From the Director:
Building a Great Destination for Learning and Research
by Jennifer A. Younger,
Edward H. Arnold Director of University Libraries

The University is in the midst of developing its next ten-year strategic plan, entitled “Notre Dame 2010: A Quest for Leadership,” and we have been charged with thinking boldly and with vision about how the Libraries will contribute to the pursuit of academic excellence and to Notre Dame’s identity as a Catholic university, the twin pillars of the University’s mission.

The Libraries play a critical role. Not too many years ago, on the occasion of the rededication of the earthquake damaged library at Stanford University, its president, Gerhard Casper, spoke of the library as an integral part of the University mission, the preservation of our Western heritage and culture. In the age of electronic information resources and the Web, the library is even more visible and valuable as the means for selecting and organizing knowledge, creating and preserving access to that knowledge, and as a digital library, a Web-accessible information space where users find and use information. Students and faculty depend on the information and knowledge resources of the library for their teaching, learning and research activities. Faculty and students value the library as a source of credible, reliable and non-commercially provided knowledge resources, personal assistance and instruction in how to find and use a wide range of information.

Our aspirations are high. We aspire to be a great library, a great destination for teaching, learning and research. Greatness lies in distinguished research collections that bring the best students and faculty to Notre Dame and attract international scholars. Great research libraries by definition hold large collections and have for years been known by their most distinguished, complete or unique collections. Today, however, greatness comes in many forms:

* distinguished research collections and access to information resources
* services that connect users to library resources and enhance scholarly productivity

continued on page 2

A Diversity Success Story:
Summer Program ‘02
by Laura Bayard

The University Libraries and the Kresge Law Library are recipients of the 2002 Cultural Diversity Grant awarded by LAMA (Library Administration and Management Association), a division of ALA (American Library Association). The award was used to enrich the Summer Program, a new diversity initiative designed by the Diversity Committee (Laura Bayard, G. Margaret Porter, Andy Boze, and Dwight King) and the first Librarian-In-Residence (Hector Escobar, Jr.). The Summer Program was created to provide summer 2002 employment to five culturally or ethnically diverse area students who intend to go to college following high school graduation. In their roles as student assistants in multiple functional areas of the University and Law libraries, they were introduced to many aspects of academic librarianship.

Nearly 40 applicants were interviewed at five South Bend high schools by King and Escobar before five diverse students were selected and employed as summer student assistants. The students were assigned to work in one of various areas of the libraries, such as reference, preservation, desktop computing, catalog and database maintenance, and law. Midway through the summer, most students were reassigned to another area for their remaining weeks of work, attaining broader continued on page 2
Destination continued from page 1

- support for the development of teaching and learning activities
- fostering of intellectual engagement and building an intellectual commons
- an agile and knowledgeable organization one step ahead of its users
- and, at Notre Dame, support through collections and services for the Catholic intellectual heritage and an expression of the Catholic identity of Notre Dame.

In our strategic planning, we identified several challenges in achieving our vision, aspirations and goals. These are:

- achieving excellence in meeting information needs across all disciplines and in providing services to all campus constituencies

- building rich and unique research collections in areas that support Notre Dame’s aspirations to be a scholarly destination

- defining our role and place within the global network of research libraries in acquiring, cataloging and preserving the record of scholarship for future generations

- creating a Catholic identity in a research library.

With clear ideas on our contributions to teaching, learning and research at Notre Dame, aspirations of being a great library and a knowledge of what Notre Dame faculty and students need, the Strategic Planning Steering Committee has defined four areas inclusive of all library responsibilities, within which to articulate strategic directions and initiatives. These areas speak to the library as:

A. Facilitator of learning, teaching and research
B. Center for scholarship in library collections and services
C. Intellectual commons
D. Creative and knowledgeable organization.

As part of the process of creating a strategic plan that will serve as a framework for department and committee operational strategies, the Steering Committee solicited input from academic departments as well as from within the Libraries, crafted the plan in a series of meetings and reviewed the draft plan with library staff and faculty. The committee intends to have the final version done by the end of this year so that library departments and committees can use the plan as they write their operational strategies for the next academic year. I am greatly appreciative of the thoughtfulness and collegiality that committee members brought to our planning effort, and to the work of Parker Ladwig in guiding the process. It is their collective commitment and willingness to put their knowledge to work on behalf of the Libraries that is making our planning effort successful.

Summer continued from page 1

exposure to library activities. The four female students who were selected had completed their junior years and the one male student already had graduated with plans to enter an Indiana university in the fall. The students’ names and high school affiliations are: Christina Douglas, Adams; Danielle Duvall, Washington; Landis Rayborn, Clay; Danielle Redd, LaSalle; Shalonna Smith, Riley.

In addition, the program designers built in weekly programming opportunities for the students. For example, the students attended demonstrations of electronic resources that they will have access to through INSPIRE (Indiana’s Virtual Library on the Internet), attended presentations about how to enter the profession, and toured branch libraries and Special Collections. The University Libraries provided for all of the students to attend the day-long workshop, “The 7 Habits of Highly Effective Teenagers,” offered by Dr. Kathleen M. Sullivan through the Alumni Association/Alumni Continuing Education department. At the end of the summer, each student participant in the Summer Program was given an engraved wooden plaque that included a photograph of the group. A web page and a system to track the participants’ career paths will be developed this fall. Responses on their exit questionnaires provide some immediate feedback about the program. Overall, the students’ comments are very positive. For example, all of the students indicated that the program should continue and that interviews should continue to be conducted at the high schools. They liked the work environment, the special programming and many of their tasks. A couple of responses to the question about what was the most interesting thing that they learned about academic libraries are: “there is a lot more to running a library than the obvious” and “all librarians are not old ladies with glasses, telling you to be quiet.”

The Summer Program was designed in response to data that show librarians in short supply as retirements peak in the next decade and the demographics simultaneously shift to a predominantly non-white population. Recruitment of diverse individuals into graduate library school programs, therefore, is critical. Conventional wisdom supports the idea that young adults who have positive experiences with libraries would consider careers in librarianship. While public libraries with the intention to recruit to the profession routinely employ high school students from diverse backgrounds, the practice is rare in academic libraries. The Summer Program is a model that can be replicated easily in other academic libraries that hire summer student assistants. Furthermore, research findings demonstrate that in academic libraries there is a “connection between investment in diversity and overall organizational success and performance.” This is a larger statement that speaks to who we are at Notre Dame while providing another reason to create the program.

The LAMA Cultural Diversity Grant program aims in part “to support the creation and dissemination of resources that will assist library administrators and managers in developing a vision and commitment to diversity, and in fostering and sustaining diversity throughout their institutions; to increase the representation and advancement of people of
color in the field of library administration and management..." The complete guidelines are available at: LAMA, Cultural Diversity Grant, Guidelines for Applicants,

http://www.ala.org/lama/awards/culturaldiv/guidelines.html

The University Libraries and the Kresge Law Library share the LAMA 2002 Cultural Diversity Grant with the University of Tennessee at Knoxville. The award was presented at the ALA Annual Conference held in June in Atlanta, Georgia.


Libraries Welcome Jessica Kayongo

Jessica Kayongo has joined the University Libraries as Notre Dame's second librarian-in-residence. She holds a 1996 B.A. in sociology/criminal justice from South Dakota State University, a 1998 J.D. from the University of Nebraska and a 2002 master's degree in library and information science from the University of Wisconsin. She began her first three-month rotation of the two-year residency under Dwight King, head of Research Services in the Kresge Law Library. Kayongo's previous experience includes an internship in a South Dakota law firm and working as a library assistant in the Schmid Law Library at the University of Nebraska.

In A State of Immersion
by Joni Kanzler

Welcome to Immersion! Your thoughts are challenged and provoked. You are exhilarated, inspired and sometimes daunted by the task at hand. Strength, courage and wisdom are gained from those you meet along the way. You are filled with new ideas, plans for action and a whole lot more questions than when you began.

