



# *Between the Cines*

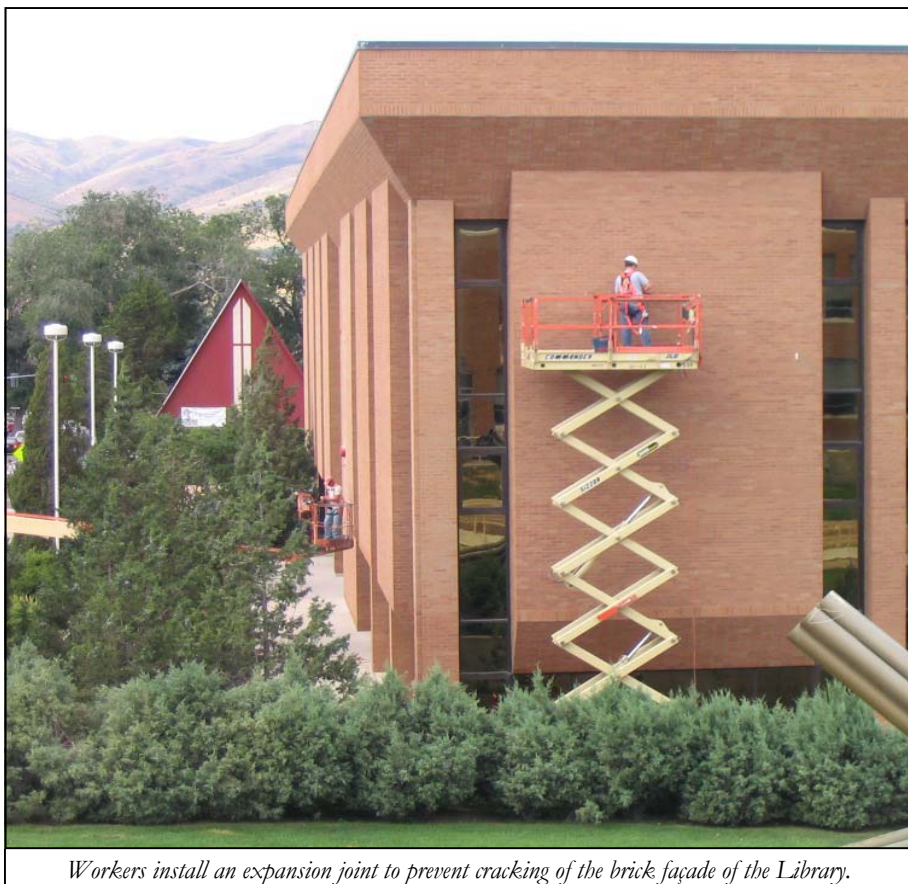
the ISU Eli M. Oboler Library Newsletter

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Fall 2006

## LIBRARY CONSTRUCTION: Age and Error Necessitate Repairs



*Workers install an expansion joint to prevent cracking of the brick façade of the Library.*

This past summer, construction crews finally remedied the problem of cracks in the Library's outer walls. The repair project was the culmination of some ten years of investigation and diagnosis of the cause of the problem.

After extensive monitoring of the cracks in the brick sheathing of the building and protracted speculation that centered on possible settling of the structure and geological faults near the foundations, consulting engineers removed a section of the wall and discovered that the problem lay in two errors made in the original

construction: the builders had not used sufficient ties to bind the brick to the interior structure, and had failed to install expansion joints to enable the walls to expand and contract without cracking.

According to Darrell Buffaloe, Director of ISU's Facilities Services, these mistakes, made 30 years ago, cost \$615,000 to correct. Fortunately, the money for the project came from the state's Permanent Building Fund and not from the University. Mr. Buffaloe also noted, for those who oppose the state lottery, that it was lottery money that funded these repairs.

While construction mistakes caused the major part of recent repair activity on the Library building, other projects resulted from simple aging of the facility. The Library's chillers, the heart of the cooling system, are original equipment and have had to be replaced. Interestingly, because of the heat generated in the building by lighting and the warm bodies inside it, cooling the Library is a much bigger job than heating it. During the winter, according to Mr. Buffaloe, the building almost heats itself.

