

**UNIVERSITY OF WASHINGTON
FACULTY COUNCIL ON UNIVERSITY LIBRARIES**

The Faculty Council on University Libraries met at 9:00 a.m. on Monday, **January 6, 2003**, in Allen Auditorium in Allen Library. Chair Geoffrey Sauer presided.

PRESENT: **Professors** Sauer (chair), Brown, Kerr, Lavelly, Martin, Schepp, Sutton and Wilkinson;
Ex officio members, Ogburn and Sercombe;
Regular Guest Charles Chamberlin, Deputy Director of Libraries;
Guests Anne Zald, Information Literary Coordinator, University Libraries;
John Holmes, UWILL Coordinator, University Libraries, Odegaard Undergraduate
Library (OUGL); Tim Jewell, Head, Collection Management Services,
University Libraries; and Joyce Ogburn, Associate Director of Libraries for RCMS.

ABSENT: **Professors** Berry, Chance, Moy, Sullivan and Zick;
Ex officio members Fuller, Ullman and Wilson.

Approval of minutes

The minutes of December 16, 2002 were approved as written.

Information Literacy – Guests: Anne Zald, Information Literary Coordinator, University Libraries; and John Holmes, UWILL Coordinator, University Libraries, Odegaard Undergraduate Library (OUGL)

Zald gave an overview of the UW Libraries' instructional programs.

She said the "Information Gateway" Web site gives basic information to users for library classes and consultations. There are features such as "Find it" and "Get it" to assist users in their search for basic information. Under "Scheduled Classes" there are such listings as "Engineering Library Classes," "Forest Resources Library Classes," "Health Science Library Classes," "Music Library Instruction," "Catalyst Student Workshops," and "UW Bothell Student Workshop."

Zald said the informational instructional class for faculty generally lasts 50 minutes or so. For students, there is a Student Consultation Service.

The Libraries has 70 subject librarians available to provide information instruction in particular fields for upper-division undergraduate students, graduate students, and faculty. There also are Health Sciences Library liaisons to each of the Health Science departments.

Zald mentioned a service course taught by the Information School, INFO 220: Information Research Strategies that has been offered with concentration in several disciplines, e.g. History, Geography, Natural/Environmental Science, etc. during Winter Quarter 2003. It is linked to Sociology 271: Introduction to Deviant Behavior. It allows its students to gain skills in information and technology problem-solving that can be applied to academic, personal, and professional life; to be able to conduct research using traditional and electronic information tools and resources; and to be familiar with scholarly and professional resources and systems in the area of sociology. The INFO 220 course endeavors, as Zald suggested, "to put information literacy into any course it is linked with."

Zald drew the council's attention to the Enhancement of Student Learning Task Force convened by Dean David Hodge (of the College of Arts and Sciences), and to a task force on writing formed this quarter. "We're dependent on the commitment of individual faculty members," said Zald. "We're trying to develop conversation and policies as pervasive as possible, regarding information literacy, in departments throughout the University."

Holmes discussed UWILL, which, he pointed out, is “a UIF-funded project. UWILL provides point of need resources for students and instructors, and makes it easier to incorporate information literacy skills into courses. We’re seeking a way to have instructors include this information in their course syllabi.”

Holmes described UWILL as “a toolkit,” and added: “We’re creating a database of learning objects focused on information literacy competency, on information literacy evaluation, and the information cycle. We need to work with faculty to help them get the message to their students, and make students aware of the resources within their disciplines.”

Holmes said, “We also have many links whose purpose is to add content to particular Web sites (looking at authors and publishers, for instance). The content items can be moved up and down on the Web page.” He said, “Faculty create this Web page for their students. Much of the activity, though, takes place offline. I’m a believer in learning *not* taking place exclusively on the Web. I’m a believer in the use of visual models for complex instructional strategies.”

Holmes said of a program entitled Research 101, “It’s a resource designed for essential information-based research. It’s targeted to lower-level undergraduate students. Its intention is to motivate them to ask better questions of librarians, of assistants at the reference desks, and of their instructors.”

Kerr said most large departments (such as her own department: Psychology) have curriculum committees, and recommended that Holmes meet with those committees. She said it would be better to start with departmental curriculum committees and not with the curriculum committees of schools or colleges.

