

*University  
Libraries*  
at Virginia Tech

**annual report 2000 - 2001**

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## **Overview of the University Libraries**

If you said that a colleague was going in circles most people would not consider your comment to be a positive one. However, when I tell you that the library has been going in circles this year I can assure you that this is a very good thing for the our community of users in the university.

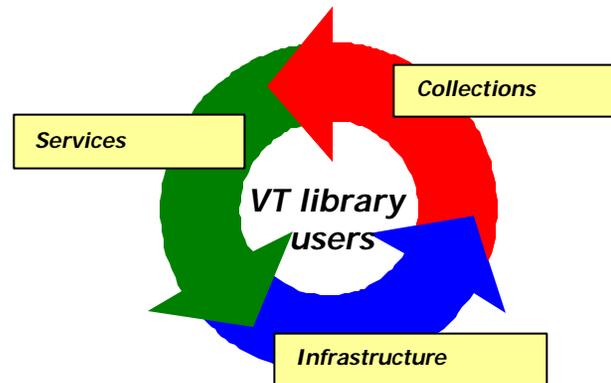
Our goal is to offer the students, faculty and staff at Virginia Tech a comfortable environment of space and technologies that can deliver the collections and services necessary for encouraging the discovery, advancement, and exchange of ideas. To do this we focus on four major areas of operation. Specifically, as a library we:

- Collect and provide organized access to research information resources.
- Provide services to make it easier to work with research collections and to ensure that each member of the university community has opportunities to develop information management skills critical to professional and personal growth in a knowledge-based society
- Work with colleagues at other research libraries to collaborate on selective preservation of research materials, to assure access for future scholars to the important resources of our collective past
- Develop knowledgeable, effective and user-directed staff to build the collections, organize the access, provide the services, enable the supporting technologies, and develop functional and attractive physical and virtual spaces for users to work within.

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Many of our users, when thinking of the university library, might begin and end their thinking at the collection part. Their concept of the library is one that focuses on the things in the collection.

Collections *are* vitally important, but collections are only part of the interdependent circle of resources, services, and infrastructure that need to be in place in a library at a major research institution. Activities associated with organizing, assisting, preserving, and providing physical and intellectual working spaces are equally essential components in the equation that adds up to a significant research library.



As a small example we can picture a graduate student who wants to use the electronic version of *Science*. She needs to have been informed about electronic resources from the library, will want to consult an organized/cataloged list of some kind to determine how to find it, and is very much reliant on our system connections to link her to the title at its external server location.

So, we have been going in circles this year, working on collections, and services and

infrastructure - and that's OK!

In this report I am pleased to share with you some of the more significant collections, services, and infrastructure activities that have been part of our year in the University Libraries.

Eileen Hitchingham - Dean, University Libraries  
Virginia Tech  
June, 2001

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## **Collections**

### ***VT students, faculty, and staff - from Abingdon to Alexandria (Blacksburg too!) - can check out electronic books***

Last year's gift from the University Athletics Department supported this fall's purchase of more than 14,000 [netLibrary](#) electronic books. The titles range from *A Surgeon's Civil War* and *Children's Speech and Literary Difficulties*, to *Web Design in a Nutshell*. Computing publications from **netLibrary** have been very popular with our users.

When libraries catalog these materials in their online library systems they see significant increases in use over that noted when the resource was simply listed, as we do, as one of many databases. We would like to initiate a project to catalog these resources in *Addison* during 2001/02.

### ***Many kinds of resources are used by the VT community***

For the last several years the library report has noted the top 10 databases searched at Virginia Tech, and examined the volume of articles delivered electronically. The specific databases in the top 10 change from year to year and are relevant to a broad range of disciplines. Titles returning for 2000/01 include the *Expanded Academic Index*, the *Web of Science*, *Worldcat*, *Article First*, *ERIC*, *Dissertation Abstracts*, and *Westlaw*. New to the list are *Cambridge Scientific Abstracts* and *Agricola*. About half of the titles are supported through our participation in VIVA (Virtual Library of Virginia); the others are local purchases.

Databases are great for finding out what exists on a subject, but we are noting that our users very much value the ability to move from database searches to the actual content. Use statistics from vendors vary in sophistication, but if we look at data from those that are available we can see a 50% increase in access to full content this year. In magnitude electronic content delivery numbers are similar to what we see for circulation data, and use of materials in the library.

**Top 10 Databases Searched at VT**

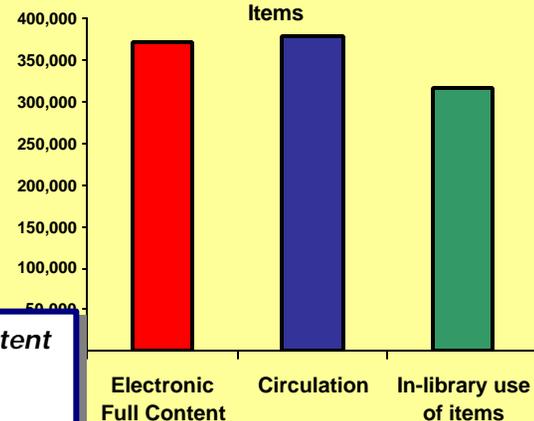
<b>Cambridge Scientific Abstracts</b> (many science disciplines)	69,729
<b>Expanded Academic Index</b> (many disciplines)	44,096
<b>Web of Science</b> (many science)	24,474
<b>Worldcat</b> (joint catalog of many libraries around the globe)	21,187
<b>Article First</b> ( many disciplines)	18,063
<b>ERIC</b> (education)	14,833
<b>PsycINFO</b> (psychology)	14,064
<b>Dissertation Abstracts</b> (general)	9,904
<b>Westlaw</b> (law)	9,105
<b>Agricola</b> (agriculture & related)	7,737