The fire alarm system, also original equipment, has aged to the point of uselessness and crews are presently ripping out the old system and installing a new one. This project is part of a larger effort on campus to update fire alarm systems and Mr. Buffaloe expects the work to be completed by the beginning of next year. A final project at the Library involves repair work on the elevators. In this case, the repairs were necessary, in part, because a new building code is in effect and the elevators had to be brought up to the new specifications.

### NEW LIBRARY DATABASES

The Library has been able to negotiate access to two new databases, *Anthropology Plus* and *GeoScienceWorld*, as well as an upgrade to a third, *SPORT-Discus*. The Library has also added two free databases to its list of offerings.

*Anthropology Plus* is a combination of what used to be *Anthropological Literature on Disc*, from Harvard

—Continued on page 2

## LOSING OUR MEMORY...ONE RECORD AT A TIME

Within the last year a number of significant, historical documents have been located and returned to their rightful owners, primarily government institutions and archives.

- ◆ A letter from a member of Butch Cassidy's infamous "Wild Bunch" to the governor of Utah, dated March 1, 1900, was discovered in an online auction (priced at \$5,999) and returned to its rightful owner, the State of Utah. The letter had been stolen from the state's archives in 1981.
- ◆ North Carolina reacquired the state's original copy of the Bill of Rights, a document stolen by a Union soldier 140 years earlier.
- ◆ The National Archives recovered from an eBay offering forty Civil War documents that had been stolen from their collections. Luckily for the Archives, Wayne Motts, who had conducted research at the Archives, happened also to be an eBay trader and recognized the records posted for sale.



These incidents, though they had happy endings, should make us aware of the serious risks of record loss that face government archives, state historical societies, public institutions and all the other public and private organizations that preserve, and provide access to, records. We must never forget that those records are, collectively, the raw materials with which we create our history.

—Continued on page 7

### New Databases, continued from page 1

University, and *Anthropological Index Online*, from the Royal Anthropological Institute. While this database does not offer full text, it can be used to search approximately 900 journals, books, and other sources on a wide variety of topics ranging from physical anthropology and archaeology to folklore and ethnography.

*GeoScienceWorld* is primarily a journal package, though it can also be used to locate articles on topics in geology. *GeoScienceWorld* offers full text for 39 scholarly titles. Full text coverage begins in different years, depending on the journal, but abstracts are invariably offered further back in time than the full text.

*SPORTDiscus*, a database that in-

dexes journals on topics including sports, dance, and physical education, has been upgraded to *SPORTDiscus with Full Text*.

The two free databases that have been added are *Library and Information Science Technology Abstracts (LISTA)*, and the *Teacher Reference Center*. *LISTA* indexes a subset of journals and magazines that are available in *Academic Search Premier* on topics in library and information science and related technology. The *Teacher Reference Center*, like *LISTA*, is a resource that indexes a subset of journals and magazines from a larger *EBSCOHost* database. It is designed for users who are teaching or plan on teaching K-12.

—Anna Lise Smith,  
Reference Department

### DEVICE FOR HEARING-IMPAIRED AVAILABLE TO PUBLIC

In the student lounge of the Library is a two-way video device that enables the hearing-impaired to communicate with one another through real-time signing.

The Library has recently changed its policy on access to this device. Now, members of the community as well as students and staff may utilize it.

Another, identical device is located in the ADA & Disabilities Resource Center, located in the Museum Building, and is restricted to student use.

## WEBSITE REDESIGN

If you've recently used the Library website, you may have noticed that it has changed. The homepage continues to display an image of the Library building—although that image now occupies less space—but the site is now packed with much more information, and is arranged differently.

The site utilizes the standard University website templates that were mandated a year ago, but the changes go far beyond a simple overlay of the existing structure by a new template. The site has been restructured with an eye toward being more anticipatory of user needs: it is designed with both long-time and new users in mind, and offers shortcuts for the former as well as assistance for those still exploring its many resources.

