline in the number of people asking reference questions in person or via telephone has been a matter of concern in the library profession, as reference librarians seek to define their roles in the electronic age. Although the number of questions may have decreased, there is a perception that information seekers require more assistance in trying to locate what they need when presented with so many Web sites in addition to the print resources still available.

Reference libraries around the country have responded by establishing increasingly visible electronic reference services, usually an e-mail address to which requests can be submitted. Some experimentation is occurring with "live help" technology, which allows the librarian and the patron to conduct an online, synchronous discussion. Librarians feel they offer searching expertise and knowledge of collections and resources in all formats that the many Internet question sites such as AskJeeves cannot provide. Librarians are adept at working with patrons to find out exactly what is needed and then structuring a search to retrieve the information. Evaluation of the search results is another characteristic of good reference work.

The Libraries has provided electronic reference services for over 10 years. As early as 1986, the Health Sciences Library established an e-mail address (*hsl@u.washington.edu*) for information queries, which then consisted largely of document requests. Now this address links from the HealthLinks Web pages, and requests have become much more diverse as use of the Internet has grown. Almost 300 requests are received each month, ranging from inquiries about circulation policies to connectivity problems to reference questions. A number of staff respond to questions, with reference inquiries sent to the appropriate subject specialist.

In 1992, the Libraries created LibQuest, an e-mail service that allows library users to pursue any question with the assurance that it will be handled effectively and quickly, regardless of its nature. In the beginning, LibQuest was a comments button on the Libraries online catalog. Questions were primarily of a technical or usability nature and were answered by a library technician or Computing & Communications. As more and more databases were added to the system, the inquiries increasingly focused on search strategies and search results. LibQuest staff handled basic questions and those of a more complex nature were referred to subject specialists and appropriate library units.

With the implementation of the Libraries Information Gateway and new interfaces for the Libraries catalog and databases, LibQuest emerged as the primary "one-stop-shopping" information and referral service. It is managed by Jessica Albano, Suzzallo Library; Carole Svenssen, UW Tacoma Library; and Adam Hall, Suzzallo Library, who was involved with LibQuest from its inception. The service receives between 30 and 40 requests each day, including Saturday and Sunday. LibQuest bridges the gap between a large 21-library system with its many units, divisions, and subject specialists, and the specific needs of a single user.

Collaboration with Joe Janes, faculty in the UW's Information School, has further enhanced the Libraries electronic reference and information services. In 1995, Janes founded the Internet Public Library (IPL) to provide his students at the University of Michigan with a reference laboratory, merging the strengths of the traditional, physical library with the virtual and timeless features of the World Wide Web. Janes has studied various aspects of electronic reference services, including how the practice of reference is evolving in an increasingly digital world. His surveys reveal that many libraries bury their reference and information contact links deep within their sites, call the service by different names on different pages, and force the user to choose from a list of library units to which to submit an inquiry. As a result of Janes' research, the

Libraries made LibQuest the single contact link on the main Web page. A new form was designed to elicit as much information as possible from the user in order to provide the best possible service.

In addition to Health Sciences and LibQuest, most reference units offer e-mail service. RefQuest, managed by the Reference and Research Services Division in Suzzallo Library, was implemented in 1993. Until recently, the number of questions received remained low, even with the advent of the Information Gateway. Again learning from studies conducted by Janes, staff added a contact link reading "not finding what you're looking for?" to each screen of the Reference Tools page. The service routinely receives between 25 and 30 reference questions each week from users who have searched unsuccessfully with the tools available. The questions come largely from UW faculty, students and staff, and cover all disciplines.

The future of electronic reference service, however, lies beyond the walls of a single library. Libraries have a long history of collaboration in providing interlibrary loan services and in sharing the development of specialized collections. It makes sense to use a similar model for reference services, drawing on the expertise of librarians from around the world. The goal of reference librarians is to provide service to users anytime and anywhere. The Library of Congress is playing a leadership role in this through the creation of the Collaborative Digital Reference Services (CDRS) project. The University of Washington is an active participant in the project, and served as one of 17 test libraries. At this time, questions that a member library is unable to answer are submitted via a Web form by a librarian. An algorithm based on a number of factors, including subject, language and time zone, determines which of the more than 60 member libraries will receive the question. For example, the UW Libraries received a CDRS question in French from the National Library of Canada, seeking specific statistics about heavily indebted countries. Marino Deseilligny, Romance languages librarian, was able to use her considerable reference skill and her fluency in French to respond. Another question in French from the National Library of Canada regarding echocardiography in cardiac insufficiency was translated into English and referred to the Health Sciences Library for a response. Deseilligny submitted the response in French. Through the CDRS project, access to the vast world of information and information specialists is truly expanded. The next step in the CDRS project is to offer the service

directly to users. A press release from the Library of Congress stated that "this reference service will apply the best of what libraries and librarians have to offer: organization, as well as an in-depth subject expertise, for the universe of unstructured and unverified information on the Internet. Using new technologies, the service will enable member institutions to provide the best answers in the best context, by taking advantage not only of the millions of Internet resources but also of the many more millions of resources that are not online and that are held by libraries."