**Known Use of Electronic Full Content Items**

<b>Annual Reviews</b> (sciences)	1,118
<b>HighWire</b> (sciences)	2,565
<b>Project Muse</b> (humanities,ss)	3,708
<b>NetLibrary</b> (e-books, many subjects)	3,708
<b>First Search Full Text</b> (many)	5,069
<b>MCB Press</b> (many subjects)	7,669
<b>JSTOR</b> (many subjects)	11,079
<b>American Chemical Society</b>	11,136
<b>ScienceDirect</b> ( sciences, ss)	13,221
<b>ABI Inform</b> (business, mgmt)	38,873
<b>Lexis Nexis</b> (general)	58,615
<b>InfoTrac</b> (many subjects)	216,488

**Total 373,249**

**Electronic Item Use Compared to Physical Items**



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### ***VT researchers have online access to Chemical Abstracts***

[SciFinder](#) was added to the list of research databases available to the university community of scholars. This is a database that not only works for chemistry but will also enhance research in other subjects such as biochemistry, materials science, and chemical engineering. Our users love the database and have found it very user friendly. Among other value-added features, it offers the capability to search for chemical structures and reactions. In addition, for many citations it can give direct links to the electronic versions of articles through the publisher's web sites. The size and depth of this database make it quite valuable, since it covers the literature back to 1967. Here's what some VT SciFinder users have said:

- SciFinder is the greatest invention since the fermentation process.
- In about 15 minutes I was able to download the installation files and perform all my searches! In addition, I downloaded another file that allows CAS SciFinder search results to be imported into Endnote
- Just tried the SciFinder Chem Abstract search. It is FANTASTIC.

### ***BioONE subscription adds 40 new online titles***

[BioOne](#), an electronic aggregation of information resources in the biological, ecological and environmental sciences, is now available on the library Web. Virginia Tech users have access to the full texts of a collection of key bioscience research journals with internal reference linking among the journals. Internal reference linking means that if an article you are reading refers to another article also online and accessible in to the VT community, you will be able to make a direct link to the second article. BioOne includes such highly-cited, peer-reviewed journals as *American Midland Naturalist*, *Annals of the Entomological Society of America*, *Ambio*, *BioScience*, *American Zoologist*, *Evolution*, *Photochemistry and Photobiology*, and *Wetlands*, among many others.

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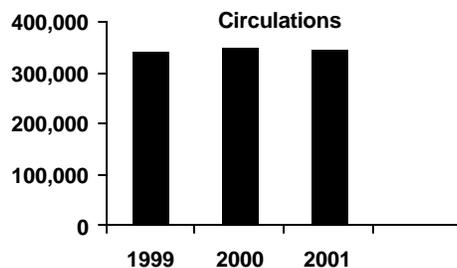
### **Other additions to the collections**

The Virginia Tech Libraries took a lead role in establishing a cost-effective buying partnership for several of the academic libraries in the state to license [Science Direct](#) publications. This made more than a thousand new full-text journal titles accessible for VT users.

The addition of 73 handbook publications in the [Engineering Handbooks Online](#) means that it is possible to determine such hard to locate information as the specific heat of items ranging from beeswax, bricks and concrete to wool(felt) and to get background information on fiber optic telemetry in ocean cable systems. An online edition of the [Grove Dictionary of Art](#) is accessible, and new journal titles such as *Cultural Critique* and *Philosophy East and West* have been added to [Project Muse](#) titles (VIVA supported).

### **Addition of print materials continues**

There is considerable focus in this report on electronic delivery of resources and services, but we



also continue to support traditional resources for the university community. This is particularly important for building research collections. Monographic publications present a brief window of time in which they can be purchased before they go to an out-of-print status. Users continue to want to work with books. Library circulation rates have remained stable even as users have expanded their access choices by connecting to electronic resources. We add about a third of the number of monographic volumes to our

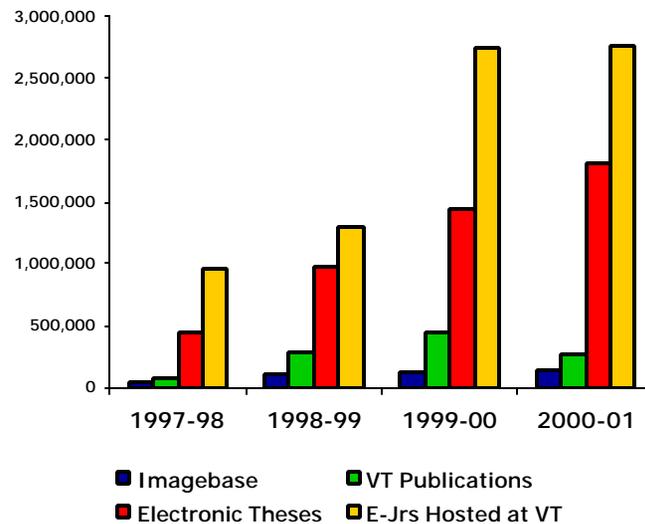
collections as that noted on average for major (top 21 -30) research libraries. To make what we do add more visible to the community the library created a [new books service](#) this year on the library web.

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***The Digital Library and Archives (DLA) of the University Libraries continues to develop and support collections of specialized information resources for local and global access***

The [Digital Library and Archives](#) was created by merging the library's Special Collections and University Archives, and the library's Scholarly Communications Project. The Project began working with members of the university community in 1989 to help them create online resources such as electronic journals, and to participate in library services such as electronic reserve.

Today the DLA designs and maintains systems including those for electronic theses and dissertations, and electronically archives publications such as the *Spectrum* and WBDJ (Channel 7) news. DLA's fit



with special collections is especially appropriate. Under the Digital Library and Archives umbrella, rich image and text resources from rare books, manuscript collections, university archival items, and specialized collections like those of the *International Archive of Women in Architecture*, and the *Civil War Collections*, are being made locally and globally accessible to support research and scholarly initiatives.