Welcome to ACRL's (Association of College and Research Libraries) Institute for Information Literacy Immersion 2002 program! An immersion program is not a conference, meeting or workshop where you passively soak up words of wisdom. Immersion is intensive information literacy training for instruction librarians. Participants eat, sleep and drink information literacy for five solid days from morning to night. Immersion is intended to create a learning community where the learning process is dynamic, interactive and connects the experiences of participants and faculty. Participation is limited to 90 attendees to ensure an environment that fosters group interaction and active participation.

The program offers two divisions or tracks. Track I is designed for "librarian as teacher" and focuses on individual development for those who are interested in enhancing, refreshing or extending their individual instruction skills. Track II addresses "librarian as program developer" and focuses on developing, integrating and managing institutional and programmatic information literacy programs.

The University Libraries of Notre Dame were accepted into Track II and the "immersion" experience began immediately. Participants were introduced to one another via email and placed into working groups consisting of four to five librarians and an Immersion faculty member who is also a librarian. Immersion faculty included Craig Gibson from George Mason University, Anne Zald from the University of Washington and Joan Kapolowicz from UCLA. Librarians from institutions such as Syracuse, Duke, SUNY, and the University of Washington were among the participants in Track II.

Prior to attending the program, Track II participants completed a list of required readings and a case study assignment. The case study identified a problem or issue from the institution related to information literacy and included information about the current library instruction program such as organizational placement of the instruction program, institutional environment, instruction program content, description of the current problem or issue and a SWOT (Strength Weaknesses Opportunities Threats) analysis. The case study was redeveloped into an action plan throughout the five-day program and the readings were used and referred to during classroom instruction.

Information literacy is the new paradigm for bibliographic instruction, BI or library instruction. It is defined as the ability to recognize when information is needed and the ability to locate, evaluate and effectively use the needed information critically and ethically. Participants spent each day discussing the history of information literacy,
curricular development, systems thinking, campus and faculty culture, assessment, teaching effectiveness, presentation techniques and teacher appraisal. The program involved discussion, brainstorming, group work on developing case studies into action plans and a little bit of fun thrown into the mix to maintain our sanity and keep our energy levels high!

The experience allowed participants to be removed from everyday tasks and to focus entirely on developing and implementing an information literacy program. All Track II participants developed a draft action plan outlining components of a program and outcomes to be achieved over the course of the next five to seven years.

What did I learn while attending Immersion and how will I use my action plan to begin implementing and developing an information literacy plan at Notre Dame?

1. Regardless of what we call it, (information literacy, research component, or information seeking skills), we all must agree on the goal – to develop Notre Dame students who have the ability to find, effectively use and critically evaluate information resources in all formats (print, electronic, numeric, spatial and image). Being information literate is a lifelong human occupation and builds skills that will remain with the individual even as the environment, resources and technology change.

2. By creating an effective information literacy program, the University Libraries of Notre Dame will:

   a. Incorporate information literacy skills into undergraduate courses in order to integrate continuous learning at all levels across the curriculum. These skills include the ability to: determine the information need, access information effectively, evaluate information sources critically and use information sources ethically and legally.

   b. Provide librarians with instructional training and support as they serve as information literacy consultants to their liaison academic departments.

   c. Establish a research component with the University Seminar course, a freshman requirement, in order to introduce basic library and information seeking skills in a subject discipline.

   d. Establish a research component with First Year Composition in order to introduce basic library and information seeking skills.

   e. Establish a cross-disciplinary research component with Arts & Letters Core Courses, a required sophomore course for all A&L majors.

   f. Identify the courses in the majors where a research component is needed in order to develop a progression of skills and create learning environments through the four-year student experience at Notre Dame.

3. We must provide an opportunity for conversations about the topic of information literacy by inviting an outside facilitator to Notre Dame to present the topic of information literacy to the library faculty.

4. We need to build a foundation for assessment. We must create an environment where we continuously ask the following questions:

   a. What do you want the student to be able to do? (Outcome)

   b. What does the student need to know in order to do this well? (Curriculum)

   c. What activity will facilitate the learning? (Pedagogy)

   d. How will the student demonstrate the learning? (Assessment)

   e. How will I know the student has done this well? (Criteria)

5. Librarian and teaching faculty collaboration is the key relationship in successful information literacy programs.

So, where are we now? We are on the right path! Although we cannot develop an information literacy program overnight, we have already established a critical framework and the foundation from which we can work together to build more opportunities for collaboration, strategies and conversations about information literacy. We are building a learning community that will be the essential support for learning; a learning community where people know how to acquire knowledge and know how to use it; a learning community in which we can all be immersed to create a student-centered learning environment where the focus is on critical thinking and problem solving.

---

**Mathematics Library Dedicated**

_by Parker Ladwig_

On Thursday, September 5, the Mathematics Library was dedicated by Reverend Father Theodore M. Hesburgh, C.S.C. The dedication was covered by the Observer on Friday, September 6 (p. 6), but here are some highlights from the afternoon.

The dedication began with a formal blessing of the library; Father Hesburgh was assisted by Mathematics Librarian Parker Ladwig's sons, Gus and Nathan. The central prayer reads:
Lord, our God, we proclaim your majesty.

In many and varied ways you continuously reveal yourself to us, and in the Bible you have handed down your inspired Word.

Listen to our prayers, that all who come to this library in pursuit of the arts and sciences may always be docile to the wisdom of your Word.

Grant that, imbued with true learning, they will strive to create a more civilized world.

We ask this through Christ our Lord. Amen.

After the formal blessing, Father Hesburgh, Jennifer Younger (Edward H. Arnold Director of University Libraries), Joseph Marino (William Warren Foundation Dean of the College of Science), and Steven Buechler (chair of the Mathematics Department), made a few observations. All spoke of the importance of the branch library for the Mathematics Department. Buechler also mentioned the importance of browsing the physical collection and comments from visiting mathematicians about the quality of the library's collection and space. In fact, he claimed that the Mathematics Library is one of the best in North America, and perhaps rivals the best in Europe. He implied that benefactions to the Mathematics Library would have a significant effect on research in a number of areas throughout the University: not surprisingly in science and engineering, but also in the social sciences (e.g., economics and psychology), business (e.g., finance), and the humanities (e.g., logic).

On behalf of Karen Lanser, branch supervisor, and Annegret Marshall, library specialist, Ladwig followed with thanks and acknowledgment to the many people involved in the move. These included Mathews-Purucker-Anella from South Bend, the architectural firm; the FCS Group from Indianapolis, shelving; Hallett Movers, library movers from the Chicago area; the Facilities Engineering staff including Robert Ringel, Kathy Kinney and Donna Houston; Patricia McAdams from the Office of Information Technologies; and the Mathematics Department's Library Committee and office staff. Ladwig went on to thank units from the Libraries: Catalog and Database Maintenance, Labeling, Stacks Maintenance, Building Services, the Engineering Library staff, the Chemistry/Physics Library staff, Preservation, Desktop Computing and Network Services, Scott Gaglio (the departmental computer consultant), the Mathematics Library's student workers, and finally, the Advancement Office. He also told those attending about the Mathematics Library's two medium-term goals: 1) to make the library an exciting and efficient workplace, and 2) to adapt the library to meet the changing needs of its primary patrons.

A reception followed the formal program, with refreshments generously provided by the Libraries' User Services Division and the Mathematics Department. A classical music trio led by senior Brittany Payeur played throughout the afternoon. There were also several demonstrations: Joni Kanzler answered questions about the Mathematics Library's Web page and resources; Eric Morgan demonstrated a draft version of MyLibrary; and Joe Ross answered questions about an exhibit put together with the help of Special Collections and Preservation. The exhibit included rare works by Descartes, Euler, Galileo, Gauss, Newton and Riemann, and volumes from the Mathematics Library's Marston Morse Collection and its Wilhelm Stoll Endowment.