Because no single library has the staffing to provide complex reference service 24 hours a day, seven days a week, collaboration along the lines of CDRS is critical. The Reference and Research Services Division is exploring a cooperative project with Cornell University's Reference Department using interactive technology. The three-hour time difference means that reference hours to users of both universities could be expanded. In the future, there may also be opportunities for cooperation on the local or state level using Web communication technologies.

Marino Deseilligny and Nancy Huling

So, Linda Knapp and all of you other aficionados of Web searching, REFERENCE LIBRARIANS WANT TO BE PESTERED! We want to help users find the best information possible, and we are attempting to do this through the expansion of our electronic services—while continuing our commitment to face-to-face reference and partnerships with programs such as CDRS. Donna Dinberg of the National Library of Canada, noted that "We know the quality of information we have in libraries, and we want to bring that to the Internet. We also know the chaos online." Diane Kresh, director of public service collections and of CDRS at the Library of Congress sums up the role of librarians in the electronic era: "Projects like this are about redefining the role of the library and the librarian in the digital age. It will help us to redefine ourselves so we're not just thought of as brick-and-mortar physical places, but as virtual resources of credible information."

Joseph Janes

Digital Audio Reserves

Randy Hertzler, Reference Librarian/Media Services Coord., OUGL

The Digital Audio Reserves pilot provides electronic access to primary course material for students enrolled in very large, non-major introductory music classes such as History of Jazz. Digital Audio Reserves allows for scaling of resources far beyond traditional modes of access: classes supported consistently enroll hundreds of students—numbers which have, in the past, overwhelmed the Libraries Media Center and Music Listening Center with playback requests. The program is a boon for users as well, allowing access to materials any time of the day. "Class is based on lectures only, and we don't have enough time to go over everything, so we have to do this on our own time," said Shirley Ho, one of 113 students enrolled in a section of Music 162 (American Popular Song). Digital sound files are created from recordings, owned by UW Libraries or instructors, using sound editing and compression software, and are stored on the Libraries server for the quarter the class is taught. An HTML page indexes the sound files and is linked from the Course Reserves section of the Libraries Catalog, with access controlled by UW NetID login. Students can sit down at any computer with a sound card and headphones and listen to musical works assigned for their class, although bandwidth requirements make this practical only with high-speed connections. Such access is available 24 hours at public reference terminals in Odegaard Undergraduate Library and the 356 stations in that library's general access computing lab. In contrast to MP3 sound files, Digital Audio Reserves are delivered to users as Quicktime files which do not lend themselves to downloading or reproducing music selections. The program is operated under the guidelines of the Music Library Association, including institutional or instructor ownership of works presented, controlled access to transmitted materials, and removal of materials at the completion of a given course.
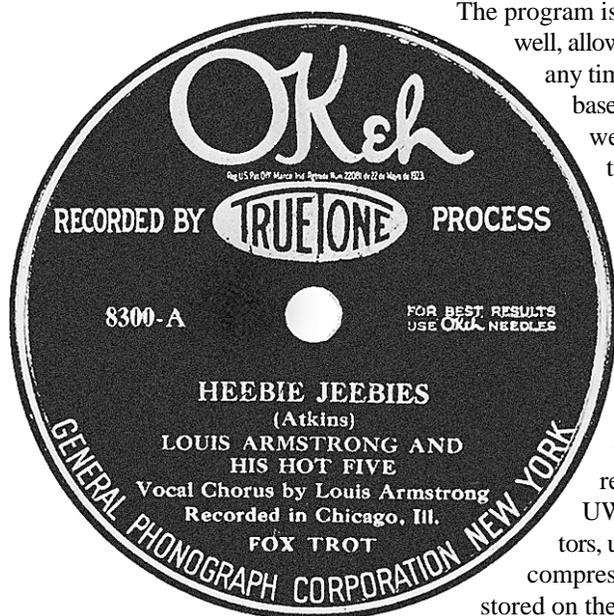
The UW Libraries Joins the DLF

The UW Libraries has been invited to join the Digital Library Federation (DLF), with Betsy Wilson, director of University Libraries, appointed to the board. The DLF is a national consortium of research libraries that aims to "establish the conditions for creating, maintaining, expanding and preserving a distributed collection of digital materials accessible to scholars, students and a wider public." At present, the areas of particular challenge are: provision of tools, development of collections, supplying support, preserving digital information, forming standards and effective practices, and better understanding future roles and responsibilities of the digital library.

Group Effort Funds New Taiwan Endowment

Marjan Petty, Director of Development

One of the strengths of the University Libraries is the East Asia Library (EAL). Located in Gowen Hall on the first, second and third floors, the library contains books, video recordings, newspapers, serials and other references relating to Japanese, Chinese, Korean and Tibetan studies. Scholars from all over the world use these unique collections. Through the generous assistance of more than a dozen donors, an endowment has now been created to acquire and preserve materials on Taiwan studies.

