

### In this Issue

## Welcome

- A.A. Hodge (1823-1886) said, "He is wise who knows the sources of knowledge — where it is written and where it is to be found."
- I believe Hodge was thinking about librarians when he said this.

In the 1800s, knowing where to find information was easy: it was in a book in the library. A user simply had to go to a library and ask a librarian for help. Today librarians face many new challenges and evolving roles. A librarian must be a hardcopy and database collections expert, a technical whiz, finance specialist, Web and usability expert, trainer, educator, marketer, and more.

"Libraries are not made; they grow," said Augustine Birrell (1850-1933). Libraries have really grown with the addition of electronic resources. In this issue, librarians across the globe talk about ways they are working to increase access to, and visibility and usage of, the resources offered by their institutions, their libraries and beyond.

Like libraries, repositories also grow. In this issue, Eric Van de Velde, Director of Library Information Technology at Caltech describes the development of their institutional repository, and Steve Knight from the National Library of New Zealand talks about his library's National Digital Heritage Archive program.

In his article "Can You Lead a Horse to Water?" Scott Walter, of the University of Kansas, addresses the importance of teaching users about electronic resources and of meeting users where they "live," a message echoed by our Librarians Speak Up contributors and by Ravindra Sharma who talks about his experience with students at West Virginia State University.

New technologies have a big part to play both in growing new content and helping users access the wide variety available. In his Library Connect interview, Vijay Kumar of MIT discusses some of the new technologies gaining ground in the student and academic community.

At Elsevier, we also play many different and changing roles. The User Centered Design team is the voice of the user in our electronic development process. Team members, including Chris Jasek (see "Ask UCD") ensure that the needs of librarians and their patrons are considered when we are developing products. A recent example is the new Elsevier Admin Tool, described on page 16. We are always interested in what you as users think about our products and ideas you have to improve their usability.

Best regards,

Andrea Kravetz, Vice President, User Centered Design, Elsevier, Dayton, OH, USA



Andrea Kravetz

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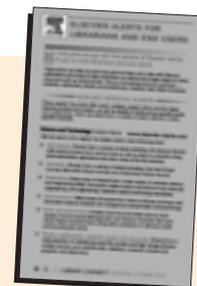
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### Elsevier Alerts for Librarians and End Users

Check out our *staying connected* pull-out in the center of this issue for information on alerts and alerting services offered by product and publishing teams at Elsevier.



## Q & A Snapshot with Andrea Kravetz

### 1. What were you doing before joining Elsevier?

**Andrea:** I worked at LexisNexis in data development and enhancement, large law firm marketing and product management. I'm a licensed lawyer and practiced for several years before joining Reed Elsevier.

### 2. What industry trends are you watching?

**Andrea:** Customer behavior, especially searching and browsing data; new techniques in data visualization; products fitting into customers' workflows; changing delivery platforms, such as cell phones, PDAs and tablet PCs; evolving tools for user centered design teams.

### 3. What's the best part of your job?

**Andrea:** Working with and supporting the members of my team — all talented experts in the field of user centered and visual design. I also enjoy spending time with customers and seeing their input and advice help build better products.

### 4. What's your favorite book?

**Andrea:** I love to read. I was an English literature major in college. I don't have one favorite book. In no particular order, I'd say *Doctor Zhivago*, *A Midsummer Night's Dream*, *Gulliver's Travels*, *The Adventures of Huckleberry Finn* and *Moby Dick*.

### 5. What are you reading now?

**Andrea:** I always have a few books on the go. I just finished *The Shadow of the Wind* by Carlos Ruiz Zafan and started *The Devil in the White City* by Erik Larson. My current work-related book is *Cost-Justifying Usability* edited by Randolph G. Bias and Deborah J. Mayhew.

## New Technologies for Access: An Interview with Vijay Kumar



Vijay Kumar

*Dr. Vijay Kumar is Assistant Provost and Director of Academic Computing at MIT, and is working on the interface between technology and education. He is also a member of the Applications Strategy Council for Internet2 and Principal Investigator of the Open Knowledge Initiative. Here he shares with Library Connect readers his thoughts on what new initiatives and technologies are in the pipeline to help students, teachers, researchers and others take advantage of digital resources.*

**LC:** In a very general sense, how easy will it be for people in future to have access to digital resources?

**Vijay Kumar:** All dimensions, from production and delivery to access, suggest a world where it will be increasingly easy to access digital resources. On the supply side, more assets and resources are being digitized, meaning more content is available. If you look at difficulties in making content available be they technical, policy-related or intellectual property considerations you also see developments, such as the Creative Commons initiative. From a delivery perspective, extensive high-banded wireless networks and portable devices all point to easier access.

**LC:** How will this impact libraries?

**Kumar:** Libraries have always been important players in ensuring resources for educational scholarship are made available. Traditionally the library has organized these resources centrally. Now we are moving into a world where resources, in the form of digital media, are increasingly distributed, giving rise to new challenges and pressures. Providing access to this information and preserving it for future generations is a rapidly moving target. For libraries to continue to serve as stewards of information they must increasingly accommodate this changing technological environment.

Sophisticated tools now perform some of the functions of a traditional reference librarian. But that does not diminish the value librarians bring through being expert in these tools, coordinating distributed information into meaningful forms, and ensuring users are equipped to access it.

**LC:** Can you say a bit about MIT's Open Course Ware project?

**Kumar:** Open Course Ware is doing wonderfully, with 1,100 of 1,800 courses available and the remaining 700 on track to be published between now and 2007. Worldwide access numbers for OCW of more than five million users have exceeded our expectations and demonstrate MIT got it right in terms of unfettered access to materials. The OCW model has taken root. More than one hundred universities around the world are creating their own sites. The MIT community takes great pride in the fact that people are using OCW to strengthen their own teaching materials. If you make resources widely available the

quality of educational discourse changes; that those kinds of impacts are also beginning to surface is particularly pleasing.

**LC:** What are the main aims of the Open Knowledge Initiative and what do you feel are its prospects?

**Kumar:** OKI's vision is about choice, about creating an architecture to support interoperability and allow educational software to integrate more easily with institutional infrastructures and enterprise systems. OKI helps depress the slope of the cost of integration.

OKI future-proofs applications against changing technologies by allowing them to take advantage of campus infrastructure technology but not be so tightly bound to it they may be rendered useless by a shift in technology.

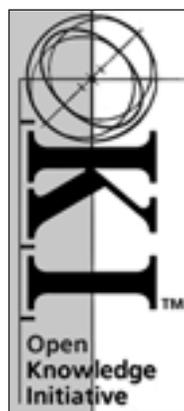
As educators we want our applications to work with the content we need. Traditionally it's only possible to inspect one system at a time. Our model makes it possible to build federated searches allowing educational applications to take advantage of a

variety of repositories without being technologically bound to any one of them, and without having to care about particular protocols or metadata. Uptake of OKI is terrific and it has been adopted by some wonderful tools including Visual Understanding Editor, Search Party, Twin Peaks, Naravision, Lionshare and Fedora.

**LC:** We all know about the problems of information overload and information of questionable quality. How do you see editorial oversight working in this environment; who will ensure quality control? Will it be government, universities or commercial vendors like Elsevier?

**Kumar:** I am a great advocate of the free movement of ideas. I think it's central to the mission of education. The issue of quality control is a big challenge. Just because something is open source doesn't validate quality. When you talk about editorial quality there are, of course, multiple viewpoints. One says people will vote with their feet — a Darwinian approach to quality, if you will. Others believe quality comes with history or from the community of people providing the content, many who have spent their lives identifying good sources of material. It's of course smart to leverage practices and processes that have worked in the selection of good content, such as screening and review, and to rely on a variety of agencies to help ensure quality, be they educational or commercial.

**LC:** It's impossible to talk about any truly global initiative these days without considering China and India. What input and impact are these areas having on the electronic information environment and will the entry of more big



players into the field mean it is easier or harder to create unity, compatibility and accessibility?