A framed copy of the blessing commemorates this event and may be found on the south wall of the library near its large light well. Thanks to all who attended and to all of those who made the event and the move of the Mathematics Library a success!

Three Notre Dame Librarians Recognized by Peers

Bartley Burk, social sciences/Hispanic cataloging librarian, was named co-recipient of the 2002 “Best of LRTS Award,” given to the author(s) of the best paper published each year in Library Resources & Technical Services, the official journal of the Association for Library Collections & Technical Services. The winning article, co-authored by Burk and Laura D. Shedenhelm of the University of Georgia, was entitled “Book Vendor Records in the OCLC Database: Boon or Bane?” The award includes a citation and a $250 prize.
Robert Kusmer, German/humanities cataloging librarian, has been selected as one of ten librarians from the U.S. and Canada to participate in the November 2002 Study Tour to Germany. Sponsored by WESS (the Western European Studies Section of the Association of College and Research Libraries), the Goethe-Institut, New York, and Bibliothek & Information International (Germany), the tour consists of an all-expense paid trip to visit German academic libraries, institutions, and selected publishing houses with the intent of providing for future leadership in German studies librarianship.

Eric Lease Morgan, head of the Digital Access and Information Architecture Department, recently received two awards in recognition of his contributions to the profession. Morgan has been named one of Library Journal's 2002 Movers & Shakers, "a celebration of the people who are shaping the library field today—and changing it for tomorrow." Morgan was cited for "thinking outside the box" and his innovative projects such as Mr. Serials and MyLibrary, both developed by him while at North Carolina State University. Morgan is also the 2002 recipient of the Bowker/Ulrich's Serials Librarianship Award. Presented by the Serials Section of the Association for Library Collections & Technical Services, the award consists of a citation and $1,500 donated by R. R. Bowker. Morgan was recognized for his "unique combination of technical expertise, broad vision, genuine creativity, and a talent for imagining new solutions that puts him at the forefront of digital librarianship. Moreover, he has repeatedly chosen to apply these talents to electronic serials."

Three Staff Members Recognized at Awards of Excellence Luncheon

The University presented Awards of Excellence to more than 85 employees during a luncheon on August 15 in the Joyce Center. Jean Cane, supervisor in the Government Documents Technical Services unit in Hesburgh Library, was presented by Father Malloy with a Presidential Award. The award is given to staff members who "exemplify consistently outstanding performance and demonstrate integrity and service not only to Notre Dame but also to the surrounding community." Mary Cowser, day access services supervisor in the Kresge Law Library, and Patricia Karpinski, recently retired from the Libraries’ Preservation Department, were both honored with the Notre Dame Spirit Award. The award recognizes staff members who, through their professionalism and service to others, have positively impacted the lives of co-workers, students, visitors and the campus community-at-large. Congratulations to all!

Letters of José de San Martín, South American Liberator

by Scott Van Jacob

The University Libraries recently received a gift of 45 handwritten letters composed by the great Latin American liberator, José de San Martín (1778-1850). This Argentine-born, Spanish-trained soldier was a brilliant military strategist, superb administrator and a man of great moral integrity. Within our hemisphere, San Martín takes his place beside Simón Bolívar and George Washington as one of the three greatest founders of American independence.

These letters are the most recent donation by Robert and Beverly O'Grady to further research at Notre Dame on the history and literature of Latin America. They presented the letters to the Libraries on Friday, March 22, 2002. Dr. Jennifer Younger, Edward H. Arnold Director of University Libraries, and Dr. Mark Roche, I.A. O'Shaughnessy Dean of the College of Arts and Letters, accepted the letters on behalf of the University. The O'Grady Collection is one of the foremost collections in the United States of rare books and manuscripts on the Southern Cone (Argentina, Chile, Paraguay and Uruguay) of Latin America.

From left to right: Beverly O'Grady, Dean of the College of Arts and Letters Mark Roche, Robert O'Grady, and Director of Libraries Jennifer Younger

The letters, composed between 1814 and 1821, were written in Argentina, Chile and Peru during San Martín's military campaigns against the Spanish colonial forces. Most of the correspondence is to Bernardo O'Higgins, the supreme director of Chile, reporting on the campaigns’ progress, coordinating troop movements or requesting supplies. O'Higgins led Chile’s independence movement and presided over the country’s first years as a republic.

The earliest letters document San Martín preparing his army for its heroic crossing of the Andean passes in February 1817 to defeat the Spanish army in Chile, an accomplishment that can be favorably compared with Hannibal’s crossing of the Alps. Several of these letters deal with the daily concerns and needs of a large army, such as reassigning, recognizing and promoting officers, punishing
Intern Advances Planning for Preservation of Catholic Collections

by Liz Dube

The Preservation Department recently completed a comprehensive preservation assessment of the University Libraries' premier collection of Catholic materials. This valuable collection, housed in Hesburgh Library, contains over 50,000 monographic volumes supporting Catholic scholarship. The assessment provides valuable information to enrich our understanding of the collection's rarity and condition, and significantly advances our planning for its preservation.

Project Background

One of our oldest and traditionally strongest subject areas, our Catholic collection is among the most significant and comprehensive collections of its kind. The collection is heavily used, actively supporting a long and growing tradition of outstanding academic programs and research in Catholic theology at Notre Dame, and it is frequently borrowed by other institutions. Unlike some disciplines, research within theological studies continues to rely heavily on older and often fragile materials from the "brittle books period" (19th and early 20th centuries). Most books from this period were printed on chemically unstable, acidic wood pulp paper, and therefore tend to deteriorate relatively rapidly. Given the heavy use and age of much of this collection, it is not surprising that many of these volumes return from circulation in disrepair and, frequently, are too brittle and fragile to withstand the repair process. A growing awareness of these considerations led the Libraries to begin to focus more closely on the preservation needs of our Catholic collections this spring.

Still, many questions remained: How much of the collection is printed on brittle and fragile paper? How many volumes are already in disrepair? How comprehensive is our collection as compared to similar collections? Are other institutions already working to preserve these types of materials? How much have we already preserved here at Notre Dame? Only a physical survey of the collection would provide the quantifiable data we needed in order to develop a strategic preservation action plan.

The Internship Opportunity

Concurrently, the University Libraries identified a unique opportunity to host an intern from the University of Texas' Preservation and Conservation Studies (PCS) program. The six-week internship program, designed to provide preservation administration students with valuable project management experience, enabled us to gain the expertise of an enthusiastic and knowledgeable graduate student for the efficient design and implementation of our much needed preservation assessment.
Sarah A. Rodriguez, our preservation intern and surveyor extraordinaire, holds an A.B. degree in literature from Harvard and is currently a second-year MLIS (Master of Library and Information Science) candidate at UT, specializing in preservation administration. The match could almost be considered fated; a number of Rodriguez’s close relatives (her father, an uncle and a cousin) are proud Notre Dame alumni. We are thrilled to have had the opportunity to work with Sarah Rodriguez and the PCS Program on this very significant project.

Getting Started: Defining the Collection

Subject librarians Alan Krieger and David Jenkins defined the Catholic collection by the call number ranges BX 100-4794 and BV 2123-2300. These ranges contain books whose subject is specific to Catholicism as a Christian denomination, and include areas such as church polity, theology, history, liturgy and missions. Journals and other serials were excluded from consideration at this time due not only to added complexities with surveying serial collections, but also because the monographs were felt to constitute the most critical portion of the collection.

Using a program developed by Tom Hanstra of the Library Systems Department, data describing each volume in the survey population (50,155 monographic volumes within the specified call number ranges) were extracted from the Libraries’ online catalog and imported into a spreadsheet. Based on research into statistical sampling and best practices in library surveying techniques, a sample size of 500 was chosen. Because an unknown number of volumes was certain to be checked out and unavailable at the time of the survey, an initial sample set of 600 was extracted from the survey population. Automated random selection of these 600 items was achieved with the assistance of Tanya Prokrym of the Libraries’ Desktop Computing and Network Services Department.

