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Kontakt/Contact

The Integration of Library Information into a Campus Wide Information System

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Campus Wide Information Systems developed in educational institutions. This paper discusses the integration of (information provided by) the library in a CWIS. I heavily depend on my own experiences as a participant developer of the library pages in the CWIS at K.U.Leuven. The aim of this paper is to clarify some of the characteristics of a CWIS to a general library public. In this paper we will point to some of the consequences participating in a CWIS can have for librarians.

Campus Wide Information Systems

The history of CWIS's started when university computing centres provided access to information that was available for sharing inside the institution. Access was limited at that time to all workstations connected to a mainframe computer.

Computer staff took the first steps in the 1980s by creating a central access to the basic services on the mainframe computers. Those basic services could be directories of telephone numbers, e-mail addresses, etc. This primary CWIS development was most often the result of some personal initiatives without any institutional policy to support it.

In the late 1980s these services 'went public', people were informed about the existence of these services. The CWIS was

becoming a way of supplying information. The CWIS developers searched for information in order to increase the supply side of the internal 'information economy'. The use of the services was promoted and the group of users became more extended throughout the institution. This evolution coincided with the rapid growth of LAN's, WAN's. In this new environment a CWIS became an organised access point for information stored in the emerging network.

The spread of new and user friendly technology stimulated the third step of the CWIS evolution: the Internet communication protocols and particularly, at that time, the gopher protocol. CWIS's became the result of an information policy within the institutions, aimed at different 'audiences' inside and outside the institution.

Afterwards even more attractive technology began to spread: the World Wide Web. The simplicity of the Web technology, in combination with the attractiveness of its products, helped a lot in promoting the idea of the CWIS.

At this moment a fourth phase can be distinguished in the evolution of CWIS's as they actually evolve towards Intranets. WWW technology is applied to organise a consistent interface to different types of information, databases and services within an institution. The latest developments are the WWW servers via which you can query a database without leaving the web environment. Queries and query results are translated from the web environment to the specific database query language and vice versa.

The continuing development of web technology will allow even smoother access to very different types of information. The integration of Java for example will enable you to execute programs from within the Web environment in order to make information services even more attractive and more functional.

This way a CWIS can be characterised as the creation of a generalised, uniform means of access to sources of information

that are stored on different machines, using different software platforms, organised by different information providers. So, a CWIS is a centralised entry point within an institutional setting, to as much information as possible.

CWIS's are the result of a technology driven development. New technological means dictate how they develop, and even the way they are conceived is closely linked to the development of computer technology. The most important aim in developing CWIS's was organising a better access to information already available via other means in the university community.

The CWIS renders the searching of information independent from limitations of time or space.

A CWIS will of course only be effective if the university community on a whole invests in the necessary technological infrastructure. The university community needs powerful personal computers and software and networking. The university has to develop the skill to organise all this for a majority of its members, and has to distribute the knowledge of how to use these new tools effectively.

These characteristics of a CWIS make it an engaging instrument for librarians to provide information and services to their public. Participation of the library in the CWIS development enables the library to present information about itself, and organise access to its information sources for a broad public, eventually on all time and from different locations. Information becomes more accessible and can be of higher quality. Users can access the latest version of information; they can be informed of special events and of important organisational changes; they can be guided towards the information sources they need, etc. This new medium can promote the use of more information by more users.

At the K.U.Leuven

Although at K.U.Leuven the library made a first proposal for a CWIS, it was immediately conceived as a tool for organising information about the university as a whole. Looking at the predecessors in the United States the idea of the CWIS was promoted as an attractive way of making plenty of information available for the members of the university community.

During the two years of its existence, the organising structure of the CWIS developed a lot.

First there was the initiative from within the library to present the concept of a CWIS to a group of people working in different departments in the university. At that time these were departments delivering services to the university as a whole.

Next step was the creation of a pilot group who prepared a structure for the project. This structures still evolves and presumably will keep evolving as long as the CWIS itself changes and as long as the impact of the CWIS on the university as a whole increases.