**Kumar:** India and China are increasingly important producers and consumers of knowledge resources. Networks are not limited by geographical boundaries. That's an opportunity but also a significant challenge. Creators of content have to be sure they are really interested in global access and global use. To be really valuable content must be malleable, amenable and adaptable to enable contextualization in different cultures and situations, by different students with different profiles, backgrounds and learning modalities.

**LC:** At MIT you're working on interesting new tools to make using electronic resources easier. Can you tell us about some of the exciting new tools we may be seeing in the future?



*Magic Paper lets computers capture ideas that we usually scribble on paper.*

**Kumar:** Over the last few years there has been dramatic investment in educational resources at MIT and wonderful applications are advancing our educational value proposition and increasing the bandwidth of interaction between very good students and very good faculty.

One example is iLabs, which provides access to actual labs over the Internet. Students from a variety of locations come together to control the parameters of experiments. The vision for iLabs is an architecture allowing anyone to set up a lab and make it available over the Internet, dramatically changing the economics of a traditionally expensive experience.

MIT students in robotics use tablet PCs, along with software such as PRET that allows peer review on collaborative design projects. Magic Paper, another software environment, allows initial design "sketches" to be interpreted and fed into more formal CAD and computation programs making initial design processes more efficient.

We are seeing a trend towards very interactive learning environments, towards accommodating "ad hocness" and using computation to add value to things we do naturally. Sketches can be drawn and animated using simulation programs. Laws of science can be plugged into programs to help a user's understanding. Technology is being applied to bring first-time experience in a flexible and non-location-specific way, giving anyone, anywhere access. The marriage of mobility and rich media makes all kinds of real-time collaborative activities possible, allowing the student community to participate more fully in campus education.

In this world of extensive networks and data, we're able to study patterns as we create new tools and pedagogies. These patterns can present opportunities to take traditional approaches, decide that they may not be the way to go, and use technology to change things. ■

## In Perpetuity: A Nation's Well-Spring of Knowledge

*The challenge of guarding against digital memory loss is international. Increasingly nations write and publish in electronic format only, a form which is no less precious, and no less fragile, than its print counterpart. The National Library of New Zealand has begun a project to ensure the nation's knowledge is accessible for future generations in perpetuity.*



*Steve Knight*

**Steve Knight, Manager Innovation Centre, Digital Innovation Services, National Library of New Zealand, Wellington, New Zealand**

**N**inety-three percent of information produced each year is stored in digital form while print production continues to increase at approximately 36% per annum.\* At the National Library of New Zealand the need for a trusted digital repository arose from both this exponential increase in the amount of digital production and from our legislative mandate to collect digital materials via legal deposit. The sheer volume of digital material threatens to overwhelm libraries and we face significant changes to the way we approach the digital realm. Challenges range from ensuring staff have appropriate technical skills with digital material, to the development of a technology infrastructure capable of ensuring the integrity of digital material "in perpetuity." Other concerns include providing storage space and supporting systems for large volumes of digital information and the need for geographic redundancy in the event of a catastrophic disaster. At the same time we are confronted with changes in our user communities, many of whom are now "digital natives." Libraries must develop new methods of access to collections, including digitization and alternative dissemination mechanisms, e.g. cell phones.

### The National Digital Heritage Archive

In May 2004, the National Library of New Zealand was allocated NZ\$24 million [US\$16 million] by the government to fund a program to establish a trusted digital repository to protect the nation's digital documentary heritage for future generations. The National Digital Heritage Archive (NDHA) will collect, preserve and make accessible digital objects both online and offline, including websites, published works, images and material contained on CDs and floppy disks.

The NDHA has a stringent governance process around it, including regular reporting to New Zealand's State Services Commission and Treasury, external project management and two separate sets of external advisers providing independent quality assurance directly to the Chief Executive. On top of this, the project has Archives New Zealand representation, a cross-government advisory

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group and an international peer review group, constituted to ensure the interests of as many sectors as possible involved in issues of digital preservation are taken into account through the library's development activity.

In early 2005, the library undertook a Request for Information process which resulted in Endeavor Information Systems Inc. and IBM being selected to go forwards to a closed Request for Proposal. The RFP process is currently underway and will deliver a single vendor to work with the library on the NDHA project.

NDHA is based on the Open Archival Information System (OAIS) model and includes the usual range of functional and non-functional components:

- Ingest — quality assurance, object verification, format identification, metadata generation.
- Archival storage — persistent identifiers, storage structures, file directory, resolution layer, backup and restore, file naming, security.
- Administration — authenticity and integrity, security, system KPIs (key performance indicators), business continuity.
- Data management — metadata (preservation, discovery, rights, structural), database management.
- Preservation planning — digital preservation strategies, digital preservation capability.

### The Challenges of Digital Preservation

To ensure continued integrity, authenticity, usability and access to a digital object's informational content and essential attributes, digital preservation activities must focus on three essential components of digital objects:

- Physical object — a binary language inscribed on some physical medium.
- Logical object — the binary data as interpreted by specific application software.
- Conceptual object — what humans (as opposed to computers) recognize as a meaningful piece of information.

Objects must be stored on reliable and secure storage media, and uniquely and persistently named. Processes must be in place to continually verify data integrity. We must be able to accurately identify and document the hardware and software environment in which the object operates and identify appropriate preservation strategies over the lifetime of the object. The end goal is the ability to continue to render and access an accurate and authentic representation of the conceptual object.

Materials facing libraries these days vary in complexity from single format files, such as a TIFF image file, to objects comprised of thousands of interlinked files requiring different software applications for rendering. An example of the latter is the old Television New Zealand website nzoom — more than 80,000 files, ranging from HTML to real-time video and java script. This variety and differing degree of complexity demand a range of preservation strategies.

*“If we don't establish digital heritage archives now, more and more of our national heritage will disappear.”*

Digital preservation at the National Library of New

Zealand will not be a once only activity. Our mandate and legal obligation is to preserve our heritage collections “in perpetuity,” i.e. a really long time. The systems we put in place to manage and preserve digital material now must be capable of evolving over time without threatening the integrity of the digital objects. The program must deliver a robust, generic solution, through a system which is capable of sustaining continuous evolution, which aligns with international best practice and standards, and which is both adoptable by other organizations locally and internationally and flexible enough to accommodate new formats and preservation strategies as they arise. To achieve this, a range of activities, emerging standards and best practice initiatives are informing development of the NDHA including:

- Web archiving tools — IIPC, Nordic Web Archive and PANDORA.
- Preservation metadata — NLNZ and PREMIS.
- Structural metadata — METS/MPEG 21.
- Persistent identifiers — Handle/DOI.
- Rights management — INDECS.
- File format identification, metadata extraction — NLNZ and JHOVE.
- Digital preservation R&D — CAMiLEON, Digitale Duurzaamheid, NDIIPP, Xena and Variable Media Network.

It's not a simple undertaking but what's very clear is that if we don't establish digital heritage archives now, more and more of our national heritage will disappear. Equally clear is that it is New Zealand's responsibility to provide for the protection of its own digital cultural heritage. By taking responsibility for providing appropriate solutions for the preservation of our digital cultural heritage, the National Library of New Zealand is adding to the global endeavor to preserve national cultural heritage and make it available for future generations to explore and enjoy. ■

\* Lyman, P., & Varian, H. (2000). *How much information?* University of California, Berkeley. [www.sims.berkeley.edu/research/projects/how-much-info/](http://www.sims.berkeley.edu/research/projects/how-much-info/). Accessed September 20, 2005.

### About the National Library of New Zealand

The National Library of New Zealand is a government department which serves, per the National Library of New Zealand (Te Puna Mātauranga o Aotearoa) Act 2003, to “enrich the cultural and economic life of New Zealand and its interchanges with other nations.” The library's roles include collecting, preserving and protecting documents, particularly those relating to New Zealand, and making them accessible for all the people of New Zealand; supplementing and furthering the work of other libraries in New Zealand; and working collaboratively with other similar institutions in New Zealand and abroad.