Web hits (Jul-Mar) continue to increase for DLA resources, particularly for the university's electronic dissertations and theses and VT hosted journals. While Virginia Tech doesn't have a university press, the Digital Library and Archives might be seen to serve in lieu of one. It provides visibility for university research in

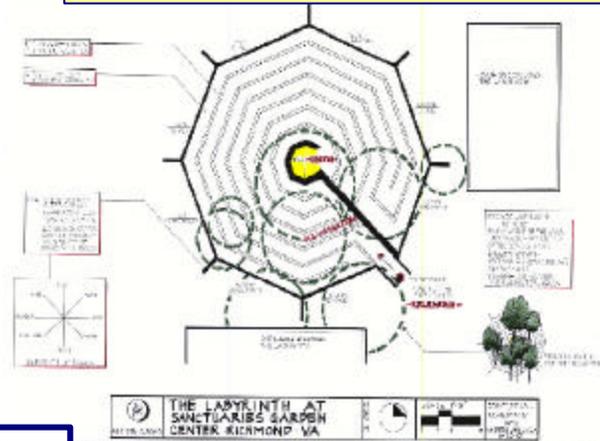
ways similar to that sometimes achieved by traditional university presses, but in formats that are capable of much wider dissemination.

Bay Club at Yerba Buena Gardens Project  
Beverley Willis  
Imagebase: International Archive of  
Women in Architecture



Some new  
items in the  
Digital Library  
and Archives

Taking the First Step: The Labyrinth and The World  
of Landscape Architecture  
Master's Thesis, March 28, 2001  
Electronic Theses and Dissertations Collection



University Archives of Virginia Tech



## BLACK HISTORY AT VIRGINIA TECH

[Black History at VT:](#) [Black History Timeline](#) [First Black Grads](#) [Black Women](#) [Oral Histories](#)

Welcome to the University Archives' exploration of Black History at Virginia Tech.

The University Archives gratefully receives photographs, reminiscences, memorabilia, and other materials that help document black history at Virginia Tech. Please contact us if you see anything that needs to be updated.

A collaborative project of the Office of  
Multicultural Affairs and the University  
Libraries

<http://spec.lib.vt.edu/archives/blackhistory/>

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## **SERVICES**

### ***ILLiad licensed to OCLC***

ILLiad, a management system for automating routine interlibrary loan functions and providing sophisticated tracking statistics for library staff, was developed in the interlibrary loan unit of the Virginia Tech Libraries in 1997. Using ILLiad the unit has increased the number of items it handles by almost 50% (from 40,000 to 60,000+) with the same number of staff. In October 2000 an agreement was reached between Virginia Tech Intellectual Properties (VTIP) and the Online computer Library Center, Inc. (OCLC) for [OCLC to be the sole global licensor of ILLiad](#).

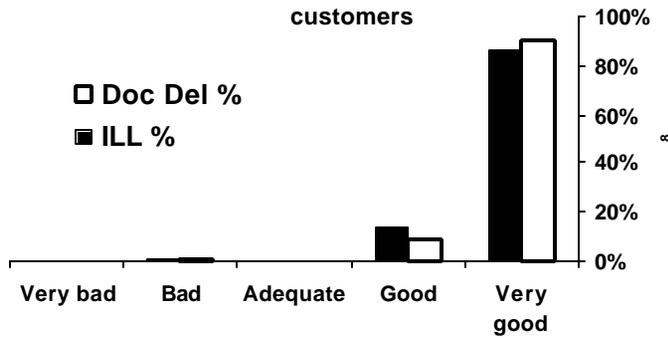
### ***ILLiad users at VT pleased with service***

Students, faculty and staff at VT use ILLiad to request books or articles not available as part of the Virginia Tech Libraries collections. Extended campus users (those with an address outside of Montgomery, Giles and Pulaski counties) may also use the system to request physical materials held at the Blacksburg campus libraries.

For the first 10 months of 2000/01 the interloan department obtained more than 24,000 books or articles for the Virginia Tech community. More than 5,500 of these materials were then sent to extended campus users. Another 13,200 books or article copies from the Blacksburg libraries were also sent to the extended campus constituency.

Extended users get fast service, overnight for books from Blacksburg via UPS service, and within 2-3 days for articles via priority mail. They are pleased with the service and delivery time for borrowed items (interloan) and items sent from the Blacksburg libraries (document delivery). In the second survey of extended campus users (Fall 2000) more than 95% of the respondents indicated that they found the interloan and document delivery services to be good or very good. This year our extended campus users have ranged from as near as Roanoke to as far as Oregon and California.

**ILLiad Service Ratings  
Extended Campus Customers**  
Fall 2000 - 277 respondents (61%) out of 456  
customers



**Survey of ILLiad Users Fall 2000**



**Location of Extended Campus Users**

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***Information management skills: tools for living in a knowledge-based society***

Research libraries are large, complex services with millions of information resources in many formats - far different from the high school learning center that students may be familiar with when they come to Virginia Tech. Learning to work with information - to find it quickly, to evaluate it for relevance, and to use it for problem solving - is a vital lifetime skill that needs to be woven into the undergraduate and graduate learning experience. It is not an intuitive skill. Mastery of this skill helps students now as they work on their curricular needs, and later as it supports their information based activities associated with professional and personal growth.

To better understand some of the information handling beliefs that our students have as they enter Virginia Tech, instructional staff in the library worked this year with VT's Office of Academic Assessment to participate in the annual American Council on Education/UCLA survey of freshmen. Local questions about libraries and information handling skills were added to those in national survey.

We found that many students don't realize the magnitude of what they don't know.