Brown said MyUW is a place she has gone to for assistance in the resource process, and others concurred.

Sauer suggested that a flyer mapping out the varied levels of opportunities available to faculty would perhaps be helpful.

Holmes concluded by saying that “Ultimately, student performance is the truest barometer of success for any of our library resource courses.”

Brown said it is important to make students aware of both what is available on the Web and what is available offline as well. Holmes agreed: “Yes, we want to have a holistic approach, and do not want to glorify the Web.”

Serial Aggregation Trends – Guests: Tim Jewell, Head, Collection Management Services, University Libraries; and Joyce Ogburn, Associate Director of Libraries for RCMS

Jewell said he was formerly Head of the Electronics Information Program in University Libraries. He said he would discuss E-resource commitments and issues, and would inform the council of what the Libraries has been dealing with because of budgetary and other pressures.

He said a shift to desktop electronic access has been requested and supported by faculty for four types of databases:

- Reference (Books In Print, Britannica, OED)
- Research (more specialized databases, such as ISI Web of Science, PsycINFO, etc.)
- Aggregator (pull together indexing and full text for a range of subjects, such as LexisNexis, Expanded Academic Index, Proquest)
- E-journals (Typically now “packages” of titles with different amounts of flexibility in defining content and price.)

Jewell said E-journals “get most involved in the scholarly communication market.”

As for issues and downsides, Jewell said that:

- costs are high and increasing, and that there is a trend toward charging on the basis of user population size;
- Libraries are forming buying groups and consortia to control costs, which also increases the complexity of buying, and introduces new cancellation issues;
- for E-journals, UW Libraries has cancelled many print copies to afford electronic access;
- and all E-resources are now provided via license agreements that needs to be negotiated:
 - Terms of use are dictated and include penalties for misuse;
 - Terms can be complex, but common threads are:
 - price increase caps in return for multi-year contracts
 - “no cancel” or “limited cancel” clauses.

Jewell said, “We want to get three-campus access to E-journals so that UW Bothell and UW Tacoma have the same access that UW Seattle does.”

Regarding the “no cancel” or “limited cancel” clauses, Jewell said, “We have to concur not to cancel the agreements we have with publishers, but always try to obtain ‘financial exigency’ clauses that allow us to cancel if our budgetary problems become too severe.”

As for upcoming issues, Jewell said that some group deals may “fracture” and raise costs of continuing. And the Libraries is considering the possible elimination of some large E-journal package commitments to preserve other resources, or the elimination of some of those resources to maintain packages.

As for database purchases, Jewell said, “Those resources are now all on an annual basis.” He said of research databases, “Some are quite expensive; others have become more expensive.” PsycINFO has become “much more expensive.” This represents “a troubling trend.”

Regarding the “Aggregator” group, Jewell said, “It would be difficult to drop any of these three databases because they address particular ‘niches,’ even though there is often substantial overlap between and among them.”

Regarding the enormously expensive “Elsevier Science Direct” program, Jewell said, “We have to coordinate with Washington State University on this program, which gives us more titles than either the UW or WSU could buy, and we are not allowed to reduce the total amount spent on the program. Questions that arise are: Can we sustain this program? Or can we take some of this money to support other programs? We can walk away from Elsevier Science Direct, but that would adversely affect many different users.”

Regarding JSTOR, Jewell emphasized, “We need our current subscriptions, whether print or electronic, *and* JSTOR (journal archive), though JSTOR is an additional cost to current subscriptions.”

Regarding a question about journal subscriptions in the Medical School, Jewell said, “We have good communication with the Health Sciences Library, but not necessarily with other departments or labs.”

As for “packages” vs. “individual” titles, Jewell said, “We’re in the ‘package’ mode now; it’s a fundamental change.”

The suggestion was made that the concerns raised in this discussion should be brought to the attention of the Faculty Senate, that the council could perhaps bring them before the Senate Executive Committee. Sauer said he would gladly do so at the next SEC meeting, and would report back to the council on that discussion. Ogburn said that, in the light of the difficulty in funding the programs outlined in this report, anything the council could do to communicate the Libraries’ dilemma to others would be greatly appreciated.

Next meeting

The next FCUL meeting is set for Monday, February 3, 2003, at 9:00 a.m., in the Petersen Room of Allen Library.

Brian Taylor
Recorder