The Survey

Rodriguez designed a survey instrument addressing a range of considerations, including: binding type and condition, paper pH and strength, condition and preservation need, existence of microfilm and prevalence of print copies. A survey pre-test of 50 volumes informed a round of revisions further refining the survey instrument. This process ensured unambiguous and targeted questions that would extract reliable and useful data.

Rodriguez conducted the survey by examining each of the 553 volumes in the final sample and completing the physical description and preservation needs portion of the questionnaire. Following this physical assessment, Preservation Department staff member Dorothy Paul and student assistant Brianne Hess searched for each volume in national databases and completed the survey questions pertaining to print and microfilm availability.

The Electronic Database

Prokrym developed the Microsoft Access database that was employed for this survey. The highly customized and rather sleek database exceeded our expectations in terms of its ease of use and functionality, and was even ergonomically sound at that! The use of a database not only saved on paper, but also enabled us to minimize data input errors and greatly facilitated data extraction, analysis and report generation.

Significant Survey Results

While the survey results are statistical approximations, they provide very useful insights into the condition and preservation needs of the Catholic collection. Some highlights follow:

Age: The majority of the collection is relatively modern, with 82% dating from 1930 to the present, and only a small number (<3%) dating from before 1860. The remaining 15% (approximately 7,600 volumes) date from 1860 to 1929, the heart of the brittle books period.

Paper pH/Acidity: Approximately 90% (about 45,000 volumes) of the collection is printed on paper which is acidic or borderline acidic. The vast majority of the collection, modern titles included, is therefore at risk of becoming brittle, if not already so.

Paper Strength & Binding Condition: Approximately 18% (about 9,000 volumes) of the collection is printed on brittle or borderline brittle paper. Significantly, many (63%) of these brittle volumes are also damaged and unable to be effectively repaired due to their fragility. Not surprisingly, a large percentage (72% or about 5,500 volumes) of materials printed 1860-1929 are brittle or borderline brittle. Over 90% of the remainder from this period are highly acidic and at risk of becoming brittle over the next few decades.

Rarity: According to OCLC’s WorldCat database, 34% of the collection is owned by ten or fewer libraries. For those items dated 1860-1929, that figure increases to 49%.
**Microfilm Availability:** According to WorldCat, approximately 94% of the collection has never been microfilmed, and only 2% of the collection has been microfilmed to preservation standards that ensure both production quality levels and the ability to purchase copies in perpetuity.

**What Next?**

The results of this survey will be useful for many years to come, as we begin to take proactive steps to preserve our Catholic collection. The extent of paper acidity (90%) and brittle paper (18%) present in the Catholic collection highlights the need for improved environmental controls throughout the Libraries' collection storage areas. As a baseline preventative measure, lowering light levels and ensuring more stable and lower temperature and relative humidity conditions within our collection storage areas will significantly slow the chemical deterioration of all of our collections. Other treatments, though important and necessary in many cases, are, by definition, remedial, labor-intensive and costly in comparison with the preventative benefits of environmental control. In support of this goal, much needed mechanical system improvements are planned for the second phase of Hesburgh renovation.

Most immediately, the survey results are likely to guide specific fundraising efforts for preservation. The Libraries may apply to the National Endowment for the Humanities for a Preservation and Access grant, which could enable us to perform many of the much needed preservation treatments indicated by this survey project. A large-scale project could include a mix of preservation microfilming and conservation treatment, ultimately providing for the preservation of, and increased access to, some of our most important and endangered materials.

The survey methodology developed by Rodriguez will also be transferable to future preservation assessments within the Libraries. Other significant collections, such as our Irish Studies collections, have similarly profound preservation needs. Multiple collection surveys would facilitate comparative studies of relative preservation risk among our various collecting areas, thereby informing challenging resource allocation decisions.

The survey database questionnaire; note the pull-down menus for consistency and ease of entering data.
Collecting Dante in America: Lessons from Library History
by Christian Dupont

At a time when university libraries are moving away from traditional “just in case” collection-based economies toward “just in time” strategies of information packaging and delivery, it can be instructive—even inspiring—to study the history of great library collections to understand the challenges their creators faced, and overcame.

The collecting of works by and about the medieval Florentine poet Dante Alighieri during the latter part of the 19th century provides a useful index for charting the evolution of American university libraries. In 1815, George Ticknor complained that it was nearly impossible to get a copy of Dante’s Comedy in the original Italian in his native Boston. Seventy-five years later, a catalog was published that listed jointly the Dante-related works Ticknor had given to the Boston Public Library, which he played a major role in founding, and the growing collection in the Harvard College Library.

Among the first volumes were those Ticknor acquired while traveling through Italy in 1817. Having just accepted an invitation from Harvard University to fill the newly established Abiel Smith Professorship of French and Spanish Languages and Literatures, he negotiated a thousand dollars to buy books to support his program. Ticknor spent part of the money to buy some 20 editions of Dante, from the oldest to the most recent, as well as many other Italian books. Once established at Harvard, he secured for himself a second appointment as professor of belles-lettres, and soon thereafter introduced courses in German and Italian, hiring a native Sicilian, Pietro Bachi, to provide students with the linguistic foundations for the latter. In 1831, Ticknor began offering a seminar on Dante.

When Ticknor resigned in 1835, he urged Josiah Quincy, then president of Harvard, to appoint Henry Wadsworth Longfellow in his place. Quincy did so, consolidating Ticknor’s two professorships into the renamed Abiel Smith Professorship of Modern Languages and Literatures. Since 1829, Longfellow had held a similar post, created in imitation of Harvard, at Bowdoin College. Thanks to Bachi and to his own interest in Dante cultivated during a year spent in Italy, Longfellow continued and improved upon Ticknor’s practice of lecturing on the poet. At one point, Longfellow even proposed inaugurating a public lectura dantis in the tradition of Boccaccio, but the Harvard Corporation did not approve.

In fact, the Harvard Corporation, while inaugurating the study of modern languages in America, frequently took action to discourage its growth. Bachi, for instance, was paid a pittance and then dismissed when he filed for bankruptcy in 1844. Longfellow’s successor, James Russell Lowell, was assigned the least desirable classrooms for his Dante lectures, and students were largely prevented from attending them because of curricular regulations.

Despite such hindrances, the cult of Dante, initiated at Harvard, flourished and spread beyond Cambridge. Longfellow’s blank verse translation of the Comedy perhaps played the most influential role in bringing Dante to a larger reading public when it was finally issued in 1867, but it was not a solo effort. Final revisions were aided by weekly gatherings of friends well-versed in Dante, particularly Lowell and Charles Eliot Norton, who had himself published a partial translation and commentary of Dante’s New Life in 1859.

Following Lowell’s departure for Spain in 1877 as the new American minister, Norton assumed the mantle of Dante Studies at Harvard. Within a few years, he organized a formal Dante Society in Cambridge, which soon emerged a forerunner and model for similar societies in Great Britain and Europe. One of the chief functions of the Cambridge Dante Society was to establish a “library of Dantesque literature” in the Harvard College Library from which Society members could borrow materials, even requesting delivery by mail. Society dues funded purchases, and members were also encouraged to contribute volumes directly. Norton set the example at the outset by depositing the major portion of his own extensive personal collection. The Society also greatly benefitted from the services of William Lane, librarian at Harvard and, for a time, at the Boston Athenaeum. Lane placed orders and reported new contributions to the Harvard Dante collection in the annual reports of the Society, which likewise included his comprehensive annual Dante bibliography. He also compiled the joint Harvard-Boston Public Dante catalog.