The Māori name of the National Library means “well-spring of knowledge.”



## Can You Lead a Horse to Water? Teaching Users About Electronic Resources

**Scott Walter, a member of the editorial board of *Research Strategies*, is Assistant Dean of Libraries for Information and Instructional Services and Visiting Assistant Professor of Teaching and Leadership at the University of Kansas.**

Where do you go when you go online? More importantly, where do your students go? Academic libraries dedicate an increasingly significant percentage of their overall collections budget to the acquisition and networking of electronic resources — journals, books, data sets

*“We are fighting an uphill battle in teaching students to consult electronic resources provided through the library.”*

and databases — and more staff time is dedicated each year to leading users to these high-quality resources through the development of workshops, subject guides, Web portals, online tutorials, and (most recently) Weblogs and RSS feeds. But, how effective are these programs in actually teaching users about the quality and quantity of electronic resources made available through their libraries and leading them to those resources when they need to complete assignments or conduct research?

Existing studies suggest we are fighting an uphill battle in teaching students to consult electronic resources provided through the library prior to diving into the sea of information that is the World Wide Web. According to OCLC (2002), college students are far more likely to begin their research using a search engine than a library website. They are also more likely to consult a friend or classmate for assistance in making effective use of the Web for their assignments than they are to consult a librarian. Jones (2002) also concludes that students use the open Web more often to complete their assignments than they do the library and that search engines and Web portals are more likely to be the starting point for the research process than library databases or subject guides. Conclusions found in

these national studies have been replicated in local studies, including one at Colorado State University (Kaminski, Seel, & Cullen, 2003) that showed first-year students are more than twice as likely to begin their research by using Google (or another search engine) than by using a library database or article index, and another at Washington State University (Walter, in press) that showed students of color are twice as likely to ask a friend for assistance with their research than to ask a librarian. Lippincott (2005) concludes that these results suggest significant “disconnects” between academic libraries and the students to whom they make available such rich electronic resources, but research also suggests that librarians are finding many ways to address the information habits of the Net Generation and to start the work of making connections between them and their library resources.

For example, we know both from the studies cited above and from first-hand accounts (e.g. Windham, 2005) that

*“Libraries are making headway in meeting students ‘where they live’ on the Web.”*

students recognize the limitations of the Web as an information source. At the same time, studies such as Bartsch and Tyldacka (2003) and Perrett (2004) show that even students experienced with the research process and with library resources may have inaccurate perceptions both of the quality of resources available online and of their own abilities to locate and use those resources. Studies by Beile and Boote (2002) and by Monoi, O’Hanlon and Diaz (2005) demonstrate how direct instruction in database searching skills and Internet searching skills can both improve student performance in information retrieval and evaluation and enhance students’ confidence in their ability to locate high-quality information resources through the library and the Web. The emergence of openly available search engines focused on locating scholarly material (e.g.

Google Scholar) and the opportunity to link full-text electronic resources from search engines to library databases through link-resolving technology provide new opportunities for making connections between student preferences for search engines as a starting point for research and library commitments to leading students to high-quality electronic resources.



Scott Walter

Libraries are making headway in meeting students “where they live” on the Web, for example, through campus Web portals and online course management systems. While library Web portals were never widely adopted by college students as a starting point for research (Zhou, 2003), there is reason to believe that “library channels” in broadly-defined campus Web portals (which students visit for access to vital information such as financial aid) may hold more promise. Stoffel and Cunningham (2005) surveyed information technology staff at campuses participating in the uPortal software development project and found that the majority of respondents provided access to library content such as patron records, electronic reserves and reference services, and links to electronic journals and other digital content through the campus portal. While this study was preliminary, it suggests that many campuses see library resources and services as worthy of representation at a high level in campus portal projects.

This is likewise the case in terms of opportunities to lead students to electronic resources through online course environments such as Blackboard and WebCT. National studies of student behavior such as OCLC (2002) suggest that course websites are second only to search engines as starting points for student research. Many libraries were slow to provide direct links to resources and services through course sites (Cohen, 2002), but many others did provide those links thanks to the work of proactive librarians (Shank & DeWald, 2003).

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Costello, Lenholt and Stryker (2004) studied student satisfaction with information literacy instruction supplemented by Web resources and documentation made available through their course websites and found that students reported high levels of satisfaction with both the face-to-face instruction and with the links provided to high-quality electronic resources. Reeb and Gibbons (2004) also found online course environments to be helpful in promoting use of Web-based subject guides. Even well-designed subject guides made available as part of course pages are not always the answer, though, as Ursin, Lindsay and Johnson (2004) discovered when they found little correlation between the bibliographies prepared by first-year students as part of their final projects for a Freshman Seminar program with a strong research focus and the sources provided to those students by librarians during course-related instruction. While we may not yet know how best to lead students to high-quality electronic resources through course websites, we do know that the online course environment is rich with opportunities for analysis of student behavior, e.g. by allowing for content analysis of discussion thread postings related to the research process or by allowing for quantitative analysis of the use of librarian-selected links and resources by students through course sites.

### About *Research Strategies*

*Research Strategies* is committed to providing the library profession with the latest thinking and research on instructional services and the educational mission of the library. This journal welcomes submissions on teaching methods, theories of learning, research behavior of library users, conceptual frameworks for teaching, the philosophy of instructional services and other topics related to the field. ■



[www.elsevier.com/locate/resstr](http://www.elsevier.com/locate/resstr)

Opportunities for studies of this sort will only grow as libraries become increasingly involved in the direct management of online course environments on campus.

Public services such as reference and instruction (along with creative liaison with classroom faculty) are among the most powerful tools through which librarians can help to lead students to the wide variety of electronic resources now made available through library websites and other digital repositories. As even this brief tour through recent literature should suggest, there are ample opportunities for research in this field. Much of this research can be guided by the Association of College & Research Libraries' "Research Agenda for Library Instruction and Information Literacy" (2005), which, like many of the studies cited above, identifies topics such as the information-seeking behaviors of students, effective methods of Web-based instruction, and relationships between information literacy instruction and broader campus initiatives (e.g. online course environments, campus portal projects), as critical subjects of study. *Research Strategies* has been one of the leading avenues for discussions of research in this field for more than 20 years and we look forward to continuing to help bring research and practice together for teaching librarians. ■

### Library Connect Practical Assistance Pamphlet

"How Libraries Are Training Users on E-resources: Best Practices" offers information, insights and tips valuable for librarians helping researchers get the best from the digital world.



Librarians around the world — including Rachel Daniels in the UK, Gabriela Sonntag in the US, Elaine Fairey in Canada and Telma de Carvalho in Brazil — provide tips on subjects such as how to capitalize on the "wow" factor while training users, how to integrate an information literacy program into campus-wide initiatives, and how to create an online tutorial in a local language. ■

[www.elsevier.com/libraryconnect](http://www.elsevier.com/libraryconnect)

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## Elsevier's "A Book in Your Name" Program: Helping Fill the Shelves of University Libraries Across the Developing World

**Ylann Schemm, Communications Executive, Corporate Relations, Elsevier, Amsterdam, The Netherlands**

Elsevier's anniversary book donation program is well underway. "A Book in your Name" has donated collections of some 6,700 essential text and reference books to ten university libraries in the developing world. Each library has received a core collection of 670 books in disciplines such as medicine, nursing, allied health fields, life sciences, earth sciences and agriculture. Each Elsevier employee was invited to donate a book to one of these libraries in celebration of global library relationships and Elsevier's own dual anniversary — the original House of Elsevir's 425th anniversary and the 125th anniversary of the modern company.

After navigating an impressive journey, the first books are arriving at their destinations and stocking library shelves in Africa, Asia and South America. Tony McSeán, Elsevier Director of Library Relations and convener of the panel of independent librarian advisors said, "It's the collaborative nature of this project which makes it so worthwhile. Books have been chosen by and for librarians. We wanted to be sure books went where they are most needed. The final selection was extremely difficult. In the end, the ten libraries chosen represent the spectrum of challenges faced by libraries in the developing world."