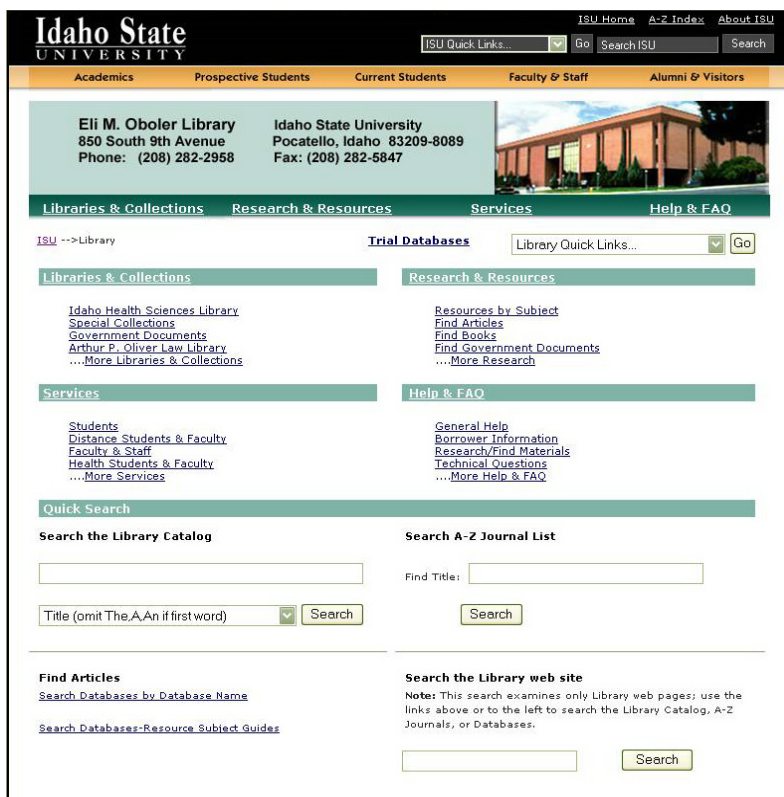
Every page of the site has been reviewed and most pages re-written. New material was added, including, for example, specific subject-area pages with extensive lists of databases, books and useful web pages (accessed from "Resources by Subject" on the home page). The home page was redesigned to enable those familiar with the site to go directly to a dozen common destinations (via the "Library Quick Links" drop down menu), and users can also search the Library catalog or find out if there is full text access to a particular journal without having to click to interior pages. The "Help and FAQ" link provides the inexperienced library user with extensive guidance on everything from how to cite sources to how to locate a pencil sharpener in the Library.

The inauguration of the new web site took place on August 14th of this year and resulted from months of consideration, planning and coding. The WebSite Organizing Committee (WEBSOC), whose members include staff members Sue Carter, Beth Downing, Ruiling Guo, Karen Kearns, Larry Murdock, Jenny Semenza, Cheryl Sebold and Sandra Shropshire, began work in August 2005. Implicit in its deliberations was the need to adapt the Library website to reflect the new University template and to insure that any other changes made would be meaningful and for the users' benefit. During the planning period, WEBSOC reviewed the literature on academic library website design, viewed other libraries' websites, discussed options, conducted a user survey, and presented prototypes to Library staff. In July 2006, coding for the new design began.

Why invest so much effort in a website? For the academic library, the website is an integral part of the library's mission. Academic librarians recognize that web pages fulfill many important roles. As noted in a recent article, they "combine reference, research, informational and instructional services for a broad constituency that includes undergraduates, graduates, faculty, and staff" to the point that the "Web interface has become a surrogate librarian-instructor."<sup>\*</sup>

The Library is currently conducting an in-house usability study of the redesigned web site and plans to undertake a broad survey of users' reactions near the end of the Fall semester. This will help librarians to determine the success of the redesign effort and how to further improve the website. Please pay us a visit at [www.isu.edu/library](http://www.isu.edu/library) and see how the website functions.