The formal start of the experiment was given one year after the informal start. Another year later the experimental phase was concluded and the existence of the CWIS was officially announced.

At this moment three top level committees co-ordinate the CWIS:

1. The Co-ordinating Committee: including a representative of the university management; the actual co-ordinator of the CWIS (a professor in computer sciences); the director general of computer applications at the university; the director of computer applications; the director of the computer centre; the director of internal and external communication; the university consultant for faculty managers.

2. The Technical Task Force: including computer specialists working in: the computer centre, the division of computer applications, the library system, faculties and departments; the secretary of the Co-ordinating Committee.

3. The Task Force of Information Providers and Users: including all members of the Co-ordinating Committee; representatives of the faculties; representatives of general services of the university: general management, library, student services, social services; representatives of the students; the same secretary.

Underneath these top level groupings, several task forces are organised with varying work schemes depending on the needs of the university branches within which they reside. This extended organisation is necessary because a CWIS may be technically rather centralised, in relation to its contents it is very decentralised.

The Technical Task Force is mostly responsible for organising the infrastructure and the connection between the different parts of it. An other important assignment was the development of the K.U.Leuven Style Guide. It describes the rules all members of the university should follow to produce CWIS pages that are legitimate K.U.Leuven CWIS pages.

This task force also provided special courses in using Internet and World Wide Web. Tools were created to edit web pages conforming with the style guide. Al this was done to promote the use of the CWIS and stimulate active participation.

The Task Force of Information Providers and Users is where the community that uses the CWIS is represented. The major aim is to create input for the consecutive development of the CWIS. The different members of the university should motivate each other to provide new information and services on the CWIS. An important stimulus in this development was the definition of deadlines by which some major improvements had to be

established. Examples of such deadlines are: the start of another academic year and the arrival of thousands of new students; the participation of the university at a high technology fair, etc.

Although the development of the CWIS is based on the positive attitude and participation of all divisions of the university, it is considered important that the university presidency explicitly supports the project. This support is necessary to keep this heterogeneous group working together. This support mobilises extra energy throughout the university for developing this new information tool.

The presidency of the university is keen on the establishment of a CWIS because it can be a very important instrument for public relations inside and outside the institution. This same remark applies for the library.

The organisation of task forces in the library is less formal and evolved a lot an a short time. Two major initiatives are taken. Courses are being organised that focus specifically on library staff in order to make them acquainted with the Internet. The other initiative is the establishment of special task forces for realising focused objectives. These task forces are small, mostly 4 to 6 people. Some people participate in different task forces. A lot of the initiative grows out of informal communication between not more than 7 people.

The way these task forces proceed is by realising as fast as possible some exemplary services that can be adopted by other members of the staff in different branches or services of the library.

An important stimulus for the library staff is of course the Internet itself. I refer to the websites I present separately in this paper.

The organisational structure of the CWIS at K.U.Leuven assembles a rather heterogeneous group of professionals. They discuss the development of a system in which all have to agree on

how to satisfy the information needs of users and how the available expertise can be combined to deliver a better product.

Administrative and managerial staff provide their knowledge of the organisation and the way it works. For example: which information is public, which information is not; what are the organisational consequences of providing certain information; is their overlap in the provision of information; ...

Confrontation and Co-operation

In this multi-disciplinary environment the library staff is confronted with two other professionals in particular: the academic or subject specialist, and the computer specialist.

Academics who adopt computers and networking as a part of their new professional role are very prone to participate fully in these developments, including the CWIS. Especially younger academics will be enthusiastic to create their own CWIS pages. They will do it fast, using their many professional contacts and knowledge.

This enthusiasm could become problematic if they over stress their specialist view on information sources they provide within a CWIS. This relates to selecting the information as well as to the presentation of information.