Each book carries an anniversary bookplate serving as a lasting recognition of the donation from Elsevier's 6,700 employees.

Nance M'Jamtu-Sie, Medical Librarian for the College of Medicine and Allied Health Sciences (COMAHS) at the University of Sierra Leone shared her library's struggle, saying, "Our library is the only medical library in Sierra Leone



COMAHS Library, University of Sierra Leone.

and it serves our entire healthcare community. We have not been able to order new books because civil war has devastated the economic base of our country. The library depends solely on donations. These books will make a positive impact on undergraduate studies and continuing professional development at COMAHS, truly enhancing our collection development. Elsevier has definitely contributed to the saving of lives in my country."

In Guatemala, Grete Pasch, Director of Academic Information Resources at the Francisco Marroquin University described a different challenge: "Try to imagine a country without public or school libraries!



Books arrive at Francisco Marroquin University Library, in Guatemala.

That's Guatemala. Libraries are not a priority in our society. The government has more urgent issues: health, security, basic education. The majority of our population has never had the chance to use a library, exercise their critical skills and develop their imagination through reading.

"Elsevier's gift will be housed in our open shelf library. Anyone, including students from other universities, professors and practicing doctors will be able to search our Web catalog from wherever they are, visit the library and walk up to the books they wish to use. During September and October, the books will be on display in a special area of the library's lobby so users will have immediate access to these new resources. A staff member will be on hand to answer users' questions.

"One of our main challenges in acquiring books is the cost of transporting them to Guatemala — an average of \$7 per volume. We would not be able to afford the many thousands of dollars this donation is worth. These books provide our users with access to information they could not get in any other way."



Staff at Elsevier's book distribution center in Linn, Missouri work overtime to pick and pack 30,000 pounds of books for shipping.

As books arrive across the globe, "A Book in Your Name" has truly been the most rewarding anniversary gift of all — engaging not only Elsevier employees but a community of librarians in our common commitment to provide access to peer-reviewed scientific research around the world. For more information visit [www.elsevier.com/425-125](http://www.elsevier.com/425-125) ■

### The Ten Library Beneficiaries

- Muhimbili University College Library of Health Sciences of the University of Dar es Salaam, Tanzania
- Library of the Sciences of the University of Sierra Leone
- The College of Medicine Library of the University of Malawi
- University Library of Zambia
- University Library of Mali
- University Library Eduardo Mondlane in Mozambique
- Makerere University Library in Uganda
- Universidad San Francisco de Quito in Ecuador
- Universidad Francisco Marroquin in Guatemala
- The National Centre for Scientific and Technological Information (NACESTI) in Vietnam



# Librarians Speak Up

## How is your library helping users



*Helmut Hartmann, Austrian Consortia Management, Graz University Library, Austria*

To help our users achieve maximum benefit, our library provides three, equally important services — information, end-user trainings, and the latest linking and access technology.

To keep our users informed, our library's homepage offers short descriptions for all kinds of resources. Folders explaining the basic functionalities of various resources are available at our reference and information desks. New products are announced in prime position on the library's homepage, and via posters, leaflets, manuals and personalized emails to users.

End-user trainings are particularly important when new resources are being introduced. Inviting faculty as well as students to presentations and trainings by vendors' experts has proved extremely efficient. General tutorials held by specialist librarians throughout the year help users develop skills. We also organize customized trainings for staff of individual departments.

When it comes to technology, seamless linking from our OPAC to e-resources and between e-resources has been a major incentive for science departments to go for e-only subscriptions. In terms of user acceptance, the importance of linking is equaled only by anytime, anywhere remote access. ■



*Chaweewan Swasdee, Serials Collection Development Division, Library and Information Center, Mahidol University, Thailand*

We have used our library website as well as offering training as key means to help our users get the most benefit from our services.

Since most of our users are graduate students and professors in life sciences and health sciences, they tend to have favorite journal titles. Through our library website, we provide an A-Z list of electronic journals and a subject-area list, both searchable by journal titles as well as publishers and both leading with minimum clicks to users' preferred titles. In addition, we make use of online guides provided by publishers and create our own customized guides appropriate for all levels of users.

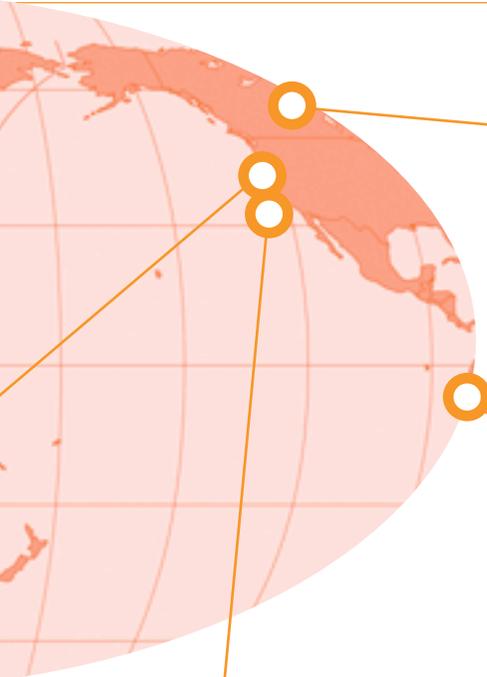
For groups of graduate students we frequently deliver, upon request, training sessions on digital resources focusing on specific subject areas. For undergraduate students at the beginning of each semester, we arrange training courses on topics such as "How to use online journals and databases." Our faculty librarians also provide specialized help to library users over the counter, by appointment or during classes. ■



*Ysabel R. Bertolucci, AHIP, Medical Center Manager, Library Services, Kaiser Permanente Medical Center, Oakland, CA, USA*

Hospital library users run the spectrum of computer literacy. They all want to find and use information quickly. Digital resources are the preferred format so my job is teaching their use. I spend the majority of my day training and explaining the range of products available through our Clinical Library website. I never imagined that a telephone headset would be part of my daily attire, or that explaining toolbars would be more important than subject headings. It's easy to get users excited about digital resources; it's challenging to get them comfortable using them. ■

## get the most benefit from digital resources?



*James Wisler, Information Services Librarian, Drescher Campus Library, Pepperdine University, Malibu, CA, USA*

Marketing initiatives and library instruction sessions are undoubtedly effective at increasing awareness of digital resources for specific groups (classes, departments and so on). But I believe the best way to help users see the direct benefits of digital resources is to sell the product to all members of your library's staff — not just outreach or instructional services librarians — and let their enthusiasm flow to all library users with whom they interact. For example, if every employee of your library knows what's out there, they can often relate that information in casual conversations — which happen more frequently and have greater impact than official instruction or marketing sessions. When your student workers, for example, know there's much more to ScienceDirect than just the content that serves scientists and engineers, they can at times "make the sell" to their classmates more effectively than those of us who plan elaborate marketing schemes. ■



*Luiz Atilio Vicentini, Digital Library Coordinator, Central Library, Sao Paulo State University at Campinas (UNICAMP), Brazil*

New forms of access to information and knowledge have arisen since the invention of the Internet. Such innovation has, especially in the last five years, sped up research processes and brought great changes related to internal procedures at academic libraries. Researchers now need to be fully aware of available online resources and able to access these e-products. At our library, we ensure we achieve integration of technologies so researchers can easily take advantage of all available resources — such as electronic journals and reference databases. Also at our library, librarians provide researchers with guidance and training on the usage of digital resources. ■



*Leslie Weir, University Librarian, University of Ottawa, Canada*

About half of our collections budget is dedicated to digital resources. With 32,000 students and a digital-focused collection, ensuring users get the most benefit from digital resources is critical. We do this through Library Research Skills Clinics including "Get Catalogued!" (providing search tips and tricks to find digital and print materials) and "Article Finder" (providing an overview of key tools to identify and locate articles). We also provide a chat-based support service, classes given as part of academic courses with library assignments linked to course content, peer-to-peer interaction, and staff roaming to offer just-in-time support.