For example, this year we learned that almost a quarter of our incoming students had not had any previous instruction about how to use a library or media center. Almost 75% of the students agreed that everything is on the web, an unsafe assumption according to a recent **Nature** article which suggests that search engine coverage has decreased since 1997, and that any one search engine is unlikely to turn up no more than 16% of the publicly indexed web (Lawrence,S and Giles,L, *Accessiblity of information on the web*, Vol 400, pp.107-109,1999). In an earlier survey we learned that 30% of our students might not know where to search to determine if the library had a particular book, more than 40% would not know how to find articles about a subject, and if they did have a citation to an article, more than 80% would not know where to begin to determine whether the library had the journal or periodical with the cited article.

For students the understanding that they have a need to develop information management skills clearly originates with their faculty in the classroom. We think that library efforts to address the provision of opportunities for students to develop information management skills can be

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successful only as they are realized in partnership with faculty across the university. Acknowledging the need to work with others the library instructional unit defines its mission as one to collaborate with members of the University community in developing instructional programs that will help them to identify, locate, and evaluate information, and will support them in their lifelong learning and teaching endeavors.

In addition to the collaborative assessment project to survey freshmen, the library's instructional efforts this year have also included:

- In Blacksburg and around the state, providing more than 1,800 instructionally focused outreach sessions (in-class instruction, departmental visits, tours, consultations, and presentations) for university students, faculty, extension agents, and outreach partners
- Continuing progress on the funded project with the Biological Sciences Initiative to create online learning modules about information skill development so students have opportunities to learn on their own [\[http://www.bsi.vt.edu/library/\]](http://www.bsi.vt.edu/library/)
- Developing and offering, with support from the Student Success Fund, the [One2One](#) project, an information skills peer advisory program where students help other students in selecting research paper topics, choosing useful keywords for searching, selecting resources for finding books, articles, and web sites, evaluating the quality of information found, locating materials in the library, and understanding the importance of using and citing information appropriately
- Responding to 115,000 in-person requests for information and assistance at the information service points in Newman and the branch libraries
- Working with more than 500 extended campus users to teach them how to make the technical connections needed to access library information resources



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- Responding to more than a 1,000 e-mail requests for information assistance through the Ask Us reference service

- Introducing a pilot program called [Live Ref](#) to provide immediate reference assistance to Virginia Tech remote users. **LiveRef** combines a chat-like reference service with the ability to send visual examples of various databases or other resources that are relevant to the questions presented by the users. Use of the service increased after its introduction in fall. The addition of evening hours is planned for next year. The Virginia Tech Libraries are among the first in the country to experiment with this type of service. Regional and international visitors have met with library staff to learn more about implementing a similar service.



- Creating and offering *Library Essentials* sessions, brief classes introducing special subjects of highly topical databases to be taken as students need them.
- Working with the Library of Congress as one of the initial partners innovating a pilot Collaborative Digital Reference Service (CDRS). CDRS is a project to provide professional reference service to users anytime, anywhere, through an international, digital network of libraries. Virginia Tech's library is one of those designated to support users with scientific and technical requests for information.
- Collaborating with the IDDL (Institute for Distance and Distributed Learning) to install systems at the Northern Virginia Center and here that allow real-time, one-to-one tutorial sessions between students in the NVC and Blacksburg library staff, and which also allow NVC students to use locally mounted CD-ROM products as though they were available in northern Virginia too.
- Providing internal learning opportunities so we can improve on our knowledge and skills to better meet the needs of our constituents. In recognition for its effective use of resources, innovation, impact on the target population, and its ability to serve as a model

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for replication in other libraries, the library received SOLINET's Outstanding Library Program: Continuing Education and Staff Development award at the annual SOLINET meeting in Atlanta.

***Other library services***

Introducing a service can sometimes follow from something as simple as an observation of how people are working with materials and then doing something to improve their library visit.

This was the basis of the introduction of carry-baskets for users. Staff at the circulation desk observed that some users bringing books to the desk to check them out had so many that they were having difficulties in carrying them along with their own textbooks and other items. The carry-baskets are made of sturdy plastic, are located on several floors, and have a hip-conforming shape which makes them easy to carry. Users have welcomed their introduction, and think they are great for doing book gathering throughout the library.

***Some other services information for the library this year:***

- The Libraries served more than 1.2 million in-library visitors
- Circulation rates continue to remain steady and almost 15% of the items circulated serve Commonwealth residents outside of the university community
- An improved search interface was created for users looking for videos held by the library's Center for Alternative Media (CAM). The library's circulation rate for this collection continues to grow because it is more visible and accessible

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## **Infrastructure**

### ***Library Environment***

Under current conditions and funding the library adds approximately 60,000 additional volumes (books and bound serials) to its collections each year. If the library were to move to a position comparable to the average growth rate for libraries of the top 21-30 research institutions in the US, it would be adding 113,000 volumes a year.

Even in our present situation of less than optimal collection growth, we predict that space will be exhausted in Newman and the remote storage building by 2007 at the latest. If these factors change, if for example we respond to our users needs by steadily improving our overall collections over the next decade to support our research initiatives, and if we continue to add special materials to our growing resources in the special collections units associated with support of the Civil War Center and the International Archive of Women in Architecture, it is likely that Newman space will be exhausted even sooner.