—Sandra Shropshire, Associate University Librarian for Technical Services



<sup>\*</sup>Cockrell, B.J. and Jayne, E.A. (2002). "How do I find an article? Insights from a web usability study". *The Journal of Academic Librarianship* 28(3), 122.



## *Reflections on Sabbatical Leave*

### *Janet Higgins*

One of the little known facts about librarians at the Oboler Library is that we have faculty status. Along with the responsi-



bilities that come with that status, we also receive faculty benefits, including the opportunity for sabbatical leave. I am a systems librarian who was awarded sabbatical leave in order to further my understanding of important issues in my area of professional responsibility.

#### **One Plan, then Another**

The original sabbatical proposal included taking a few classes and doing focused independent study. That plan was revised when I found two new online programs that fit my needs and interests. As a result, I enrolled in the University of Washington's certificate program in Web Technology Solutions and Boise State University's graduate certificate program in Technology Integration Specialist. These two programs were a perfect fit for a library systems person who is also expected to teach library-skills workshops. The down side was the extended time-frame required to complete the programs. Instead of one semester of focused study while on sabbatical, there were eight

classes spanning three semesters of study. That meant that I would have to work full-time while taking classes during two of the semesters. I'm not sure if I would do that again, but at least I can now say I fully understand the challenges that face many of our non-traditional students.

Why, then, did I opt for this new approach? First of all, library environments are rapidly changing in fundamental ways. The pervasive Internet has changed the way people do research. Delivery of information to one's desktop computer is something our students and faculty now take for granted. As professionals we cannot ignore the fact that, in order to remain an important part of the research process, libraries must provide scholarly materials at the point of need and to remote locations. Society is changing and libraries must embrace that change. I realized that in addition to simply understanding the issues associated with changing technology, I needed practical, hands-on experience in order to address the issues.

#### **Exploring New Tools**

As the head of the Systems Department I am expected to help the staff decide how best to implement information delivery in this changing library environment. Both certificate programs provided valuable insight into what is currently possible. For instance, the robust nature of JavaScript and PHP (Hypertext Preprocessor) will allow us to extend the usefulness of the Library website by providing subject-based pages that are created dynamically based on user response to menu selections. MySQL, the

other component of the Web Technology program, will help us gather important administrative data. For example, the evaluation form that students fill out after a library workshop can be rewritten in PHP and the data stored in tables using MySQL. This will enable librarians to create statistics and view trends over time. This could be a great assessment tool for library instructors as we continue to try new ways of teaching students how to use the library.

#### **Integrating Technology**

It is not surprising that the BSU program in educational technology stressed the need to plan and assess before jumping into any new or different technology.

The integration of technology into any curriculum should be seamless and it should enhance the educational experience, not overpower it. Every class I took resulted in a process or Web page that will be used as the basis for future instruction workshops. You may see examples of this by visiting <http://www.isu.edu/~higgjane/classes/> where you will find links to all of my final class projects.

The coming year will be busy for the Systems Department at the Oboler Library. The first step will be to undertake a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats). Then there will be meetings in which Library staff will be involved in deciding what changes are appropriate and how to accomplish them. The goal will be to ensure that the library remains an important part of the scholarly

—Continued on page 5

*Sabbatical, continued from page 4*

research process. As times change, so will the Library.

### Making Professional Development Possible

My ability to take classes and learn new ways to help the Library embrace change was made possible by the sabbatical leave.

Without the opportunity to step out of the day-to-day workplace, extended professional development activities are nearly impossible to undertake. This is the second time that I have been granted release time by the University. As a classified employee in 1994, I was given one semester of Staff Professional Leave so I could finish an onsite requirement for my MLS from the University of Arizona. I truly appreciate the opportunities and benefits inherent in an academic environment where professional development and learning are held in such high esteem.