Promoting core digital resources, such as our Elsevier e-journals collection and Scopus, is also part of our strategy. For us, Scopus has become a key tool, bringing together this idea of core product and peer support through our two Scopus Student Ambassadors who teach and mentor other students. ■

### Librarians Speak Up questions for future issues:

**How is user behavior at your library changing?**

**How is your library adding value to content?**

If you'd like to suggest questions or contribute, please drop a line to [libraryconnect@elsevier.com](mailto:libraryconnect@elsevier.com). Answers to past questions appear at [www.elsevier.com/libraryconnect](http://www.elsevier.com/libraryconnect)

**HOT TOPICS** OPEN ACCESS AND DEVELOPMENTS IN CHINA

**AUSTRALIA AND NEW ZEALAND, JULY** — Library Connect reached 180 librarian customers in nine cities across Australia and New Zealand. Seminars covering topics from industry concerns to product updates were hosted in Perth, Adelaide (pictured here), Melbourne, Brisbane, Sydney, Canberra, Auckland, Wellington and Christchurch. The “Publishing and Open Access” presentation by Tony McSeán, Elsevier’s Library Relations Director, and “Digital Library Projects in China and E-Resources Development in Shanghai Jiaotong University Library” presentation by Lin Haoming, SHJT’s Deputy Library Director, created the most interest. ■



**HOT TOPICS** USAGE AND USER TESTING

**THE NETHERLANDS, JULY** — Félix de Moya Anegón (pictured left), Vice-Rector at the Universidad de Granada, one of the first Scopus development partners, visited Eugenio Garcia, Elsevier Account Manager (pictured right) and the Scopus team in Amsterdam. Granada is one of the largest universities in Spain and a leader in many subject areas, including bibliometric analysis. As part of the Andalusia consortium, Granada was an early adopter of Scopus. Their decision was based on positive feedback from extensive user testing. “As a development partner,” Félix explained, “we have seen Scopus usage rising tremendously and would like to continue our cooperation with Elsevier and the Scopus team in order to offer our end users even better functionality.” ■



**HOT TOPICS** CHALLENGES IN THE DIGITAL ENVIRONMENT, USAGE AND THE USER EXPERIENCE

**MALAYSIA AND THAILAND, JULY** — Library Connect Seminars attracted around fifty librarians in each country to share new information and discuss challenges in the digital environment. Librarians appreciated hearing from Ho-Nam Choi of the Korea Advanced Institute of Science and Technology Library. In his presentation “What We Korean Libraries Have Done with E-Content,” he shared his experiences in leading the successful Korean consortium KESLI. Alex Lankester, Head of Account Development for Elsevier Asia Pacific shared insights from ScienceDirect usage analysis in her presentation “The End-user Experience — Yesterday and Today.”



Awards presented for Highest ScienceDirect Usage and Highest Growth in ScienceDirect Usage went respectively to Universiti Putra Malaysia and Universiti Teknologi MARA (for Malaysia) and to the Chulalongkorn University and the National Institute of Development Administration (for Thailand). ■

**HOT TOPICS** USER CENTERED DESIGN (UCD)

**JAPAN, AUGUST** — Andrea Kravetz, Vice President of Elsevier’s User Centered Design Group gave presentations on the concept of UCD and the development of Scopus at the International Advanced Digital Library Conference at Nagoya University, the National Institute of Informatics (Tokyo) and Hiroshima University. More than 300 librarians attended Andrea’s presentations and were interested and impressed to learn how the UCD approach makes a difference in the resulting user interface. One librarian stated, “The presentation shows the importance of the UCD approach. Only products that really understand users’ needs will be able to survive in this competitive age.” Andrea concluded, “It was exciting to see the interest and enthusiasm of attendees for the value a user centered design team can bring to improve the usefulness of products.” ■



**HOT TOPICS** FUTURE OF LIBRARY SERVICES AND SPACES

**NORWAY, AUGUST** — King Harald V of Norway opened the 71st IFLA conference to a large crowd of press and librarians from across the globe. The ceremony was followed by a party in the exhibit hall where many participants visited the Elsevier booth for answers to our Scopus True Blue Quiz, to attend a product presentation or to browse a selection of Elsevier’s publications in library and information science. Scopus and Meridian (a library management solution from Endeavor) attracted much attention.



The conference buzz centered on the future of library services and spaces supporting undergraduate study. There was consensus that radical change will occur but no consensus on the form changes will take. ■

**SINGAPORE, OCTOBER** — 2005 sees the centennial celebrations of the National University of Singapore (NUS), marking 100 years of tertiary education in Singapore. Established in 1905, NUS is acknowledged as one of the finest universities in the world. A series of celebratory events including a pictorial and electronic exhibition, “NUS Libraries: A Hundred Years of Transformation,” kicked off in June ([www.nus.edu.sg/centennial/events/calendar.htm](http://www.nus.edu.sg/centennial/events/calendar.htm)).



2005 also marks the 125th birthday of Elsevier and the 425th anniversary of the publishing house of Elzevir from which the modern company takes its name. Elsevier is proud to have donated a rare Elzevir imprint as a gift to the NUS Libraries. The rare book (pictured here) presented to the NUS Libraries is *Adagiorum* by Erasmus, printed in 1650. ■

## Found @ Your Repository: Increasing Visibility of IR Content

*The number of institutional repositories worldwide has grown exponentially in the last three years. Much progress has been made on setting up and managing a repository but less on increasing the visibility of an institute's research output. Today, being found is as important, if not more important, as being online. The more visible the content, the more it will be used and shared. Library Connect talked to Eric Van de Velde, Director of Library Information Technology at Caltech, to find out more about their institutional repository, Caltech CODA (<http://coda.library.caltech.edu>).*

**LC:** Can you tell us about Caltech's institutional repository?

**Eric Van de Velde:** Our earliest repository goes back to 1998 when we put a collection of computer science technical reports online. The real kick-start was the Santa Fe meeting in October 1999, which established the Open Archives Initiative ([www.openarchives.org](http://www.openarchives.org)). At the meeting, I was introduced to the Networked Digital Library of Theses and Dissertations ([www.ndltd.org](http://www.ndltd.org)).

Upon returning from Santa Fe, we started experimenting with the NDLTD software, and the library started working with Professor Arden Albee, then our Dean of Graduate Studies, on a pilot project for electronic theses. In 2002, we introduced the requirement for Caltech theses to be submitted electronically. Currently our repository houses well over 2,000 theses and is the largest repository collection we have. Caltech produces about 200 theses per year. Our collection includes older theses we scanned. When starting this project, we didn't intend to scan our archives, but after a flood damaged about 200 circulating theses, we scanned archival copies as a preventative measure. This project went so well that we started scanning older material as time permits.

After the Santa Fe meeting, Stevan Harnad started the EPrints initiative ([www.eprints.org](http://www.eprints.org)), and when the EPrints software became available about a year later, we started using it almost

immediately. First, we moved the computer science technical reports.

Then, we built a historical archive from the earthquake engineering research laboratory. As the service became more well-known, some faculty became interested in making their research papers, technical reports, books and even conference proceedings available online through the Institutional Repository. There's also an interesting collection of Caltech oral histories, consisting of the archive department's interviews with retiring professors and senior administrators.

**LC:** What's the take-up of repository services at Caltech?

**Van de Velde:** We have to get to a situation where faculty consistently submit content to the repository so the library doesn't have to do all the work. That's a social change that still needs to happen.

**LC:** How are you increasing awareness of the repository?



Eric Van de Velde

**Van de Velde:** Lots of informal conversations! The librarians do more formal recruiting, but it's at a low pitch at the moment. We're making the service available, mentioning it wherever possible but not hitting people over the head with it. We're always looking for ways to make the process as easy as possible. My guess is, students graduating now who have put their theses online and seen the response will be faculty in a couple of years, here and across the country. They will want the same interactivity for their research papers. I see this as an evolutionary process, not a revolution. It's simple, but these changes take a while.