However, not all academics are eager to use the new medium actively. A lot of them have to be instructed on how to be more than just passive information seekers. Academics can use CWIS's to innovate their professional work, but have to become information providers to do it well. Librarians can help academics by pointing out examples of others in the same discipline who are active on the Internet. Academics also can use some organisational support in order to provide information in a consistent way.

CWIS's developed in order to provide a central access to all information on the mainframe computers. This situation changed

completely with the arrival of all LAN's, etc. This evolution dispersed computer specialists throughout the university. Computer specialists are finding themselves in the same structural position librarians are keeping since long: a professional group closely linked (financially and physically) to its patrons.

Librarians on the other hand become aware of the fact that more and more of their professional tasks are being executed using computers.

Librarians and computer specialists will have to set up a dialogue. Both professions have a rich and diverse background to develop a complementary relationship. Librarians will have to initiate this dialogue because they (should) know what kind of services the university community is needing. Computer specialists can become allies in strengthening the position of the library within the institution. Still, librarians will have to convince computer people that they do have their own professionalism. It must be made clear that libraries are not becoming repositories of outdated media. Librarians not just add some more databases to the already available ones but provide unique information services.

The strength of librarians is their knowledge of their users and their needs. Their professionalism includes organising secure services for a present and future population with varying interests. It is in keeping an overall view on what kinds of information are available. Even more importantly, librarians have a vital role to play in the defence of access to information by redefining this access in a new and rapidly changing technological environment.

Innovative Internet Applications in *LIBRARIES*

This WWW site provides a convenient place to explore how libraries are using the Internet to improve service. Please send suggestions for the improvement of this site to Ken Middleton at kmiddlet@frank.mtsu.edu.

- ☐ Bibliographic Instruction
- ☐ Cataloging
- ☐ Celebrating Books [NEW]
- ☐ Collection Management
- ☐ Electronic Publishing & Related Projects
- ☐ Image Maps for Home Pages
- ☐ Librarians as Internet Resource Providers/Organizers
- ☐ Library Research Guides
- ☐ Library Tours
- ☐ Proceedings/Papers
- ☐ Public Relations [Newsletters, Promotions, etc]
- ☐ Reference
- ☐ Special Collections [exhibits!]
- ☐ Web Forms Interlibrary Loan | OPAC Searching

Library Science Resources | Todd Library Home Page

Ken Middleton kmiddlet@frank.mtsu.edu
Todd Library, Middle Tennessee State University

Figure 1.

Ken Middletons' Innovative Internet Applications in Libraries
(frank.mtsu.edu/kmiddlet/libweb/innovate.html)
This page is a very gratifying place to start discovering Internet. It leads you to very fine examples of what to do and to very good information on how to do it. It can be an on-line teaching course for every task group within the library or the university who is starting to integrate Internet in the organization of its services.
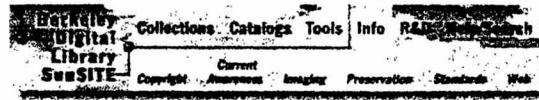
The Library Web Manager's Reference Center

The following resources have been selected to be of possible use to library Web managers. Many of them have been announced on the Web4Lib electronic discussion, or have come from frequently asked questions on that forum.

◄ Berkeley Digital Library SunSITE Web Information and Resources
  Documents describing and demonstrating basic and advanced HTML tags and a very select set of links to additional Web authorship resources.

◄ The Best of Web4Lib
  Messages with helpful information for Web managers, including:
  | "Bombproofing" Win95 User PCs | Booking Rooms via the Web | Netscape Timeout for Macs | Netscape Timeout for Windows | Search Engines Reference List | Web Document Capturing Software | Web Usage Statistics based upon a Web4Lib posting of April 1, 1996 | Z39.50 and the World Wide Web |

◄ Effective Bookmarks Management
  By Carole Leita, Berkeley Public Library. A very complete and illustrated online tutorial on managing Netscape bookmarks (although written for Windows Netscape 1.2, there is much that is applicable and useful to both Windows and Macintosh 2.0 Netscape.