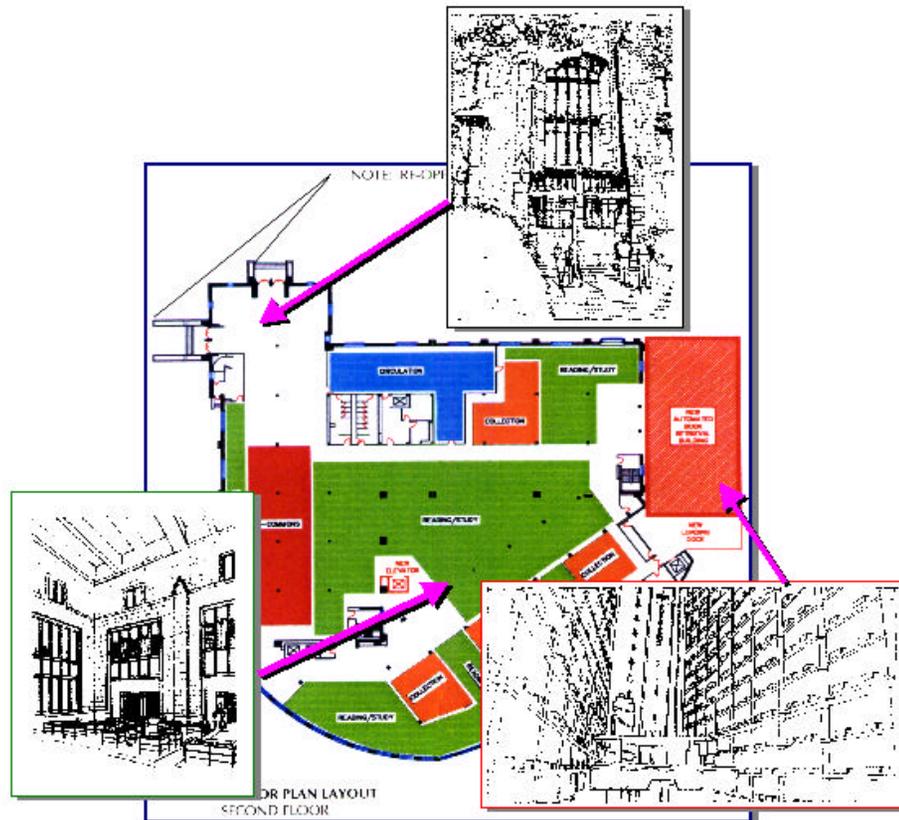
Students who ask for help at the library assistance desks let us know that it is difficult for them to find their way around the five floors of Newman and to successfully connect with the materials they are seeking, particularly journals and other serials. More poignantly, new students let us know that they feel "dumb" when they come into the library, get lost, and have to ask for help. The contrast between the attractiveness of the Torgersen bridge section of the library and the entry to "old" Newman on the fourth floor is great. Users find the Newman space stark and confusing.

As one of the first steps to meeting Newman space challenges the university funded a study to determine library options for improvement. Developed with input from the university community, a report, *Modernization Master Plan for Newman Library* (Moseley Harris & McClintock & Aaron Cohen Associates) was delivered to the university in December 2000.

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The library *Plan* addresses collection and renovation space needs by proposing the location of an

automated storage/retrieval system (AS/RS), capable of holding a million volumes, immediately adjacent to Newman (Right box pointing to red on diagram). Linking the facility to Newman assures that the most viable and needed resources remain located nearby. Users can have them retrieved and delivered to them within a matter of minutes rather than having to wait a day or more. The initial staging of the AS/RS frees up Newman space to allow the orderly progression through the *Plan*'s renovation stages for creating new interactive spaces for learning and reflection.



Additional plans for the renovation include the creation of an atrium ceiling to arch from the fourth floor of the old Newman section to the fifth floor of the new section. This will create a central user commons giving users excellent line of sight access to all the library areas (Left box, pointing to green central area to be covered by atrium roof).

Finally, the plan suggests that the original entry to Newman again be reopened (Top, pointing to original entry). Circulation and reference assistance areas would be immediately visible to those entering. The regained space on the lower level would allow for a critical expansion of special collections space as well as for a small café where library users could take a break and share a coffee as they meet with their friends.

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Space *is* running out, and additional locations for the collections will have to be developed. Adding an additional storage pod to the present remote facility does not address the issue of immediate and convenient access to significant materials that is a characteristic of a major research library. Our next critical step will be to have the concepts of the *Plan* accepted and included as part of the university master planning process.

It is anticipated that a combination of state and gift funds would be needed to bring this project to completion. Library renovation and expansion projects that are underway or have been recently completed include those at George Mason University, the College of William & Mary, the University of Virginia, and Old Dominion University. The receipt of an *Ut Prosim* level gift in support of library renovation, from Virginia Tech parents, Ann and Tom Clark, suggests that this concept of renewal for the library can certainly capture the interest of a wider base of supporters.

#### ***Other library spatial issues***

- The asbestos removal and ballast replacement project in the older, L-shaped section of Newman was completed this year, after three years of spring/summer sessions of removal and renewal.
- This is the first full year with a reference assistance desk on the entry floor of the library. This location makes it possible for users to get more immediate assistance when they come to Newman. An assistance area was also developed for the bridge entry to Newman when Torgersen was completed.
- The previously split collection of current serials has been consolidated into one collection on the fourth floor. Many users had a difficult time in locating the current periodicals and this consolidation should make it easier for them to find these resources.
- Library space at the Northern Virginia Center was consolidated to provide more teaching space for NVC programs. All serial titles were removed. The Center now offers electronic access and a small book collection.