When Lane’s catalog appeared in 1890, there was perhaps not a single Dante volume on the library shelves of the “new” Cornell University in central New York. Yet in three short years, between 1893 and 1896, former Cornell professor and librarian Willard Fiske assembled an even larger and more complete Dante collection than the Boston area libraries combined could boast. Fiske was a veteran book collector, having already assembled unique and unparalleled collections of Icelandic imprints and Rhaeto-Romance literature, as well as a superb collection of early editions of Petrarch’s works. Dante emerged as a late fascination, probably motivated by news of the growing collection at Cornell’s “aspirational peer.” The allure was surely heightened by the Dante revival sweeping then through Italy, especially Florence, where Fiske had been living in retirement since 1883, following an agonizing will dispute with Cornell over his late wife’s considerable estate.

Unlike the Cambridge Dantists, Fiske never developed any deep literary interest in the poet, but was instead attracted by the collecting and bibliographical challenges. Not only in America, but especially in Europe, Dante-related works were being sought after with great fervor. Despite advancing age and ailing health, Fiske visited booksellers throughout Europe and engaged procurement agents. Carefully numbered and inventoried packages were shipped directly to Cornell (resentment toward certain trustees over the will case notwithstanding, Fiske gave all his book collections to the university), where his successor, librarian George Harris, inspected and cataloged their contents. For the latter task, a recent Harvard graduate named Theodore Koch...
proved invaluable. Koch had studied Dante under Norton, and
had first come to Cornell in the summer of 1895 to check
references for an essay he was writing on “Dante in America.”
By November, he managed to convince Fiske to hire him to
complete production of a printed catalog of his collection that
had been started by less able assistants.

Envisioned by all concerned as a project requiring
less than a year, it dragged on for five as Fiske, sometimes
with Koch’s aid, continued to add to the collection, and as
decisions over how to structure the catalog entries caused them
to become more complex. Cost overruns and typesetting
problems caused printing delays, but when the massive two-
volume work comprising 606 pages of closely set type finally
appeared in 1900, it was hailed on both sides of the Atlantic as
a bibliographical masterpiece, and continues to be regarded as
such to this day.

As Fiske’s appetite for Dante collecting peaked in
1896, Father John A. Zahm, C.S.C., was just whetting his own.
Following the publication of Evolution and Dogma, a
synthesis of his many lectures on the subject which marked
him as America’s foremost Catholic apologist for evolutionary
science, Zahm received a call to Rome to serve as Procurator
General for the Congregation of Holy Cross (no doubt so that
the Curia could keep a closer eye on him). Coming from a
small college situated on two lonesome lakes in the woods of
northern Indiana, Zahm made the most of opportunities to
expand his intellectual horizons and contacts. Besides
attending scientific congresses, he also met several prominent
scholars of Dante, who in the climate of Pope Leo XIII’s neo-
scholastic renaissance, promoted the Divine Comedy as a
poetic counterpart to the Summa theologica of Thomas
Aquinas.

When Zahm returned to Notre Dame in 1898 to fill
the chief administrative post in the United States Province of the
Congregation, he set himself the task of assembling a
Dante collection for the library. For what purpose? In a
retrospective published in the Catholic Citizen the year of his
death (coincidentally also the sixth centenary of Dante’s),
Zahm outlined his reasoning: in order for Notre Dame to
achieve the greatness of European universities, it must have a
great library; moreover, to become a great Catholic university,
it must have the premier collection of works by and about the
great Catholic Poet.

Building such a collection within the constraints of
limited time, limited monies, and limited market availability,
would prove a difficult task. Yet Zahm had a reputation for
being a shrewd book hound and bargainer, to which he now
added. He spent late hours poring over lists obtained from
booksellers in the United States and abroad, checking what he
found against the Harvard and Cornell catalogs to see what
more he lacked. A friend in Rome, Monsignor Denis
O’Connell, shared his enthusiasm and helped locate many
important volumes. O’Connell also brokered Zahm’s big
break: the acquisition in 1902 of a nearly complete series of
the editions of Dante’s Comedy printed before 1750 from an
Italian collector named Giulio Acquaticci.

Notre Dame now had a Dante collection that could
rival those held by the prominent eastern schools, but Zahm’s
bold ploys to make Notre Dame into a world-class university
soon cost him his job. Citing Dante purchases among other
risky expansion projects, Andrew Morrissey, C.S.C., who had
recently lost the presidency of the University to one of Zahm’s
protégés, rallied conservative support to oust Zahm in the
1906 election for Provincial. Bitter at losing his office, Zahm
never returned to the university where he had lived and worked
since enrolling as a high-school student back in Edward
Sorin’s days. Nevertheless, he continued to acquire and send
Dante material to his alma mater, including a collection of
some 2,000 scarce books and offprints, many inscribed by
their authors, a few months before he died.

What lessons can be learned from these pioneering
efforts in American Dante collecting? In each case the
establishment of comprehensive collections of Dante-related
literature was the result of efforts of professors and librarians
who labored at their passion for the most part outside, and at
times against, the formal structures of their universities. Led
by their respective visions of what they wanted to contribute to
the advancement of Dante studies in America, they put aside
personal pride and sacrificed much for the institutions they
loved. Fiske and the Cambridge Dantists eventually enjoyed
recognition for their foresight during their lifetimes, but
Zahm’s desire to see a Dante chair created at Notre Dame has
only found fulfillment in the last ten years with the endowment
of the Devers Program in Dante Studies.

The University Libraries’ Byrne Travel Fund, as well
as the Francis M. Kobayashi Travel Fund administered by the
Office of Research, mark in their own way sacrifices made on
behalf of academic advancement. I was fortunate to receive
funding from both over the last two years to support archival
research at Cornell and Harvard. In addition, the Devers
Program generously provided travel monies to allow me to
present research on the origins of the Zahm Dante collection at
a conference on the Acquaticci family held in Italy in
November 2000.

In January, I shall leave Notre Dame to become head
of Special Collections at Syracuse University, leaving behind
not only people but also collections I care much about. I will
bring with me, however, the lessons and inspiration drawn
from my study of American Dante collecting—in particular the
enthusiasm and determination of one indefatigable collector,
whose legacy, I firmly hope, will live to inspire generations of
Notre Dame librarians to come.

For publications about the Zahm Dante Collection, see:

http://www.dante.nd.edu/library/publications.html

Dupont plans to publish similar studies of the Cornell and
Harvard Collections, and is pursuing additional external
funding to assist with the latter.
Making Information Easier to Find With MyLibrary
by Eric Lease Morgan

In February of 2002 the Libraries facilitated a set of focus group interviews with students, faculty and staff of the University. The purpose of the interviews was to discover what problems the University community has when it comes to accessing digital information. While participants had many good things to say about the Libraries, such as acknowledging their courteous staff and wealth of Internet accessible information, they did articulate some problematic issues which can be distilled into three categories:

1) information is hard to find;
2) information is hard to get;
3) communication can be improved.

Focus group participants thought there were too many choices available on the Libraries’ website, and they expressed difficulty choosing the most appropriate resource for their particular need. Participants said the search engines used to locate the information they desire are unintuitive and difficult to use.

Once a search engine was used and a particular book or journal article was identified as being useful, participants said those items were difficult to obtain. More often than not the book or article is not immediately available online. Participants have to conduct a second search of the library catalog to see if it is available and then physically go to the library to acquire the document. This is seen as inconvenient.

It is obvious that members of the University community have enjoyed positive experiences with Internet accessible resources and services beyond those offered by the Libraries and they question why the Libraries cannot provide similar services. "Give me Google and/or send me the document."

Library staff are viewed as friendly and easy to approach. On the other hand, many participants did not know that the Libraries employ subject specialist librarians -- librarians who know and understand specific areas of study. When participants knew of the subject specialists, then those specialists were repeatedly called upon for help and consultation. Participants made many recommendations on how things could be improved and/or what sorts of services they desired. It turns out that the Libraries already provide most of these services. Thus, it is apparent that we have communication issues and our communication channels need to be improved in the Libraries.