—Janet Higgins  
Assistant University Librarian, Systems

## Oboler Library Homecoming Float



*"DO SOMETHING WILD — READ BANNED BOOKS was theme for the Library's first effort for a Homecoming Parade float. Brad Nelson, of the Library's Circulation Department, painted covers of well known books that have been banned somewhere in the U.S. during the past twenty years. Aaron Kearns, Kristi and Kaylee Pizer, Brenden Kearns, Samantha Clark, Alexandra Bosquez and Courtney Pizer dressed as tigers and threw candy from the cage, while Emma Kearns played ring leader.*

## From Student Assistant to Library Assistant: Oboler Library Hires Jennifer Roberge



With a domino-like effect, when Loretta Zuber, Circulation Department's Reserves Manager replaced Angela Jex in the Health Sciences Library, Brad Nelson became the Reserves Manager, Dena Simmons took Brad's place, and Jennifer moved into Dena's position.

Jennifer was a student assistant in the Circulation Department for six years, while working on her B.S. in Dietetics (May 2005) and completing an internship the following year. As a student employee, Jennifer could always be counted on for a helping hand and for going the extra mile. When the Museum of Natural History wanted help with their library, Jennifer worked as their lead person to create and maintain their collection.

Jennifer likes to play the piano, and enjoys running, hiking and camping. She and her husband, Darrell, will soon welcome a baby girl.





## Interlibrary Loans Aren't Free

Interlibrary loan (ILL) borrowing is an important, and heavily used, service for university students, faculty and staff. It seems, however, that many users have a mistaken notion of what this service actually costs the Library. Users, of course, are only directly aware of what the service costs them: for faculty, there is no charge, for undergraduates and graduate students the charge is \$1 per item. Under certain circumstances, ILL users may be required to pay more, but only if the amount charged by the lending library exceeds \$25 and, to date, no users have been assessed these extra charges. In any case, the actual cost of Interlibrary Loan is substantially greater than what the users are charged.

### Basic ILL Costs

The basic annual operating costs for the Library's ILL service include about \$75,000 for salaries (not including fringe benefits) of the ILL staff (2 full-time employees and two part-time employees). Despite substantial automation of the various processes involved in ILL, the verifying, searching for and acquiring copies of books and articles remains a very labor-intensive operation. Added to the salary figure are the costs for maintenance of the facility, communication charges, copying expenses, postage, and payments to other libraries for ILL borrowing. ISU has not attempted to calculate those additional costs, but the Association of Research Libraries has done so for their membership group of research institutions. Its estimate is that, in 2003, the average cost of an ILL transaction (a borrowing transaction) was \$17.50, including salaries and all the other costs just mentioned. For the Oboler Library, which received

5,317 ILL requests and filled 4,817 of them in FY06, the estimated total cost based upon ARL estimates would have been about \$84,000. If one subtracts ISU student payments for requests (amounting to \$3,400) from that total, the result is \$80,600, which seems to accord fairly well with what ISU's costs would probably



turn out to be if one were able to count all associated expenditures.

It should be added that the Library does have exact figures for one of those additional costs mentioned above, viz. the monies actually paid to other libraries for borrowing from them. In FY06 our expenditures for this purpose were \$5,400. As it turned out, these expenditures were more than balanced by the Library's income by way of payments received from other libraries for loaning materials to them, which was \$6,200. Therefore, money paid to other libraries to obtain materials from them turns out, in the case of ISU, not to add anything to the overall cost per transaction.

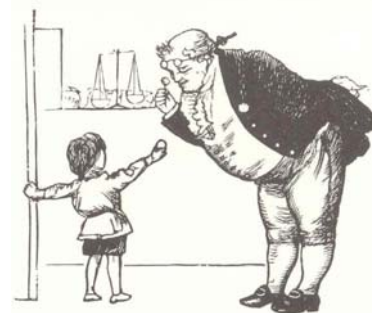
### Copyright Costs

There is, however, one significant additional cost associated with ILL transactions, above and be-

yond the basic costs described above. That cost is the payment of copyright fees associated with borrowing journal articles. At the Oboler Library, as at most academic libraries, something called "The Rule of Five" is used to determine when the library is legally obligated to pay a copyright fee to the publisher of the material borrowed. The rule is that our library can request five articles from a given periodical title within the past five calendar years without violating copyright. Any use beyond these five requests requires payment of a copyright fee. The fees are determined by publishers, and vary widely. For many medical and scientific journals, a single use will cost the Library \$30 to \$45. The Oboler Library has been tracking its expenditures for these copyright fees and, over the past four years, the average cost per year has been \$3,257.

