



Fall 11-15-2005

## A PASCAL Primer

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### Digital Commons Citation

Herring, Mark Y., "A PASCAL Primer" (2005). *Dacus Library Faculty Publications*. 35.

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## Little Red Herrings — A Pascal Primer

by **Mark Y. Herring** (Dean of Library Services, Dacus Library, Winthrop University) <[herringm@winthrop.edu](mailto:herringm@winthrop.edu)>

**B**y now anyone who reads these pages even casually will have read a screed or two on the benefits and importance of **PASCAL**, **Partnerships Among South Carolina Academic Libraries**. **PASCAL** is South Carolina's consortium and it is very much like consortia in other states. Georgia has **Galileo**, Virginia has **VIVA**, while North Carolina owns **NCLive** and Tennessee has its **Tenn-Share**. All of these consortia do basically the same thing: they form in order to help libraries shoulder the out-of-control costs for library materials. If I said it once, I've said it 1,000 times, library materials (and by this I mean information and access to it) have increased more than 140 percent over the last decade. This increase is more than health care, more even than prescription drugs. In fact, some databases cost more than automobiles. One database costs more than a four carat diamond. Since no library can purchase all its information needs from annual funds alone, **PASCAL's** success is critical to the academic libraries of South Carolina.

Last year, the South Carolina legislature funded **PASCAL** \$2 million. That money supported two of six **PASCAL** programs, and academic libraries



around the state danced for joy. Legislative discussions are ongoing for **PASCAL's** renewed funding but this will not be finalized until late spring or early summer.

**PASCAL** does an excellent job of helping the state's academic libraries share resources, buy in bulk and spend judiciously. Already **PASCAL** has helped the state avoid over \$2 million in costs. **PASCAL** saves the state money in the long run by helping any student who attends any South Carolina college or university. In fact, its presence encourages Palmetto students to stay in state for their college or university education by helping to equalize information resources at all the state's institutions of higher learning.

Earlier I mentioned that **PASCAL** has six programs. One of those, called **Collegiate Discus**, is already in place and every academic library in South Carolina has benefited. Thanks to the legislature's generous funding last year, **PASCAL** bought a total of 12 databases. If library A had been buying six of those 12, it saw its cost-avoidance soar. Library B, however, may have been buying only two of them, and so it saw its cost-avoidance rise but not by as much as library A. In the end, however, all libraries benefited greatly. For example, **Winthrop's** collection of electronic journals went from 7,000 to more than 21,000! What is more, it placed every library on a near-equal

footing. A very small library could now provide access for its students in a manner very similar to a library that might be four times as large.

What about those other five programs and how are they funded? Some, as the one mentioned above, are funded by the legislature. Others are funded from membership dues paid by each of the 56 libraries. An important thing to realize about all of these programs is that they — regardless of funding sources — are interrelated parts of a statewide "virtual library" for higher education that is dramatically improving the knowledge-base available to South Carolina's 200,000 college students, as well as the researchers and faculty that support them and help build our 21st century economy. Others are funded from federal grants, or by a combination of a given library program in addition to **PASCAL's** funding.

Another state-funded outreach is **Universal Borrowing**. South Carolina libraries are sharing all of their 12 million volumes with each other. **PASCAL** will make it possible for each library to share with all others its resources and allow patrons to make their own requests for materials. Requested materials will be delivered to each library in 24 hours. A 4-library pilot implementation should be completed by June, with the statewide system in place by January 2006. This program should be running by

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June 2005 and every library will benefit. The software infrastructure that will benefit all 56 libraries will be supported with state funds.

**Cooperative Licensing**, another program but one that uses institutional funds, allows any of the 56 libraries in South Carolina (and even some in North Carolina) to pool their resources and thereby make wiser purchases at a cheaper overall cost. For example, one such venture allowed **Winthrop** to turn about 22 journals into more than 2,000 journals! The program allowed us to pay only a fraction of the real cost while giving us access to literally thousands of journals, nearly all of which we had never been able to take because they were so costly. Not every library chooses to participate in this program, however. For example, **Winthrop** chose to participate in several such programs, but others remained out of reach.

**ILS Modernization** (or **Integrated Library Systems**) is another program. This is not state funded mainly because not every library needed it. **PASCAL** played a significant role in coordinating the replacement of three dozen aging systems. **Winthrop** already has an excellent integrated library system from a company called **Innovative Interfaces**. Why is having a system important? We cannot share materials if we do not know what each other has, and we cannot know that unless each library has a compatible integrated library system. So these libraries got together and pooled their funds and had companies bid. **Innovative Interfaces** won the contract. This initiative served as the impetus for a world-class statewide universal borrowing system through the timely injection of state funding which is being used to extend the system globally throughout South Carolina higher education. Occasionally, you'll see a news story that talks about these libraries in connection with **PASCAL**. This confuses some because only a little over a dozen libraries are mentioned, not all 56. That's because most libraries did not need a new library system. All will, however, benefit via state-wide sharing.