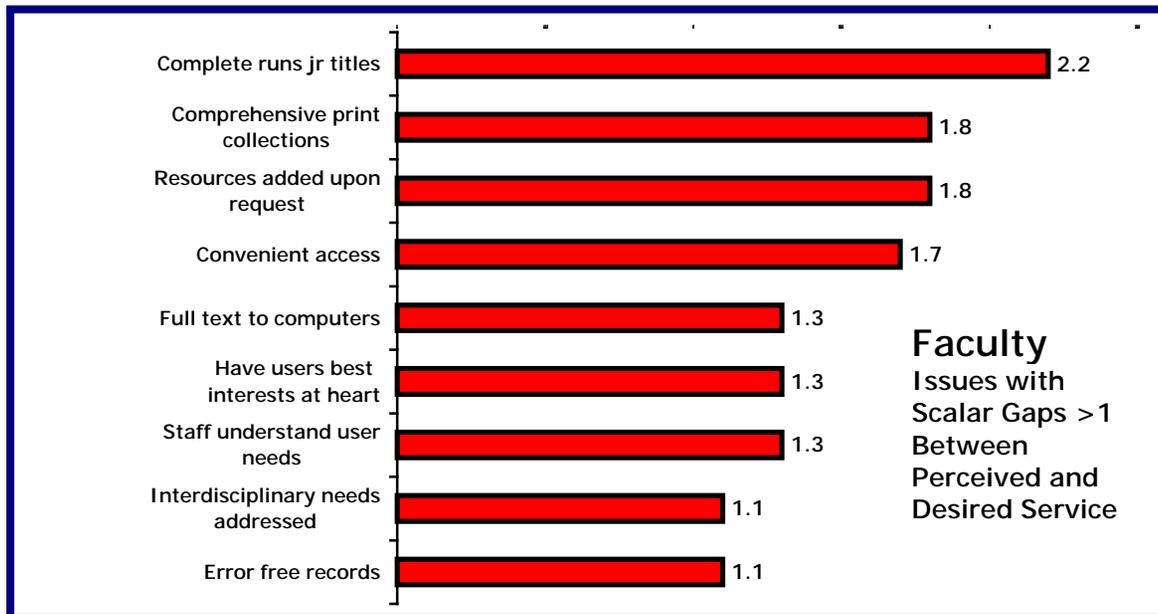
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### **LIBQUAL+ Helps Us Listen to Our Users**

We believe that ongoing assessment helps us better understand our users. It lets us know what they are doing with information, what they value, and what they need. It is a critical component of our infrastructure operations. Each library position description includes a statement noting that we will routinely use data-driven decision making to support continuing improvements for the library. An example of this expectation in action is seen in the annual ILLiad survey of extended campus users which was noted earlier.

In April 2000 the Virginia Tech Libraries, along with 10 other research libraries, participated in a pilot survey sponsored by the Association of Research Libraries (ARL) and Texas A&M to begin assessing the quality of library services provided to the members of each of our user communities. The



program, called LibQUAL+ is based on the SERVQUAL methodology that has been used widely in the business community over the last decade (Parasuraman A, *et al*, 1988). Background on LIBQUAL+ is noted at <http://arl.cni.org/libqual/>

The instrument, when administered to a random sample of faculty, graduate and undergraduate students, measures the minimum level of service acceptable to the respondents, the perceived level of service delivered by

the library, and the level of service that a user would desire for a particular function. The scalar difference between the respondent's perception of a service and the desired level of service creates a

gap. Concepts where the library does not meet a minimum level of acceptability, or where a gap

greater than one is noted between a perceived level of service delivery and the desired level of service, can be seen as prime targets for operational change.

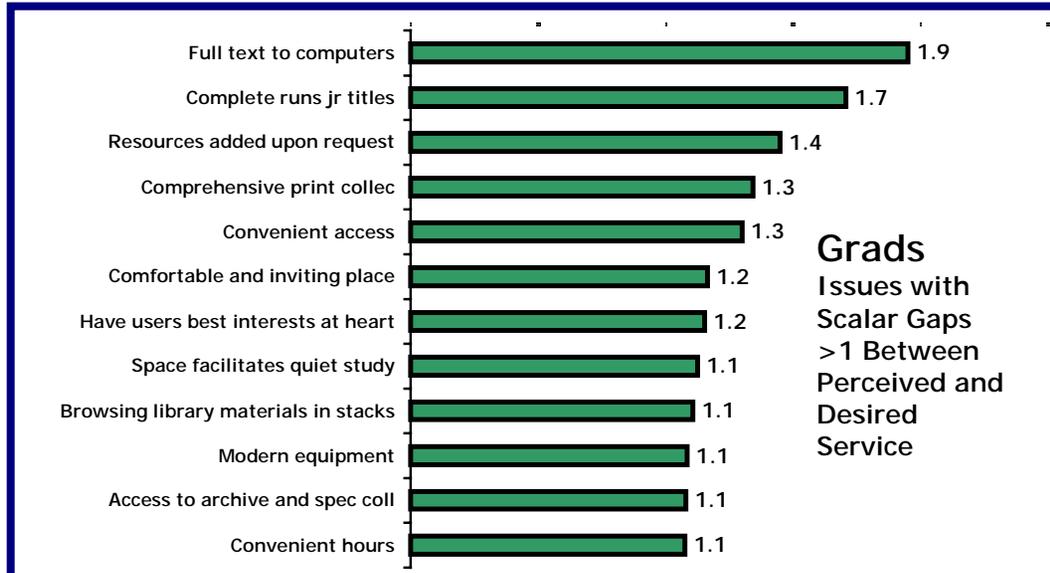
The services are measured in clusters of questions. The five service components addressed in the more than 50 questions on the LIBQUAL+ survey included: Collections Access, the Library as Place, Reliability, Empathy, and Assurance

For the Virginia Tech community many of the questions showing gap differences greater than one for perceived and desired levels of service were those associated with collections.