**LC:** What level of usage are you seeing on materials in the repository?

**Van de Velde:** Quite a bit actually. Via the library website, we provide usage statistics for all repository collections. I did some studies on thesis usage and discovered an average of six to seven unique accesses per thesis per year. It doesn't sound like a lot, but compared to use in print or even microfilm, it's a tremendous increase in visibility.

**LC:** Can you tell us a bit about the work you've been doing with Scirus to increase visibility of your IR's content?

*Continued on page 12*

## Scirus and Institutional Repositories

**SCIRUS**  
[www.scirus.com](http://www.scirus.com)

Institutional Repositories require serious and relevant search functionality to make their content more accessible. Scirus has developed a unique indexing process matching a repository's metadata with full text and allowing them to be indexed together. This is achieved by considering the overall structure of the IR and determining the best method of indexing for optimal searching. By working with an institute to index its repository, Scirus can also power the search of the repository's site to ensure more complete search results, relevant ranking of results based on in-depth classification and an interface optimized for the repository's content.

*"Search plays a critical role in increasing the visibility of a repository. Being online doesn't guarantee visibility. Ensuring Institutional Repositories are made visible within Web search engines and implementing a good search capability on a repository's site can be difficult to implement. Good search capability in particular requires expertise in search technology coupled with knowledge of the structure of scholarly material. Partnerships such as those Scirus is exploring will help to make this a successful effort."* Sharon Mombrú, Senior Product Manager, Scirus, Elsevier, Amsterdam, The Netherlands. ■

[www.scirus.com](http://www.scirus.com)

Continued from page 11

**Van de Velde:** The Open Archives Initiative is a three-layered system. First, you have the content providers, such as institutional and disciplinary repositories, but these could also include journals (open-access journals as well as conventional journals). Second is an intermediary layer, provided by the OAI initiative, giving a standard interface to the disparate repositories available. The vision of the Santa Fe meeting was that service providers would come along and use this standard intermediate layer to access data underneath. That's what is starting to happen now with service providers like Scirus.

So, whenever a service provider comes along and wants to access our data we are happy to collaborate to make our collection visible. We want our content out there: the more service providers (i.e. the more entry points to our content), the better.

Our collaboration with Scirus has also provided us with one search interface for the disparate Caltech repositories. Until now you had to search each repository individually.

**LC:** Would you recommend other libraries explore similar collaborations?

**Van de Velde:** Yes, my big recommendation for academic libraries is to make their unique materials available through the Open Archives Initiative. Service providers can then make the material visible in a variety of contexts.

**LC:** What do you see coming down the line for institutional repositories?

**Van de Velde:** Well, this is certainly only the beginning. Right now the vast majority of these are text files. The NDLTD recently announced awards for innovative multi-media theses. Once we are truly in a multi-media age, that will open up the realm of what a scientific publication really could be and what institutional repositories will really have to offer. ■

## Outreach Program Puts Focus on New Resources

*With today's libraries subscribing to many electronic resources, it can take time to draw attention to and build usage of new additions. This year, Elsevier Account Development Managers introduced the Student Ambassador Program (SAmP) to support customers in efforts to promote and raise awareness of Scopus. The program has been adopted by more than 20 customers in the Asia Pacific region alone.*

*At each participating institute, the program consists of a series of on-campus promotional activities organized and led by a graduate student — paid by Elsevier. To develop and implement the program, the student works closely with the institute's library and an Elsevier Account Development Manager. Involving students in conducting on-campus outreach to promote resources to library users and researchers can bring substantial results. Participating students can benefit from learning more about how libraries and publishing processes operate, and libraries can benefit from support provided by participating students.*

**Alex Lankester, APAC Head of Account Development, and Hui Ling Goh, APAC Student Ambassador Manager, caught up with librarians and students at two universities participating in the SAm Program.**

### THE LIBRARIANS VIEW

**M**arion Wilson, Senior Manager for Planning and Development at the University of Newcastle in Australia first heard about the Scopus ambassador program when she was contacted by her Elsevier Account Development Manager. "When we heard about SAmP we were very keen," she explained. "It seemed a good way to provide an additional awareness-raising resource to the faculties to encourage their use of Scopus. Given our investment in Scopus we really want to maximize awareness and usage. The SAm Program supports those goals." Whui-chui Tsui, Librarian at the National Taipei University of Technology in Taiwan agreed, saying, "SAmP is a brand new approach we



Marion Wilson

have not taken before and I feel it's a proactive and innovative way to reach out to our end users."

Of course all libraries already undertake regular promotional activities, sometimes employing marketing professionals to help. "Employing students in this way had not come onto our radar before," said Marion. "A lot of the time we don't have the funding for such activity, so we all felt SAmP was quite a generous program and a good opportunity."

In terms of SAmP's success, most participants feel it's still early days to comment definitely on the effect the program has on usage but initial response is positive. "Feedback to date is more qualitative than quantitative," explained Marion. "With ScienceDirect, we know we've doubled our usage over the past year and we know Scopus is extremely well received in the faculties. We've been getting positive feedback about its linking capabilities and more. So, we're pretty sure Scopus already has a market within our user community. Building on this audience is where we need to go next."

To help do this Marion's team has been utilizing Scopus promotional materials such as post-it notes and quick reference guides. "We use them at the front desk when giving information to students to get the message out and initiate more questions from the student base," she remarked.

Librarians and publishers alike are aware of the increasing importance of usage data in justifying subscriptions and renewals. Marion noted, "Usage data is the key qualifier for our subscription products. We of course balance this with other concerns such as platform quality and general accessibility, but, at the end of the day, it all comes down to usage. That's why we're so keen to promote our resources. We need to see a good return on investment with products like this. They are first-rate products but we want to ensure we are paying best money to get best results for them." Whui-chui Tsui similarly noted, "When faced with budget cuts usage is the deciding factor. If we are forced to

make a choice between two similar products, we will make the evaluation based on the usage of the product and how popular it is with the end-user base."

Programs such as SAMP are only one facet of the efforts required to raise awareness of library resources. At the National Taipei University of Technology, Whui-chui Tsui's team has also benefited from product training provided by vendors. Whui-chui additionally cited the library's annual promotion week as one of their key usage-driving activities.

All agree training is essential and it offers opportunities to further build relationships with a library's diverse communities. "At the University of Newcastle," explained Marion, "we employ our faculty librarians in much of our end-user awareness promotion. The big bonus with these librarians is that they all teach the faculty and take training on information literacy, citation referencing and library resources into lesson areas. Consequently, they have a good understanding and in-depth level of engagement with faculty."

It's important to engage with communities and reach out to them via new means, such as the SAm Program. "We find as many opportunities as possible to interact with campus student associations," Marion stated. "Our main focus is to be involved with different student groups. We can't just expect them to come along to the library to find the resources so we have to seek them out and promote proactively."

With so many key products to promote to library patrons it's sometimes with "great difficulty," according to Marion, "that the library ensures they all get adequate focus and attention. This is something we have been talking about managing more successfully in the future. To date everything has been a little hit and miss. However, when we look at our usage stats across the product range we see a healthy balance with no particular data sets being neglected. That said, it's a challenge to ensure we get high usage across the board and in future, with funding restrictions, we'll have to be more careful about what we purchase."

## THE STUDENTS VIEW

**A**hmad Khasawneh is a PhD student in Information Technology and Computer Engineering at the University of Newcastle, Australia. Shiuang Ching Lin is a graduate student in Mechanical and Electrical Engineering at the National Taipei University of Technology in Taiwan.



Ahmad Khasawneh

**LC:** What attracted you to the idea of becoming a Scopus Student Ambassador?

**Ahmad Khasawneh:** I'm at the end of my PhD so I have some time and I thought this would be an interesting option. In addition, I find Scopus a very strong product and wish I had had access earlier in my research process. So far, Scopus has enabled me to find 56 articles in my area of research that I

have not been able to find anywhere else!