Figure 2.

The Web4Lib Reference Center
(sunsite.berkeley.edu/Web4Lib/faq.html)
This reference site grew out of the 'frequent asked questions' of the Web4Lib discussionlist. Apart from scanning this Reference Center or participating in the discussions, you can also consult a very well organized archive of the discussions. Observing these discussions will demonstrate how intense librarians, computer specialists, and academics are working together to provide new information services using the Internet.

◼ Electronic Reserves Clearinghouse: Links and Materials on the Web
By Jeff Rosedale, Columbia University.

◼ How to Edit Netscape for Public Access Computers
By Carole Leita, Berkeley Public Library. Describes editing Netscape 1.2 for Windows 3.11 to disable certain features.

◼ Innovative Internet Applications in Libraries
By Ken Middleton, Todd Library, Middle Tennessee State University.

◼ **Launching CD-ROM or Other Applications From a Web Browser**
Documents that describe this procedure include:
| Launching CD-ROM and Other Applications from a Web Browser, by Peter Gorman | Configuring Web Browsers to Launch Networked CD-ROMs by Robert Joachim | Launching Programs and CDs from Web Browsers by Larry Schankman.

◼ Libraries' Forms List
A list of library web sites that offer forms for: ILL and document delivery requests, reference question submissions, literature search requests, acquisition recommendations, and other types of customer feedback. Maintained by Jim Robertson, Van Houten Library, New Jersey Institute of Technology.

◼ Libweb
A directory of library-based World Wide Web servers by Thomas Dowling, OhioLink.

◼ Managing Bookmarks in Netscape 1.2
A tutorial for managing bookmarks in Windows Netscape 1.2 by Randy D. Ralph, Mertys W. Bell Library, Guilford Technical Community College.

◼ School Library and School Librarian Web Pages
By Peter Milbury, Chico Senior High School Library.

◼ Search the Web4Lib archive
Want to quickly find answers to your questions? The archive of this electronic discussion for library-based Web managers is chock-full of great stuff. Put in a few keywords and let it fly!

◼ **Web Policies**
Fend off those lawsuits by implementing the apropriate policies. Good collections of Web policy pages include:
| Public Library Internet Access Policy Statements | Susan Brown's Collection | Stacey Kimmel's Collection |

◼ webCATS: Library OPACS on the World Wide Web
A directory of library catalogs that are searchable from a Web client.

◼ The World-Wide Web and Mosaic: An Overview for Librarians
An aging (1994) but still very informative overview of the Web aimed at librarians. Written by Eric Lease Morgan for PACS Review.

Figure 2. [cont.]
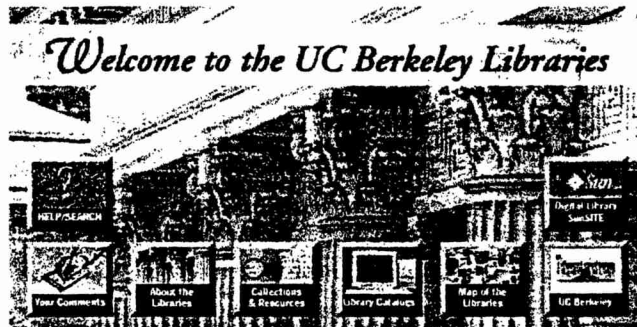
| Help/Search | Your Comments | About the Libraries | Collections & Resources | Library Catalogs |
| Map of the Libraries | UC Berkeley | Digital Library SunSITE |

| Select specific library or Table of Libraries from list | Check to search document titles only: |

Figure 3.

The University of Berkeley Libraries homepage
(www.lib.berkeley.edu)

Figures 3 and 4 are two very fine examples of library homepages.
They can serve a short review of what the ingredients are of a
good library CWIS site.

Line-Mode Home Page

Figure 4.