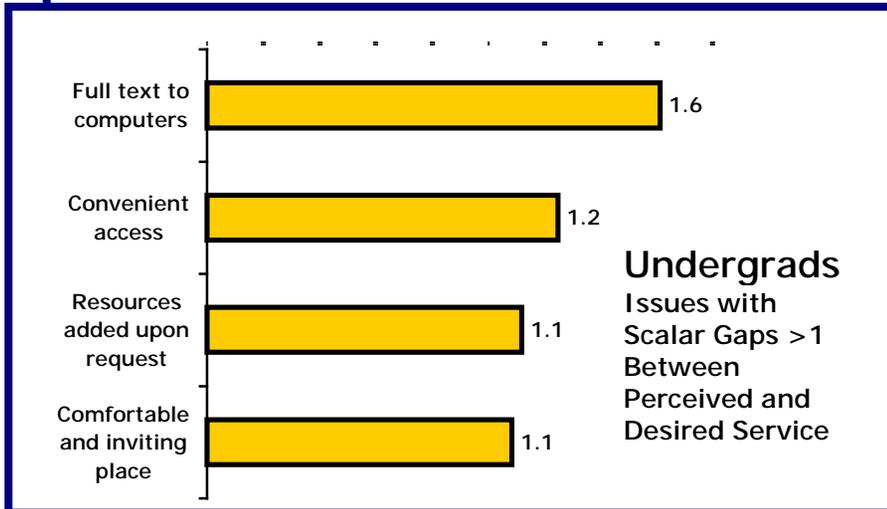
Most of our users see a significant service gap in our ability to deliver complete runs of journals and in our ability to add needed resources. Faculty, graduate and undergraduates want more full-text materials available at their desktop.

The importance of the library as place also emerges in these responses, with both graduate and undergraduate students noting a desire to have the library be a more comfortable and inviting place than it is now.

We have just completed a second year of the LIBQUAL+ project and will be analyzing the spring 2001 responses this summer.



**Grads**  
Issues with  
Scalar Gaps  
>1 Between  
Perceived and  
Desired  
Service



**Undergrads**  
Issues with  
Scalar Gaps >1  
Between  
Perceived and  
Desired Service

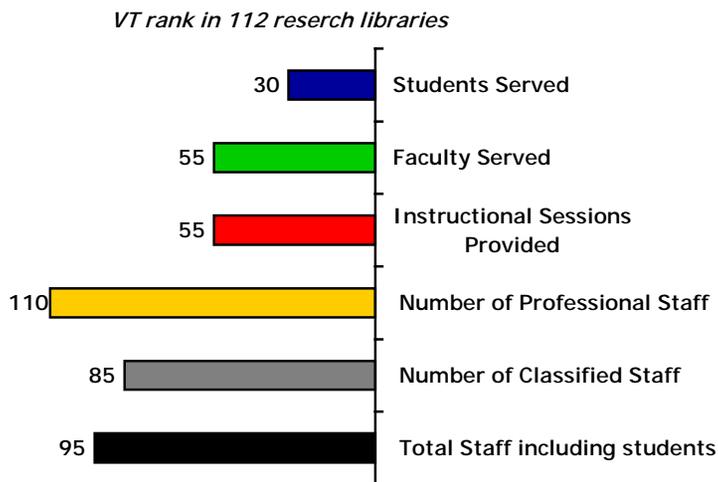
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### ***Library staff tie the infrastructure together***

The library depends on its innovative and user-focused staff to assure that daily library operations are carried out smoothly. Staff in the library consistently demonstrate that they are able to adapt quickly and appropriately to an environment where change has become one of our few constants.

Innovative, collaborative, and first-in-the-country projects and initiatives are noted in this report.



Many other behind the scenes accomplishments like the in-library development of SWAP, a system for monitoring student employment and exchanging records with the Banner system to initiate student pay checks, and the development of an online survey process used by all the veterinary libraries in the country, also originate here.

This is all the more significant because of the size of the library staff and its clientele as compared to the other 111 research libraries in the US and Canada. For the number of

students and faculty served and the number of instructional sessions offered, the Virginia Tech Library ranks in the top half of all research libraries. When the number of staff associated with providing collections, services, and infrastructure is examined we can see that the library is positioned at the other end of the 112 point scale.

Library faculty and staff have also been active in making Virginia Tech more widely visible. A significant list of publications, presentations, and other activities are noted here.

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**Faculty and Staff Publications, Presentations, Awards and Grants**

Susan **Ariew**, with Ellen Krupar, Margaret Merrill, Jane Schillie and Virginia Young, published Outreach through the College Librarian Program at Virginia Tech, in *Reference Librarian*, 71, 2000, p.71-78. Her article, Resources for Teaching Human Rights Issues to Young Adults, with Kathleen Carico and Lee Brown, appeared in *The Alan Review*, 27, Spring/Summer 2000, p. 55-59. Ariew's invited presentations include *Collaborating with Faculty to Create Research Assignments*, Roundtable Discussion. 2001 ACRL Conference, Denver, Colorado, March 16, 2001. and *Creating Successful Librarian-Faculty Collaborations: The State of the Art*, Workshop Presenter. 2001 ACRL Conference, Denver, Colorado, March 17, 2001.

Althea **Aschmann**'s article, *Basic serials cataloging workshops*, was published in *Virginia Libraries*, 46(4):17-18.

Tony **Atkins** presented, *ETD technology for implementers*, at the 4th International Conference on ETDs, Cal Tech, March 24, 2001.  
[http://library.caltech.edu/etd/Sessions/Handout Atkins.ppt](http://library.caltech.edu/etd/Sessions/Handout%20Atkins.ppt)

Nicole **Auer**, Librarian for First Year and Outreach Program, received an additional year of funding for her grant for the development of a peer advising program called One2One <<http://www.lib.vt.edu/research/libinst/one2one.html>>, designed to help students with their research needs.

Ladd **Brown**, with N. **Seamans**, and M. **Brennan-Cox**, published *College Librarians: Partners in Acquisitions and Serials Management*, in *Against the Grain*, 12(5):28-30, 2000. Ladd was also a workshop co-presenter of *What Goes On Before the Access comes On: E-Resources Workflow in Technical Services*, at the Virginia Libraries Association Annual Conference, October 2000 and *Bumper Crop or Growing Like Weeds: Managing E-Resources in Technical Services*, at the Charleston Acquisitions Conference, November 2000. He was preconference coordinator and speaker, *Getting Published: Surviving in a Write Stuff or They Will Fire You*, at the preconference of the North American Serials Interest Group Conference, May 2001.