**Shiuang Ching Lin:**

I'm a graduate school student and often use search engines to find journals related to my field of research. With Scopus, I've discovered some outstanding functions I haven't used before. In a way I feel it's my duty to promote such an excellent tool to other graduate students across the campus.



The Scopus Student Ambassador Team at the National Taipei University of Technology, Taiwan. Left to right: Shiuang Ching, Lin (Student Ambassador); Whui-chui, Tsui (Librarian); Chuan Hao, Liu (Student Ambassador).

**LC:** Can you briefly explain the activities you have been running?

**Khasawneh:** I started by emailing friends and faculty but found this had little impact. So, I decided to adopt a "knock and talk" approach. This involves visiting faculty in their offices to talk to them for 5 minutes about Scopus. The approach seems to be much more effective and, providing they are not in meetings or busy, faculty don't seem to mind. I think this is the only way to really effectively reach them. I've also posted advertisements in the office of the Postgraduate Student Association and every week I run one or two demos for postgraduate students. I ask my fellow postgraduate research students, who are running their own tutorials, to give me 10 minutes to talk to their students before the tutorials. They are happy for me to do this.

**Lin:** I distribute leaflets and posters and provide hands-on demos to our students. Sometimes I visit the labs in our university to give them further information and show them how to use Scopus. Bulletins are also an effective way of reaching people.

**LC:** Have you come up with new ideas to increase end-user awareness of Scopus and other resources as a result of being involved in the program?

**Khasawneh:** Definitely. I think we should advertise hands-on demos via the library website and load the online demo onto the site. This would be an effective way to gain maximum outreach across the different faculties. It would also help ensure campus-wide attendance at my in-person demos.

**Lin:** Yes. After the demos I'm now planning to provide a quiz to confirm users have really learned all the functions available in Scopus. I believe "just do it" is the only way to be fully aware of the benefits! ■

For more information about the Scopus Student Ambassador Program (SAMP), please contact your Elsevier Account Manager or Account Development Manager.

## Explore More

- [www.newcastle.edu.au/services/library](http://www.newcastle.edu.au/services/library)
- [www.lib.ntut.edu.tw/english/english.htm](http://www.lib.ntut.edu.tw/english/english.htm)

## Quick Questions with Academic Librarian of the Year, Dr. Sharma

*Ravindra Nath Sharma is Library Director at West Virginia State University and 2005 ACRL Academic/Research Librarian of the Year.*

**Library Connect:** Congratulations on your selection as librarian of the year. Please, can you tell us what led to your selection?

**Dr. Sharma:** Mainly my contributions to international librarianship and my research. I have published books and articles, editorials and book reviews in European, Asian and US library journals. Also I've edited *Library Times International* since 1984.

And of course my work on ACRL and ALA committees, especially my chairing ACRL's Asian, African and Middle Eastern Section (AAMES). During my AAMES chairmanship, I invited Kay Raseroka to speak in Orlando in 2004. That was the first time in the history of ACRL and ALA that a standing president of IFLA spoke at an ALA conference. Kay was the first black female ever to be elected president of IFLA. Getting her here was an honor.

My aim is to continue to help the library profession and associations to grow. As I am the first Asian American to receive ACRL's highest honor, I've been invited to visit China for one month. I'll spend time at the Shanghai library, China's second largest library, and provide advice on international librarianship and staff development. It has been a great year, I must say.

**LC:** Recently WVSU received university status and was approved to offer graduate courses. Can you describe the community your library serves?

**Sharma:** We serve undergraduates, graduates, students of community and technical colleges, and other community members. Everyone is welcome. The focus of course is on the curriculum and research needs of our students and faculty. Our mission is to provide excellent service and library resources. I think we've done a very good job, under difficult circumstances including budget cuts.

**LC:** A 2004 survey revealed 71.2% of your institute's students visit the library regularly and it's the best used service of your university. To what do you attribute your library's success?

**Sharma:** Excellent teamwork and emphasis on quality service. I have always emphasized the value of the library to all students and faculty, and reminded users the library offers help throughout life. Ranganathan, the great Indian librarian, always said, I went to the library every day not to do my assignment but to see what material could enhance my knowledge. That message has sold well, helping us maintain our standards and bring students into our library.

Additionally, we have a special area where students can get help from tutors in many subjects. This library study area, part of Smart Stops offering walk-in tutoring at locations across campus, is open 8am to 9pm. This has become a popular place, offered

for the third year in a row. Getting free help from qualified instructors brings students to the library.

**LC:** How does your library ensure users get the greatest benefit from provided resources?

**Sharma:** We keep our students informed about new resources through our library Web page, library displays and bibliographic instruction classes. Also during one-to-one conferences at the reference desk. And, we have a Library Cyber Café in the student union. Three years ago we got a grant and opened the café — open 7am to 11pm, seven days a week. Students can use café computers to access our library's e-resources.

**LC:** What types of new tools would you like to offer your users?

**Sharma:** Only tools covering subjects thoroughly and fitting in our budget. I want to keep a balance between books and online resources. Technology is still changing and expensive. Students definitely want more online resources, but we need to avoid going overboard.

**LC:** During the past decade, what changes have you seen in user behavior?

**Sharma:** As the library director, here for nine years now, I see the introduction of technology has made all the difference. Users expect the library to offer resources in all subjects and formats but especially online. This younger generation is more interested in doing research online. That is a big change in user behavior. ■



Ravindra Nath Sharma

### ScienceDirect College Edition

*"For several years we have reviewed and participated in trials of the ScienceDirect collections and found them to be of high quality, but the price structure was beyond our small college budget. The ScienceDirect College Edition, with its regrouping of titles and specialties along with the new pricing structure, gave us the opportunity to support and enrich our resources with an economical and academically rich collection that we have not been able to afford previously."* Henry Terrill, MSLS, Professor and Serials Librarian, Brackett Library, Harding University, Searcy, AK, USA.

ScienceDirect College Edition has been developed as a result of direct demand and feedback from small colleges. It meets specific needs of teaching-based colleges by delivering high-quality content at prices small colleges can afford.

ScienceDirect College Edition offers students online access to high-quality, peer-reviewed journal or authoritative reference work collections in social and behavioral sciences, health and life sciences and physical sciences. It is available to all two- and four-year colleges that teach up to a master's level, are not involved with research, and do not have research centers or award at a doctoral level.

At present, this offer is only available within North America. For more information visit [www.info.sciencedirect.com](http://www.info.sciencedirect.com) ■



## Full Moon: Full Moon University

*Readers of the first three Full Moons may not have realized that far from being free-standing froth about the mad behavior and unreasonable demands of library users, this column is solidly grounded in a prestigious academic library environment — the Full Moon University Library and Information Sector.*

**Tony McSeán, Elsevier's Director of Library Relations and erstwhile librarian, is advisor to the FMU.**

The scholarly credentials of Full Moon University (FMU) need no introduction, being grounded on our founder's vision that no one should be exempt from higher education. At FMU traditional barriers to academic life (literacy, numeracy, etc.) are swept away. The doors of scholarly life are flung wide to anyone able to reply to our familiar OUTSTANDING OPPORTUNITY email broadcasts, correctly answering up to one of our 25 multiple choice questions and attaching full details of someone's bank account. Our recently endorsed Planned Sustained Progress initiative has the target of moving FMU into the top 99% of all the world's universities within the next eight years.

So, as the northern hemisphere summer turns to ashes, FMULIS staff are putting aside the traditional summer diversions of the academic librarian — restoring unbound pamphlets to random order in their boxes, tucking booklist material into offsite storage, taking down all the signage, locking down USB ports on terminals and the rest. As the leaves turn brown and the new intake of students turns eau-de-nil, library staff activities move on to the traditional term-time tasks of making sure all the clocks run seven minutes fast,\* starting large scale demolition and rebuilding work, replacing the reserve collection management module and taking all the reference specialists on week-long retreats.