MyLibrary, a Possible Technical Solution to Address These Issues

By allowing our patrons to personalize and customize their view of the Libraries’ website, and by cultivating more person-to-person relationships between patrons and librarians, we believe we can help resolve many of the issues expressed in the interviews. We call this idea MyLibrary.

In a nutshell, this is how MyLibrary works. First, subject specialist librarians create short lists of information resources pertinent to their clientele, and selected items from these lists are recommended over other items based on their importance to the subject area.

Second, as people from the University community use the Libraries’ website, they are presented with a homogeneous set of information resources presented in any number of views including, but not necessarily limited to, resources organized by title, by subject area, by popularity, by recommendation, by ease-of-use, etc.

Third, people are given the option to create a MyLibrary account. They are asked for their name, email address, and to select a subject from a list of subject areas supported by the University. Based on this bit of information the website creates a page for each individual. MyLibrary remembers this page for each person, and it is accessible from any Web browser connected to the Internet. The page not only lists recommended resources from the selected subject area, but it also provides links to the subject specialist librarian(s). The Libraries understand everybody is different, and consequently, people who create accounts will be given the option of modifying what appears on their page. Items can be added or removed at will. Based on the person's subject selection, lists of newly acquired items from the Libraries' collections can be displayed and optionally sent to MyLibrary patrons on a regular basis -- a sort of "what's new" feature delivered via email. Thus, students, faculty and staff will be able to optionally customize their view of the Libraries' website. Since it is personalized by each individual it should make information easier to find, easier to get, and improve communication.

Reducing information overload and saving the time of our clientele are of primary importance. The means described above are designed to accomplish these goals, and there are other things MyLibrary can do towards these ends. For example, it can facilitate a document delivery service based on items listed in the "what's new" feature. It can support a "get it for me" service allowing items to be delivered electronically or in person without the need for people to come to the library. MyLibrary can provide the means for faculty to create course-specific pages containing lists of information resources for particular classes. MyLibrary can implement a review service enabling people to describe their experiences with information resources and allowing others to read the reviews and select items accordingly. The system might even go so far as to recommend information resources based on these reviews or frequency of use. MyLibrary can become an integral part of a campus-wide system -- a portal -- of course schedules, grades, financial records and news feeds of University events. Thus, not only is it possible to create MyLibrary, but it is also possible to create MyNotreDame.
### MyLibrary

**Message of the Day**
This is a message of the day. It is intended to be a text seen by anybody who visits the service. It could include information useful for anybody using the libraries.

Music is the heart beat of the earth.

**Reference Desk**
1. Dictionary of Philosophy of Mind
2. Encyclopedia Britannica Online
3. Information Please

**Indexes & Abstracts**
1. Billboard Spotlight Reviews
2. CD Reviews
3. Math Database
4. SixtiesRock

**Texts and Journals**
1. Astronomy Now Online
2. Journal of Seventeenth Century Music
3. Research Perspectives in Music Education

**Your Library (s)**
Your reference librarians are: S.R. Ranganathan (631-8604, emorgan@nd.edu).

**Library Links**
1. Acquisitions
2. Design Library
3. Textiles Library

**Community Links**
1. Catalog, graduate
2. College of Agriculture & Life Sciences
3. NCSU Bookstores
4. Office of Public Affairs

**New Book Shelf**
Your profile presently includes the following call number ranges: P - Q.

Use the form below to search these ranges or select the "customize" hotlink above to modify them as well as other parts of your current awareness profile.

<table>
<thead>
<tr>
<th>Item</th>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>From</td>
<td>2 weeks ago</td>
</tr>
<tr>
<td>To</td>
<td>This week</td>
</tr>
<tr>
<td>Output</td>
<td>my screen</td>
</tr>
<tr>
<td></td>
<td>my email</td>
</tr>
</tbody>
</table>

Alternatively, you can browse the entire collection of the new items on the **New Book Shelf**.

---

### Implementing MyLibrary

**MyLibrary** is an ambitious endeavor, and the Libraries are implementing it as a pilot project. We are beginning with subject areas such as, but not limited to, history, business, engineering, mathematics, peace studies and life sciences. By Thanksgiving of this year we hope to begin an iterative process of: 1) system evaluation by the University community; 2) functionality creation and improvement; 3) regular maintenance of system content; and 4) promotion. By this time next year we will have used this four-step process to evaluate **MyLibrary**'s usefulness. The pilot process will help us determine how to continue and/or change direction.

**MyLibrary** is intended to make information easier to find, easier to get, and to improve communication between the Libraries and the University community. We relish your input, and if you have any questions, please don't hesitate to call or drop me a note: (574) 631-8604 or emorgan@nd.edu
Art History Enters the Digital Realm
by Jane Devine Mejia

On campuses across North America, digital imaging technology is changing the way that professors and students explore the history of art and architecture. From the UCLA Cultural VR Lab, which creates carefully researched 3D computer models of important cultural sites, to Princeton's project on the artist Piero della Francesca, scholars are working with imaging specialists to find new means of conveying and studying visual information.

New technologies have always influenced the evolution of art history. Initially historians taught with the aid of verbal descriptions, books, drawings and prints that depicted works of art. Photographic reproductions appeared in the mid-19th century and, by the 1890s, the availability of projection equipment made the glass lantern slide an essential teaching tool. At Notre Dame, we can trace the use of lantern slides in the School of Architecture to 1920. By the 1950s, the 35mm color slide had become the most common teaching tool, and it remains so today. Generations of students have experienced lectures illustrated with dual slide projection, while large slide libraries have developed to collect and preserve these images. The advent of the Web, and with it the possibility of transmitting high-resolution images, has again changed how scholars study art and architecture, from visiting virtual museums to sharing research findings through websites such as the Brown University Great Temple at Petra excavation site.

In January 2001, the University Libraries began examining the potential for a digital visual resources collection (DVRC) at Notre Dame. The first part of our inquiry was a survey of existing slide collections in the Department of Art, Art History and Design, the School of Architecture, the Snite Museum of Art, the Ambrosiana Collection and the Program of Liberal Studies. We also saw the importance of learning more about other digital image projects, particularly the Andrew W. Mellon Foundation's ArtSTOR initiative. Max Marmor, director of collection development for ArtSTOR, visited the campus in April 2002 to give two talks on this new project: one for the Advisory Council on University Libraries entitled “Images in the Digital Marketplace” and the other (“The ArtSTOR Initiative: Creating a Digital Image Library for Art History”) for a broad audience of librarians, art and architecture historians, museum curators and technology specialists. During these presentations, he outlined the purpose and goals of this ambitious image collection.

Like JSTOR, which offers digital backfiles of core journals in the humanities, sciences and social sciences, ArtSTOR is intended to create or gather, store and distribute core images used in the teaching of art history. It has grown out of several related projects, among them AMICO (Art Museum Image Consortium), the MESL project (Museum Educational Site Licensing) and the Digital Library Federation's Academic Image Cooperative. All of these aim to provide sustainable, user-centered art image libraries to the academic and museum communities. What distinguishes ArtSTOR from other projects is the spectrum of collections it proposes to offer: from specialized research collections captured directly from primary sources to broad image "galleries" equivalent to large academic slide libraries. Two primary resources already well underway are the Museum of Modern Art Design Collection, which includes thousands of objects only partially accessible at MOMA, and the Dunhuang Archive, an extraordinary group of Buddhist cave shrines in the Gobi Desert, recorded through direct digital photography for ArtSTOR. Marmor demonstrated both of these collections during his presentations, allowing the audience to take a virtual tour of the Dunhuang shrines and to examine three-dimensional objects in MOMA’s design archive as if they had them in hand.