The "**Digital Library of South Carolina**" is funded by federal grants and institutional funds, not state funds. It will serve a central role in providing access to digital collections of important archival materials. This program will eventually allow South Carolinians — and others — to view archival materials from home, work or the beach (if they have a laptop and a wireless connection). **Winthrop** has already made some of **Dacus**' rich materials available at (<http://www.winthrop.edu/dacus/About/Archives/> — click on "Collections").

Finally, **PASCAL** offers training to each library staff member. **PASCAL** recognizes that not every library has the funds at hand to help everyone stay current in a field that changes almost weekly. The professional development outreach allows **PASCAL** to tap the state's rich pool of library talent and share it with other state libraries that need it.

**PASCAL** is critical to the lifeblood of the state's academic libraries. **PASCAL** (and all of higher education) owes a heartfelt thanks to our Palmetto legislators for last year's funding. Let's hope it continues in perpetuity! 

## Group Therapy

by **Beth Bernhardt** (Electronic Journals/Document Delivery Librarian, Jackson Library, University of North Carolina at Greensboro, P.O. Box 26170, Greensboro, NC 27402; Phone: 336-256-1210; Fax: 336-334-5097) <[beth\\_bernhardt@uncg.edu](mailto:beth_bernhardt@uncg.edu)>

### **GRIFE: Rebecca Kemp (Electronic Resources/Serials Librarian, W. M. Randall Library, UNC Wilmington)**

Here at the **University of North Carolina Wilmington**, we are looking into doing Open Access awareness programming for our faculty. We are aware of the **SPARC "Create Change"** initiative, and we are looking at individual libraries' home pages to determine what sort of awareness programs they are doing. We also wanted to ask for listserv members' input, through which we hope will lead us quickly to the information we need. Have you or other librarians organized faculty information sessions at your library? If so, are you using the **Create Change** literature, or are you relying on a home-grown framework? Are you promoting self-archiving alone, or do you run an institutional repository?

### **RESPONSE: Theodora A. Bakker (National Library of Medicine Associate Fellow, Dahlgren Memorial Library, Georgetown University Medical Center)**

Issues in scholarly communication are popular topics in the libraries, but it has yet to reach the 'hot topics' list of most faculty. There may be several reasons, including a lack of awareness of the situation, issues in promotion and tenure, and a lack of perceived relevance of the problem to scholars. By addressing issues using a multi-pronged approach it is possible to achieve the goal of increasing awareness and educating faculty. The approach should include providing in-depth educational material on the issues for those interested, providing information and direction to publishing alternatives like open access, and approaching faculty at the moment they are ready to receive the information.

The importance of issues in scholarly communication prompted the creation of a **Georgetown University** scholarly communications committee comprised of members from each of the campus libraries and several faculty advisory members. The committee promotes awareness, to hopefully inspire action, about open access and other issues in scholarly communication using methods including Web pages and symposia. A central activity of the committee has been a series of symposia on issues in scholarly communications, including open access as a publishing alternative. The first symposium, "Research, Funding, and the Public Good," was held in November 2004 and had approximately seventy attendees. The event focused on current issues in scholarly communications, including different publishing models and the **NIH Public Access policy**. One of the handouts we used for the event was the **SPARC Create Change** brochure, which does an excellent job of discussing the economic is-

ues to any faculty interested in the library perspective on the economic crisis in scholarly publishing.

As a health sciences librarian at **Dahlgren Memorial Library**, most of my work has focused on issues in scholarly communication in STM literature. **Dahlgren Memorial Library** has initiated additional education focused on the **Georgetown University Medical Center** faculty. Our efforts focus on presenting information at the point of need, often through integration into other programs, approaching the issues from the faculty-centered perspectives of promotion and tenure, publication, and grant funding. Our efforts include:

- A scholarly communications Web page (<http://www3.georgetown.edu/dml/services/scholcomm.html>) consisting of links to a variety of information and educational materials.
- An **Informatics Grand Rounds** session on scholarly writing for publishing, featuring a section on copyright and publishing alternatives including open access and self-archiving.
  - A presentation on the **NIH Public Access Policy** to the **Georgetown University Medical Center Research and Development Interest Group**.
- Targeted emails to faculty through the **Dahlgren Memorial Library** liaison program.

**Georgetown University's** efforts in addressing the issues in scholarly communication includes providing in-depth information to interested members of the community and promoting awareness by raising specifically relevant issues within the context of other faculty activities. Particularly with **Medical Center** faculty, we have found a perceived association between open access and lack of peer review. By educating on this issue whenever possible, focusing on the **NIH Public Access Policy**, and featuring specific peer reviewed open access journals (such as **BMC** journals and **PLoS** journals, to which **Georgetown** has institutional memberships) we receive a more interested response, often generating interest in the larger issues in scholarly communications.

### **RESPONSE: Donna Gunter (Coordinator of Instructional Services, J. Murrey Atkins Library, UNC Charlotte)**

Since the open-access movement is a kind of grassroots movement to shift the scholarly literature back to the control of the authors of the literature, I am going to introduce the move-

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