It's also the time when the good ideas emanating from last year's brainstorming sessions are tested in the grim light of reality. In previous years the university's public liability insurance has been tested to the full by unexpected hitches with reshelving trolleys designed to return automatically to the paraprofessional mess room once full, and by the brave but ultimately tragic fiasco of the self-directed reshelving machine. We have, then, learned hard lessons about the dangers of mixing amateur mechanical engineering with the children of lawyers.

For the 2006 attempt to win the Nobel Prize for Librarianship, FMU has gone out to see if we can learn lessons from the way young people study away from traditional disciplines and constraints of the library environment. It has become clear from these scientific observations that most students only work at full effectiveness when enveloped in a sound system playing music at more than 110 decibels. So, slaves as we are to evidence-based practice, from the start of the new academic year students using our study areas will find an environment especially tailored to their requirements. Most quick-reference bookshelves have been replaced by loudspeaker equipment purchased from the popular singing troupe Iron Maiden. Pre-acceptance tests (using volunteer system librarians in

their 50s) have shown that the necessary sound levels can be comfortably (sic) exceeded. The only problem remaining is what music to play. It would be too easy, and of course against all accepted principles of collection management, to simply give students what they want. So we are seeking a mixed repertoire of library- and study-related songs. We've made a start, but even FMU's cost-conscious schedule of 5 hours a day\*\* leaves a lot of time to fill, and even the whole output of the Stax label and Lloyd Weber's much loved *Don't Cry For Me Ranganathan*, Juliet Turner's *On Short Loan Only*, and Frank Zappa's classic *Library Card* aren't going to be enough for a whole term.

We are looking, then, for LC readers to please send in suggestions for study-enhancing melodies to rattle the windows and shake the walls of FMU's undergraduate library. Small tokens of appreciation will be sent to all whose suggestions we print, and even if your suggestion does not make it into LC you will at least have the consolation of knowing that you have contributed to a notable professional innovation and, just maybe, helped bring our undergraduate drop-out rate down into the mid-to low 90 percents. ■

*\*For new entrants into the library profession: This may not seem a lot but over a 30-week academic year this can save you up to three and a half days' work.*

*\*\*FMU thinks that user-centric planning has its place but ought not to become an obsession.*



Tony McSeán is Elsevier's Director of Library Relations. Tony received his BA and Library Diploma from the University College of Wales and went on to work in the university libraries of Limerick, Ulster and Southampton. Prior to joining Elsevier, he served as chief librarian at the British Medical Association for 15 years.



Tony McSeán

**Please send your suggestions for study-enhancing melodies to Tony at [full.moon@elsevier.com](mailto:full.moon@elsevier.com)**



**Chris Jasek of Elsevier's User Centered Design Group answers your usability questions.**

**Q:** What library terms do users understand? What terms should I use when naming links on my library website?

**A:** Using terminology familiar to users is very important for website usability — especially when it comes to labeling links or buttons. Multiple usability studies have shown users do not understand simple library terms and concepts like catalog, resources, online databases, citation, reserves, reference or special collections. To overcome this challenge here are some suggestions:

- Avoid acronyms and internal jargon. Instead of OPAC or your own invented name for your catalog, use the label "Find books and more."
- Offer short descriptions next to labels, e.g. "Electronic Journals — electronic full text of journal articles." Descriptions can also be implemented as "tool tips" by using the ALT or TITLE attributes in HTML.
- Do a quick user test on your labels by asking users, "Where do you expect to go when clicking on this label?" or "What does this mean to you?" This is simply the best way to see if your labels are working.
- Check out John Kupersmith's webpage, "Library Terms That Users Understand," at [www.jkup.net/terms.html](http://www.jkup.net/terms.html)

## ScienceDirect and Scopus Accounts Go Self-Service with New Admin Tool

**Juliette Goetzee, Marketing Manager, ScienceDirect, Elsevier, Amsterdam, The Netherlands**

In response to customer feedback and with the help and advice of librarians involved in usability testing across the globe, Elsevier has developed the Admin Tool — a self-service online interface for managing ScienceDirect and Scopus accounts. This new service gives librarians control over everyday administrative tasks on their accounts and incorporates input from collection development librarians, cataloguers, electronic resources librarians and system administrators from Europe, Asia, America and Australasia.



"The new Elsevier Admin Tool is another tangible step in our efforts to increase customer satisfaction," said Koen Petersen, Director of Global Sales Operations and E-Customer Care. "With the Admin Tool our customers are better positioned to review the settings of their accounts, and to proactively alert us with questions and issues. On top of this, customers can take stronger ownership for administration of their accounts, something they have told my team they want. Of course, Elsevier E-Customer Service departments worldwide remain on hand to assist customers with queries on their ScienceDirect and Scopus accounts."

Using the Admin Tool customers can:

- Create groups and departments within an institute's IP range.
- Access ScienceDirect e-holding reports.
- Create remote access accounts for end users.
- Customize ScienceDirect and Scopus by setting up library logos on the products.
- Access usage reports.
- Turn on and off transactional access, credit card purchasing or document delivery for an account or groups, and view balances for the current year.
- View content coverage and entitlements of a ScienceDirect account.
- View Scopus content coverage and activate or deactivate Scopus search options.

The Elsevier Admin Tool is free of charge for ScienceDirect and Scopus subscribers and can be entered via the Scopus and ScienceDirect websites or directly via <https://admintool.elsevier.com>. Online tutorials, a Quick Reference Guide and context-sensitive help are available to help customers get started.

Additional information about the Admin Tool can be found at:

[www.info.sciencedirect.com/admintool](http://www.info.sciencedirect.com/admintool)

[www.info.scopus.com/admintool](http://www.info.scopus.com/admintool)

## Upcoming Events 2005-2006

The events listed here include:

1. [In orange] Library Connect seminars.
2. [In black] Industry events and conferences at which Elsevier will have a booth.
3. [In gray] Other Elsevier organized events.

### NOVEMBER

- 2-4 Knowledge Extended, Julich, Germany
- 2-5 25th Annual Charleston Conference, Charleston, SC, USA
- 9 Library Connect Seminar, Princeton, NJ, USA
- 9-10 Informatio Medicata II, Budapest, Hungary
- 10 Library Connect Seminar, Rabat, Morocco
- 10-11 PLANNER 2005 (INFLIBNET) at Silchar, Assam, India
- 11-12 Hawaii Library Association Conference, Island of Hawaii, HI, USA
- 15 Library Association of Singapore 50th Anniversary Gala Dinner, Singapore
- 29-Dec 1 Online Information 2005, London, UK
- 30-Dec 2 Library Fair 2005, Yokohama, Japan

### DECEMBER

- 2 6th Annual Elsevier Corporate Customer Event, London, UK
- 1-3 Greek Academic Libraries Conference, Athens, Greece
- 11-14 ICIS (International Conference on Information Systems) 2005, Las Vegas, NV, USA
- 11-15 ICADL 2005, Bangkok, Thailand
- 12-14 3rd Conference on Internet and Libraries, Wroclaw, Poland
- 26-29 XXV All India Conference of IASLIC 2005 at IIT, Chennai, India

### JANUARY 2006

- 16-19 ALISE, San Antonio, TX, USA
- 20-25 ALA Midwinter, San Antonio, TX, USA
- 21 8th Library Connect Digital Library Symposium, ALA Midwinter, San Antonio, TX, USA
- 22 Elsevier Dessert Reception, ALA Midwinter, San Antonio, TX, USA

### About Library Connect Seminars

Library Connect seminars, organized by Elsevier's regional account development and channel marketing teams, offer librarians and Elsevier representatives opportunities to meet and discuss issues of concern for all types of information professionals.

Librarians play an active role in planning agendas for and giving presentations at Library Connect seminars. During these events, frank discussion and sharing of ideas and experiences ensure participants get the most out of attending.

Elsevier's Library Connect seminar program began in 2002. Since then almost 6,000 librarians have attended events held across the world.

If you are interested in attending or organizing a Library Connect event contact [libraryconnect@elsevier.com](mailto:libraryconnect@elsevier.com)

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Special thanks go to Library Connect Marketing Intern Shaun Briley for his contributions to this issue.