The Library homepage of Purdue university (www-lib.iupui.edu)

University of Maryland at College Park Libraries

Sociology

SCOPE: This guide is an annotated bibliography of the most useful general sources on the subject of
sociology available in the UMCP Libraries and, also, over the Internet. Items marked with an asterisk
(*) can also be searched via computer. Unless otherwise indicated, materials can be found in McKeldin
Library.

Contents

Part I: Subject Headings

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   ☐ Bibliographies
   ☐ Dictionaries & Encyclopedias
   ☐ Indexes & Abstracts
☐ Urban Affairs
☐ Women's Studies

Part I: Subject Headings

To locate books, search VICTOR, the UMCP Libraries' online catalog Books in the VICTOR catalog
are categorized according to **Library of Congress Subject Headings**, copies of which are located
near the terminals. To find books on a concept you are interested in, use the subject heading which

Figure 5.

The Sociology Research Guide of the University of Maryland at
College Park Libraries
(www.wam.umd.edu/mchugh/guides/sociology.html)
This on-line research guide is a good example of what kind of
services librarians can offer their patrons. In fact it is an annotated
subject bibliography containing reference works available in the
libraries.

most closely describes that concept. If the term you search is too broad and results in the retrieval of an unmanageably large number of records, you may further narrow your search by adding additional subject headings to your original search. For example, if you searched the term "Organizational behavior" and found that you had retrieved more material than you could use, and if you were really interested in the narrower topic of organizational behavior in work groups, you could obtain a more useable amount of material by combining the term Organizational Behavior with the term Work Groups In general the use of relatively narrow and specific headings leads to the most fruitful results. Examples are:

> Class consciousness
> Homeless persons
> Conjugal violence
> Dual-career families
> Ethnic attitudes
> Gangs
> Sexual division of labor
> Sociology, Military
> Urban poor
> Victims of crimes

## Part II: General Sources of Information

Bibliographies and Guides

Aby, Stephen H. **Sociology: A Guide to Reference and Information Sources**. Littleton, Colo. : Libraries Unlimited, 1987.
CALL NUMBER. REF HM51.A38 1987
(HBK also)

This is an annotated bibliography which describes 659 of the most useful reference sources in the field of sociology. It is organized by topic with author/title and subject indexes at the back of the volume.

International Bibliography of Sociology. Annual. 1955- .
CALL NUMBER: REF Z7161.I594
(Shelved in the Behavioral/Social Sciences Alcove)

An international bibliography produced annually by UNESCO as one of the four parts of its **International Bibliography of the Social Sciences**. Each issue is an extensive non-annotated bibliography, in topical order, of books, journal articles, government publications and pamphlets published in a variety of languages. Access to the contents is enhanced by author, place name, and subject indexes at the back of each volume. As a separate series, this title begins with Volume 5. Volumes one through four were published as issues of **Current Sociology** (MCK STACKS Z7161.C8).

Figure 5. [cont.]
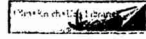
Library Research at Cornell: A Hypertext Guide

Seven Steps to Effective Library Research

Advice on Specific Aspects of Library Research:

How to Develop Your Research Topic

How to Find Background Information

How to Find Books

How to Find Periodical Articles

How to Use the Web to Find Internet Resources

How to Evaluate What You Have Found

How to Cite What You Have Found

Library vocabulary: Definitions of library terms

Question? Ask a Librarian

Return to Uris Library Web Resources

Return to Olin*Kroch*Uris Reference Home Page

Revised May 21, 1996
Michael Engle, moe1@cornell.edu
Division of Reference Services, Olin*Kroch*Uris Libraries
Cornell University Library
URL: http://urislib.library.cornell.edu/tutorial.html

Figure 6.

Library Research at Cornell: a hypertext guide
(urislib.library.cornell.edu/tutorial.html)
These 'Seven steps' show how librarians and academics together
can work out a superior and attractive tool in an educational
environment.