At the other end of the ArtSTOR spectrum are the broad "image galleries" made up of several major slide collections. The goal is to gather about 300,000-500,000 images to support undergraduate teaching in art and architectural history and related disciplines. First among these slide collections is the University of California at San Diego’s art slide library of 250,000 images. The Mellon Foundation has recently granted UCSD $850,000 to digitize this collection and to work with the Harvard Fine Arts Library and the Cleveland Museum of Art to create a prototype Union Catalog for Art Images (UCAI). It is hoped that this union catalog, which will bring together and attempt to standardize 500,000 metadata records from the three institutions, could be the beginning of a more unified approach to sharing image cataloging records. Similarly, the purpose of ArtSTOR’s image gallery is to relieve academic institutions and independent scholars of the need to scan their own slide collections to meet basic teaching needs, and thus to save universities from investing in digitizing the same images redundantly. By sharing a common image library that supports standard art history classes, institutions could instead concentrate on digitizing their unique research material and specialized slide holdings. ArtSTOR hopes to make this initiative available in 2003.

In addition to UCSD’s slide library, several other collections are joining ArtSTOR: the Carnegie Study of the Arts of the United States (4,500 images of American art and architecture), the Digital Library Federation’s concordance of reproductions from standard art history textbooks (4,000 images), the John and Susan Huntington Asian Art Survey from Ohio State University (10,000 images) and the Digital Bartsch collection of 50,000 images derived from Old Master European prints of the 15th to 19th centuries.

Managing such a wide range and number of high-resolution images requires software that offers teachers, librarians and students the power to find, retrieve, organize and present arrays of selected images in the classroom or on their workstations. ArtSTOR is working with Luna Imaging’s Insight software, which is fast becoming the standard for image collections. Insight will be included with each ArtSTOR license, giving users the option to use it both with ArtSTOR material and their own locally created images.

One of slide librarians’ main concerns is the question of copyright and fair use, since many images are copied from
books and journals for presentation in the classroom. ArtSTOR is working to secure perpetual non-commercial rights to all of the images it offers, in order to distribute them for scholarly, educational and cultural purposes. This will spare librarians and teaching faculty the effort of seeking copyright permission to scan teaching images.

There is no question that ArtSTOR will create new opportunities for those who study and teach art, architecture, design and cultural history. Just as digital images give students 24-hour access to slides they have viewed in class, so ArtSTOR will offer faculty a desktop slide library from which to choose images for teaching. But just as the lantern slide endured after the emergence of 35mm photography, imaging technologies will continue to overlap, and we do not expect the 35mm slide to disappear yet. In fact, digital imaging can extend the life of valuable 35mm and lantern slide libraries. The University Libraries are eager to see the first release of ArtSTOR and to explore how unique slide collections at Notre Dame might blend with the Mellon Foundation’s image gallery to meet faculty and student needs in the 21st century.

Further reading:

UCLA Cultural VR Lab:  http://www.cvrlab.org

Princeton University, Piero Project:  
http://etc.princeton.edu/art430/art430-overview.html

Brown University, Petra: The Great Temple Excavation:  
http://www.brown.edu/Departments/Anthropology/Petra/temple/temple.html

Digital Library Federation, Academic Image Cooperative:  
http://www.diglib.org/collections/aic.htm

Luna Imaging:  http://lunaimaging.com/


Spring 2002
Library User Survey:
LibQUAL+

by Sherri Edwards

What do library users expect from the services we provide? How well is the library meeting those expectations? To help answer those questions, the University Libraries of Notre Dame, along with 168 other academic and research libraries, participated in a pilot web-based survey last spring asking students and faculty to rate the quality and importance of a broad range of library services. Besides attempting to determine how well the Notre Dame Libraries are serving the University community, the pilot was intended to test the LibQUAL+ survey instrument, which was adapted from the SERVQUAL assessment tool used by the marketing research community since the late 1980s.

All of the 169 libraries’ participants were given a 25-question survey asking them to rate their “minimum,” “desired” and “perceived” level of service, using a rating scale from 1-9. Participants were asked to rate their library in four areas or dimensions: access to information, affect of service, library as a place, and personal control. Instead of measuring things like how large the collection is or how much money is spent on journals, the survey attempted to find out how libraries are meeting users’ expectations for service. By participating in the LibQUAL+ project, libraries will be able to compare results with other peer institutions in an effort to develop benchmarks and identify best practices across institutions.

Locally, the survey was administered by sending e-mails to a randomly selected list of 1,200 undergraduates, 800 graduate students and 800 faculty, asking them to complete the survey on the web. The survey was completed by 308 undergraduates, 255 graduate students and 183 faculty, for a response rate of 27%. The largest percentage of respondents was from the humanities (20.8%), followed by business (17.45%) and science/math (13.92%).

The University Libraries of Notre Dame results are, for the most part, well above national averages. Results showed high levels of satisfaction with the Libraries’ “affect of service” dimension, with superior scores in areas such as willingness to help users, consistently courteous and caring staff, and dependability in handling users’ service problems.

Lowest scores were given for the “access to information” dimension which covered such areas as complete runs of journal titles, comprehensive print collections, timely interlibrary loan/document delivery, and meeting interdisciplinary research needs.

We learned that, first and foremost, Notre Dame students and faculty want knowledgeable library employees and library resources and tools designed so that they can easily find what they need on their own. Furthermore, it is important to students and faculty that we improve the accuracy and functionality of our online catalog, reduce the turnaround time to receive interlibrary loan materials, and add to the breadth
and depth of our collection. We must continue to work on improving the attractiveness and aesthetics of our library facilities and also on making more electronic resources available from home or office. There were some differences among responses from faculty and students. Access to comprehensive collections and an easy-to-use website are especially important to faculty. While these are important to students as well, they also want convenient library hours and a quiet place to study.

In addition to responses to the 25 questions, the Libraries received 305 written comments. For example, one humanities faculty member wrote that “the library staff are excellent; knowledgeable, courteous and helpful. However, library collections are weak in many areas and much of my research relies on Interlibrary Loan. In addition, the library’s physical space is completely uninviting.”

Similarly, a humanities faculty member wrote that “in general my estimation of the library is that the staff is excellent, the collection adequate, and the space terrible, whether for teaching or for research.”

In describing the collection, a science faculty member wrote that “the single most important service is comprehensive electronic journal subscriptions. If ND wants to be a premier teaching and research institution, this is NOT the place to cut corners...”

An undergraduate science student wrote: “I have trouble finding things off the website. There doesn’t seem to be a simple way to get exactly what I want. Also, I would like more services with full text online. When researching, finding only the title or abstract is useless unless there is an easy way to obtain the full-text of the article.”

Finally, in describing the library as a place, one humanities faculty member wrote that “the library is not an inviting space, especially for students. We need to create spaces which invite library use... The library should be central to all that goes on here at ND. The library professionals at ND are some of the best in the country. It is only the building, ‘a grain elevator of the corn belt,’ that needs improvement.”

In many areas, the results confirmed what library personnel had initially suspected, and steps have already been taken to capitalize on library strengths and improve on the weaknesses identified by the survey. The Libraries will look at the survey data in more detail, analyze it in conjunction with other survey results, and identify ways to deliver services and collections that are more closely aligned with users’ expectations.

The LibQUAL+ research project is part of a North American effort led by the Association of Research Libraries to measure service quality and identify best practices in libraries across the United States and Canada. It is focused on outcome-based assessment and measures how well an organization serves its users. The U.S. Department of Education’s Fund for the Improvement of Post Secondary Education (FIPSE) is funding the project through September 2003.

The Libraries would like to thank all who participated in the Spring 2002 survey.

---

Hesburgh Library Renovation,
Report No. 3:
The Invisible Project
by Lou Ellen Parent

Take a walk in almost any direction across the Notre Dame campus and you will see evidence of construction and renovation projects. But unless you pass by the east side of the Hesburgh Library you would not be aware—from the outside, that is—that a major renovation project is under way in the Library.

Before actual renovation procedures could begin it was necessary for asbestos abatement crews to remove asbestos from the site. This important process was closely monitored by the Office of Risk Management.