The bottom line of this analysis is that ILL services for students, faculty and staff are not in any way a pay-as-you-go proposition for the users. Like many other university services, the user pays either nothing or a very small percentage of the actual cost; the institution pays the rest.

—Larry Murdock, Associate  
University Librarian for Public Services  
and Leonard Hitchcock,  
Professor Emeritus



### *Losing Our Memory, continued from page 2—*

The items mentioned above happened to be paper documents. Paper documents and photographs, if stolen, can be recovered, because they are physical artifacts. But what about our electronic records heritage? Are we confronting the risks that attend our increasing dependency on digital records?

We live in a digital-data-intensive world today, with cell-phones doubling as personal data assistants capable of text editing and email, with web access available in many coffee shops and most offices around the world. On a recent visit to the MIT Media Lab in Boston, Mass., my records and information management professionals group was shown the prototype of a laptop computer powered by a battery charged with a hand crank. Its purpose? To provide web access for third world countries, or for use following disasters, wherever the power grid is not available. Tools for electronic information creation become more pervasive all the time. Along with this technology comes the alteration of the documentation of our future history.

We seem to remain largely complacent about the significance of this change to digital record keeping. At every turn we create and believe we can retain records of what we have communicated – reports, memos, statistics, photos, letters to family and friends. In fact, many records are being lost, and will continue to be lost, while we develop new approaches to documenting the information age.

Today the only truly archival media remain physical artifacts – paper or microfilm – whether we are discussing photography, emails used to negotiate legislation, or treaties with other nations. Our true challenge is this: to determine how to stabilize and migrate digital records, while making the commitment to our future by establishing the value of *significant* records in the short term. With the proliferation of digital documents, deciding which are important to preserve is essential. Where in the past the very effort to produce key records limited the number that were created (The 15 original copies of the Bill of Rights were handwritten.), today the ease of creation is drowning the world in information of short-term value. Decisions and commitments must be made or we will fail to preserve what we value. Prioritizing is the only approach that can ensure that resources to preserve these records can be manageable and sustainable. Knowledge of our earlier efforts as communities, states, and as a nation are critical to successful improvement of this country. What George Santayana said remains true, “Those who can not remember the past are condemned to repeat it.”

—Robin Wilson, University Records Manager

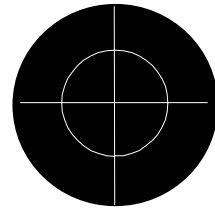
## Current Library Displays

- First Floor:      Main Banned Book Display  
                       Books Banned in Idaho
- Second Floor:    The Freak Show: Weird Reasons for  
                               Banning Books.  
                       Lion-Taming: Court Cases about  
                               Censorship  
                       Dangerous Animals: The Vocabulary of  
                               Censorship and Book-banning



*Book Burning in Minnesota*

# ***MEDIA IN THE CROSSHAIRS: THE ATTACKS ON MEDIA CREDIBILITY***



***A PANEL DISCUSSION with*** —Roger Chase, Mayor, City of Pocatello  
—Lyle Olson, Editorial Page Editor, Idaho State Journal  
—Doug Anderson, Political Reporter for KPVI News Channel 6

***Monday, October 16, Wood River Room, PSUB***

***Event begins at 6:00 p.m., with Dinner served at 6:30p.m. — Dinner & Panel Discussion tickets are \$25 each***

***Panel Discussion begins at 7:50p.m.***

***Persons wishing to attend the Panel Discussion only will be admitted at 7:45p.m.***

***Students admitted free with Bengal Card -- Others \$5 each***

***Friends  
Of Oboler  
Library***

**To Purchase TICKETS or for more INFORMATION: contact the Library Administration Office — 282-2997**



## ***Between the Cines***

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