The Seven Steps of the Research Process

The following seven steps outline a simple and effective strategy for finding information for a research paper, writing the paper, and documenting the sources you find. Depending on your topic and your familiarity with the library, you may need to rearrange or recycle through these steps. Adapt this outline to your needs.

1. IDENTIFY YOUR TOPIC.

State your topic as a question. For example, if you are interested in finding out about use of alcoholic beverages by college students, you might pose the question, "What effect does use of alcoholic beverages have on the health of college students?" Identify the main concepts or keywords in your question.

2. FIND BACKGROUND INFORMATION.

Look up your keywords in the indexes to subject encyclopedias. Read articles in these encyclopedias to set the context for your research. Note any relevant items in the bibliographies at the end of the encyclopedia articles. Additional background information may be found in your lecture notes, textbooks, and reserve readings.

More suggestions for finding background information.

3. USE CATALOGS TO FIND BOOKS.

Use keyword searching for a narrow or complex search topic. Use subject searching for a broad subject. Print or write down the citation (author, title,etc.) and the location information (call number and library). Note the circulation status. When you pull the book from the shelf, scan the bibliography for additional sources. Watch for book-length bibliographies and annual reviews on your subject; they list citations to hundreds of books and articles in one subject area. Check the standard subject subheading "--BIBLIOGRAPHIES," or titles beginning with Annual Review of... in the Cornell Library Catalog.

Detailed instructions about finding books.

Try Searching the Online Catalog

4. USE INDEXES TO FIND PERIODICAL ARTICLES

Use periodical indexes and abstracts to find citations to articles. The indexes and abstracts may be in

Figure 7.

The Seven Steps of the Research Process.
This is the first step: reading a little bit more about each step as shown in Figure 6, enhanced with links for making the next ones.

print or computer-based formats or both. Choose the indexes and format best suited to your particular topic; ask at the reference desk if you need help figuring out which index and format will be best. You can find periodical articles by the article author or title by using the periodical indexes in the Cornell Library Catalog. When you have recorded or printed out the citation from the index, locate the library that owns the periodical you want by looking up the title of the periodical in the Cornell Library Catalog. For the periodical indexes directly linked to the Cornell Library Catalog, you can locate the periodical by entering HOL on the command line.

Detailed instructions on finding and using periodical indexes at Cornell.

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5. EVALUATE WHAT YOU HAVE FOUND

See How to Critically Analyze Information Sources and Distinguishing Scholarly from Non-Scholarly Periodicals: A Checklist of Criteria for suggestions on evaluating the authority and quality of the books and articles you located. If you have found too many or too few sources, you may need to narrow or broaden your topic. Check with a reference librarian or your instructor.

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6. WRITE YOUR PAPER

Here is an annotated list of books to help you organize, format, and write your paper.

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7. USE A STANDARD FORMAT FOR YOUR BIBLIOGRAPHY

* Format the citations in your bibliography using examples from the Modern Language Association (MLA) or American Psychological Association (APA) standards.

* Citing an electronic or Internet resource in your bibliography? See MLA-Style Citations of Electronic Sources for examples.

* If you are writing an **annotated bibliography**, see How to Prepare an Annotated Bibliography.

RESEARCH TIPS:

☞ **WORK FROM THE GENERAL TO THE SPECIFIC.**
Find background information first, then use more specific and recent sources.

☞ **RECORD WHAT YOU FIND AND WHERE YOU FOUND IT.**
Write out a complete citation for each source you find; you may need it again later.

☞ **TRANSLATE YOUR TOPIC INTO THE SUBJECT LANGUAGE OF THE INDEXES AND CATALOGS YOU USE.**
Check your topic words against a thesaurus or subject heading list.

Need help clarifying your topic?

Figure 7. [cont.]

Need ideas about where to look next?
Want to be sure you're using a reference source effectively?

⌣ **Ask a Librarian** ⌣

Return to Library Research: A Hypertext Guide

Return to Olin*Kroch*Uris Home Page

Go to Resource Guides and Bibliographies

Figure 7. [cont.]