The renovation began on schedule, October 15, 2001, with the demolition phase of the project. For nearly a year the only visible evidence of the renovation was the endless parade of dumpsters. Several times a day full dumpsters were removed from the loading dock area and empty ones took their place. The demolition contractor removed walls, pipes, heating ducts, carpet, doors, plumbing fixtures and fireproofing. In short, anything not essential for maintaining operations in the Library was removed, one pushcart at a time, by way of a single service elevator and through the narrow loading dock.

The demolition crews completed their work on September 20, 2002. Site preparation began even as the demolition was winding down, with both floors and ceilings altered to accommodate moveable shelving.
The only space left undisturbed is the University Telecommunications Center which will continue to be housed in the southwest side of the lower level. There is now a huge open space where there was once a rabbit Warren of offices, a maze of corridors, staff and public lounge space, conference rooms and storage space. Miles and miles of wires, pipes and heating ducts are visible above rough concrete floors.

Larson-Danielson Construction, LaPorte, Indiana, the general contractor for the renovation project, arrived on August 5th to prepare the site for the eventual installation of rails for moveable shelving and to begin the construction phase of the project. The sound of jack-hammers was heard throughout the first and second floors.

Subcommittees of the Library Renovation Task Force have been active throughout the demolition process. The Moveable Shelving Working Group, chaired by Thurston Miller, visited many libraries to evaluate various moveable shelving installations. The group carefully researched the needs of Notre Dame and the products available. The final recommendation, presented and accepted on July 31, 2002, was that the best product for Notre Dame is one manufactured and installed by Elecpack, a shelving system in use at Princeton, Yale and the Library at Paramount Film Studios.

The Moveable Shelving Working Group is also charged with evaluating options regarding the materials that will be housed in moveable shelving in the lower level. The exact configuration of the shelving and the actual number of volumes to be accommodated are still being finalized. The goal of the Library renovation project is to keep Hesburgh materials within the Hesburgh Library and to ensure that the arrangement of materials is logical and easily accessible. With this in mind the materials presently being considered for moveable shelving are those in the sciences and technology, library science and bibliographies, as represented by call numbers in classes Q through Z.

The entire microformat collection will be housed in the lower level as will print and microform government documents. The microfilm collections will be stored in highly efficient Gemtrac storage units.

The User Space and Services Working Group, chaired by Sherri Edwards, has the task of designing space and services for those users who will want to access materials housed on the lower level. The group has included in the design microform readers and printers, and a variety of computers (desktops, laptops, and wireless capability). Reader seating will include study tables, lounge seating, booths and several group study rooms.

A service desk and work area will be staffed during the same hours as other library service desks. There will be no office space on the lower level.

It is exciting as the sounds of construction indicate work is progressing on this first renovation to the Hesburgh Library since it opened to the public 40 years ago on September 16, 1963. The dedication of the renovated Library space is scheduled for September 18, 2003. At that time the University community will be introduced to an efficient, pleasant, state-of-the-art space for users and materials.

Lyandres Appointed as Head of Serials Cataloging

Effective May, 2002, Natasha Lyandres was appointed to the library faculty as head of the Serials Cataloging Unit within the Electronic Resources Department. Natasha received her B.A. in art history from Moscow State University and her M.L.I.S. from San José State University. She worked most recently at East Carolina University, primarily in reference, instruction and collections, and previously served as catalog librarian at Stanford University Libraries and the Hoover Institution.

Bayard Honored with 2002 Foik Award

Laura Anderson Bayard, head of Documents Access and Database Management in the University Libraries, was named the 2002 recipient of the Rev. Paul J. Foik, C.S.C., Award at the President's Dinner on May 21. The award is given annually in recognition of significant contributions by a library faculty member to library service, to the Notre Dame community or to the library profession through personal scholarship or involvement in professional associations. The citation reads:
This year’s recipient of the Rev. Paul J. Foik, C.S.C., Award has been an effective spokesperson for promoting diversity, moving both the Libraries and the University forward in this area. Her creativity and energy has laid the groundwork for a model program which promises to enhance diversity within the Library field, and her innovative work with minority high school students has been recognized as a productive way to attract new talent to librarianship. She is known for her participation on the Library’s Diversity Committee and the University’s Academic Affirmative Action Committee, and as a member of the Faculty Senate, where she has enlightened faculty about the work, responsibilities, and capabilities of library faculty. She is held in high regard for the quality of her services and for her dedication to the needs of faculty, staff, and students. We honor tonight Laura Anderson Bayard.

As noted earlier in this issue (see p. 1), the Libraries’ Summer Program initiative, designed by the Diversity Committee chaired by Bayard, was supported in part by the 2002 Cultural Diversity Grant awarded by LAMA (the Library Administration and Management Association). The certificate for the grant reads:

The Library Administration and Management Association awards the 2002 CULTURAL DIVERSITY GRANT to Laura Bayard, Chair of the Diversity Committee, University Libraries and the Kresge Law Library, University of Notre Dame, to help fund a project whereby in the summer of 2002 the libraries will employ four culturally and ethnically diverse area high school students. This work experience will introduce these students to librarianship as a profession by giving them positive experiences in a work environment.

Hector Escobar, Jr. was appointed to the library faculty as Latino studies/reference librarian, effective October 1, 2002. For the past two years Escobar has served as Notre Dame’s first librarian-in-residence. He holds a B.B.A. in computer information systems from the University of Texas at El Paso and a master’s degree in library and information science from the University of Texas at Austin. In this newly created position, Escobar will provide reference and research assistance at the general reference desk in the Hesburgh Library. In addition, he will have particular responsibility for collection development, instruction and in-depth reference and research services in the area of Latino studies.

Please note: All URLs cited in this issue were verified and viewed as of November 20, 2002.
Libraries Welcome
Kelly Koski

The University Libraries are pleased to introduce Kelly Koski, newly appointed manager, financial and administrative services.

Directing and coordinating the financial and business operations of the Libraries, Koski works with the Library Executive Committee to develop an overall budget and implement a financial operating framework documenting funding sources, income projections, expenditures, encumbrances and budget decisions. Koski serves as the Libraries’ primary liaison to the University financial and accounting offices and represents the Libraries on the Business Managers Group.

A 1997 magna cum laude graduate of the University of Notre Dame with a B.B.A. in accountancy, Koski comes to us from Green Bay, Wisconsin, where she served as library accountant in the Brown County Library. She is a certified public accountant in the state of Illinois, where she served as associate in the Chicago office of PricewaterhouseCoopers LLP.

Koski is an active member of Notre Dame’s Alumni Club, and has participated in numerous community initiatives in the Green Bay area. She may be reached at 574-631-6429, or at koski.l@nd.edu.

Van Jacob to Head
Collection Development

Scott Van Jacob has been appointed Interim Head of the University Libraries’ Collection Development Department. The appointment is for a term of three years and began August 1, 2002. Van Jacob has been an active participant in collection development for many years, serving as Iberian and Latin American Studies librarian. He has served on a variety of internal committees, including two years as Chair of the Collection Development Committee. He is active in national and international Latin American cooperative programs.
This issue’s contributors from the University Libraries of Notre Dame:

Laura Bayard, head, Catalog and Database Maintenance/Government Documents
Technical Services; Library Faculty Affirmative Action Officer

Jane Devine Mejia, Architecture/Art librarian

Liz Dube, head, Preservation Department

Christian Dupont, curator for Special Collections

Sherri Edwards, Life Sciences librarian

Joni Kanzler, coordinator of Library Instruction

Parker Ladwig, Mathematics librarian

Eric Lease Morgan, head, Digital Access & Information Architecture

Lou Ellen Parent, supervisor, Search/Order Unit, Acquisitions Department

Scott Van Jacob, interim head, Collection Development

Jennifer A. Younger, Edward H. Arnold Director of University Libraries