Since the endowment principal cannot be spent, the annual income earned will be available in perpetuity. As the principal grows over time, earnings may also provide funds for a scholar to deliver a lecture on Taiwan studies or support cooperative projects between the EAL and institutions in Taiwan.

"The endowment will provide a new source of funding for an important area of study," said Yeen-mei Wu, Chinese Studies librarian. "There are many materials needed by our students that are published in Taiwan. This excellent endowment will enable us to purchase them over time."

Additions to the endowment may be made throughout the year. For more information, contact Yeen-mei Wu at 206-543-4490, or Marjan Petty, director of Development, 206-685-1973; *mcpetty@u.washington.edu*.

School for Scanning

The Libraries and National Park Service co-sponsored "School for Scanning," a workshop organized by the Northeast Documents Conservation Center (NEDCC) and held September 18-20 at the UW HUB ballrooms. The workshop was funded in part by the Andrew W. Mellon Foundation and the National Endowment for the Humanities. It addressed issues of preservation and access for paper-based collections in a digital environment. Thirty-one University Libraries staff members were among the 330 who attended. "Handbook for Digital Products: A Management Tool for Preservation and Access" (*www.nedcc.org/digital/dighome.htm*), a new NEDCC publication, is based upon presentations at the School for Scanning.

Health Information Challenge Symposium a Success

Terry Jankowski, Information Management Librarian, HSLIC

On November 30, 2000, attendees at the *Health Information Challenge: Authorship & Ownership* symposium were informed and entertained by Drummond Rennie and Catherine Innes as they shared their experiences and expertise with the audience. Both speakers emphasized the burden of the author to take both credit and responsibility for his work.

Rennie, deputy editor (West) for JAMA and faculty member at the Institute for Health Policy Studies, UC San Francisco, called his presentation "Who, if Anyone, Wrote Your Paper and Do You Know What's In It?" His remarks detailed several instances in which authors were quick to take credit for authorship but less forthcoming in assuming responsibility for answering questions raised by the work. One suggestion he and colleagues have proposed to clarify

author responsibility is to have each author list his or her individual role during the writing of the paper; e.g., Joe Smith, data analysis; John Jones, bibliographic research, etc., and include this information in the publication. In this way, readers would know whom to ask for follow-up information.

Innes, formerly UW copyright information officer and now director, UW Office of Technology Licensing, followed Rennie with descriptions of who can claim ownership for writing and what one can do with the resulting work. Can you place the paper on your Web site? Visit the UW Copyright Information page (*depts.washington.edu/uwcopy/*) for the answer.

This symposium, sponsored by the UW Health Sciences Libraries, was the second in a series on Health Information Challenges. As the Libraries moves toward electronic access to an ever-increasing volume of materials, who knows what the next challenge will be?

Suzzallo Renovation Update

Construction continues on schedule. The following work occurred between October and December 2000:

• Removal and cataloging of original stone for the Suzzallo Reading Room and West Entrance.

• Removal of windows and construction of exterior loading platforms at the north and south staging areas.

• Continuation of mechanical and electrical demolition. Beginning of initial mechanical and electrical installation.

• Demolishion of slab sections and building corners in preparation for shearwall, structural bracing, and seismic floor knitting.

• Pouring of concrete shearwall footings for the 1925 &1935 building corners. Forming and pouring shearwalls.

• Detailing and fabrication of the structural steel for attic and Grand Stair trusses.

For the next few months the major focus will be on structural work, with installation of the structural steel. Some demolition will continue. Other work will include building the electrical and communications risers.

Libraries Briefs

Appointments

Gordon Aamot, acting associate director of Libraries for research and instructional services, 1/1/01.

Nicolette Bromberg, curator of photographs and graphics, MSSCUA, 12/1/00.

Susan Clark, user education coordinator/reference librarian, Odegaard Undergraduate Library, 1/1/01.

Julie Cook, engineering information services librarian, Engineering Library, 12/16/00.

Kody Janney, coordinator, Digital Initiatives, 10/23/00.

Angela Lindou, assistant director of Development, Libraries Administration, 10/23/00.

Corey Murata, acting head, Foster Business Library, 1/1/01.

Judy Tsou, acting head, Arts and Architecture Libraries, 1/1/01.

Lizabeth (Betsy) Wilson, director of University Libraries, 1/1/01.

Anne Zald, information literacy coordinator, Libraries Administration, 11/1/00

Retirements

Betty Bengtson, director of University Libraries, 12/31/00.

Linda Gould, scholarly communications librarian, 12/15/00.

Resignations

Esther Daniels, assistant campus librarian, UW Bothell/Cascadia Library, 1/3/01.

Geri Bunker Ingram, coordinator, Digital Initiatives Program, 10/31/00.

Deaths

Kathleen Wahl, former bibliographer with the UW Libraries, died over the Christmas weekend, 2000. Ms. Wahl began her employment with the Libraries on March 28, 1960, as a bibliographer in the Acquisitions Division. She left the Libraries, taking early retirement, in 1993.