Caryl **Gray**'s article, *Medical resources information for the consumer: Helping you make informed decisions*, was published in *College and Research Libraries News*, December, 2000, p.995-1000. Gray is co-editor with Ann Hertzler, Professor in the College of Human Resources and Education, of an electronic newsletter, *Virginia Culinary Thymes*, launched by the Culinary Collection Advisory Board and DLA. Caryl was an invited participant on one of the *Nuts and Bolts of Digital Reference Series* panels at Facets of Digital Reference, the 2nd annual Digital Reference Conference, Seattle, Washington, October 16-17, 2000.

Brenda **Hendricks**, received the SOLINET Outstanding Library Program (Continuing Education & Staff Development) award for the calendar year 2000 on May 4, 2000 at the annual SOLINET membership meeting in Atlanta.

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Eileen **Hitchingham** presented invited papers, *Using Library Statistics as an Administrative Tool*, at Those Nasty Little Numbers, Gathering and Using Library Statistics, a joint program of the Virginia Library Association Academic section and the Technical Services and Technology Forum, Richmond, VA., March 30, 2001, *Data Assessment in Libraries, to Show or to Know?*, at NISO Forum on Performance Measures and Statistics for Libraries, National Institute for Standards Organization, Washington, DC, February 15-16, 2001, and *LIBQUAL+ A Business Intelligence Tool for the Virginia Tech Library*, at Measuring Service Quality, an International Symposium on the New Culture of Assessment in Academic Libraries, Association of Research Libraries, Washington, DC, October 20-21, 2000.

Tamara **Kennelly** served as Chair and panelist of session: *Reaching Across Time and Space to Reclaim the History of the First Black Woman at Virginia Tech* at the Canadian Women's Studies Association, Quebec City, May 25, 2001. Her proposal for *Graduate Student Research Assistance to Document the History of Cultural Diversity at Virginia Tech-Collaborative Project between the University Libraries and the Office of Multicultural Affairs* was funded by the Office of Multicultural Affairs.

Harry **Kriz's** article, *Electronic Interlibrary Loan Delivery with Ariel and ILLiad*, was published in the Journal of Interlibrary Loan, Document Delivery & Information Supply, 10(4):25-34, 2000. Dr. Kriz presented, *Managing With Numbers, Not Anecdotes*, as the keynote address at NELINET'S 21st Annual ILL Spring Meeting, Bristol, RI, May 31, 2001, *Interlibrary Loan Trends and Issues* at the SOLINET Annual Membership Meeting and Conference, Atlanta, GA, May 3-4, 2001, and *Statistics from ILLiad*, at the ILLiad Users Group Meeting at the American Library Association Annual Meeting, Chicago, IL, July 9, 2001.

Vicki **Kok**, with V.F.Croft and J.W. Worrell, presented a paper, *List Services as a Management Tools in Libraries* at the 8th International Congress on Medical Librarianship, London, July 2-5, 2000. She was also invited to serve on the Editorial Board of The Serial Librarian, July 2000.

Gail **McMillan** has several publications including, *Virginia Database for African-American History and Culture*, Virginia Libraries, Virginia Library Association, 47(2) (April/May/June 2001): 5-7. [http://scholar.lib.vt.edu/ejournals/VLib/v47\\_n2/v47\\_n2.pdf](http://scholar.lib.vt.edu/ejournals/VLib/v47_n2/v47_n2.pdf), *Librarians as Publishers: Is the Digital Library an Electronic Publisher?*, College & Research Libraries News, Association of College and Research Libraries, 61(10) (Nov. 2000): 928-931, "Scholarly Communications," column co-editor with Ann Schaffner and Ivy Lee Anderson, College & Research Libraries News, Association of College and Research Libraries, Sept. 1999 to date, *Laura Katz Smith: Manuscripts Curator Extraordinaire*, "Changing of the Guard: Personnel Changes at the IAWA, and Newman Library Hosts IAWA Exhibition IAWA Newsletter, 12 (fall 2000): 5-7. She is also bi-monthly column co-editor of Scholarly Communications in College & Research Libraries News

Her presentations include:

*Status of the NDLTD: Networked Digital Library of Theses and Dissertations* at Coalition for Networked Information Spring Task Force Meeting, April 10, 2001, Washington, D. C. <http://scholar.lib.vt.edu/theses/presentations/CNINDLTD.pdf>

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*What to Expect from ETDs: Library Issues and Responsibilities* at 4th International Conference on ETDs, Cal Tech, March 24, 2001.  
<http://scholar.lib.vt.edu/theses/presentations/LibIssues2001.pdf>

*Metadata Meets MARC at Virginia Tech* at 4th International Conference on ETDs, Cal Tech, March 23, 2001.  
<http://scholar.lib.vt.edu/theses/presentations/MARCMetadata.pdf>  
*ETDs @ VT and Beyond: Electronic Theses and Dissertations* at Arizona State University, Jan. 22, 2001.

*Open Archives Initiative. Back to the Future: Publishing for the Third Millennium*, Society for Scholarly Publishing Conference, Baltimore, MD, June 1, 2000.

*Perspectives on ETDs. Learning 2000: Reassessing the Virtual University*, Sept. 28, 2000, Hotel Roanoke.

*What It Takes to be a Digital Library: Theories and Concepts*. Iowa Library Association, Ames, Oct. 18, 2000.

ETDs at OCLC, Nov. 7: Distinguished Scholar Seminar series

Margaret **Merrill** received continued funding for next year for a grant she has been managing for the past year. This has involved (with others in the library) the development of online Information Skills Modules <<http://www.bsi.vt.edu/library/>> to be used in library instruction. This is a collaborative project with faculty from the Biological Sciences Initiative and the grant funding comes from the Center for Innovation in Learning.

Paul **Metz** and co-author, John **Cosgriff**, published the article, *Building a Comprehensive Serials Decision Database at Virginia Tech*, in *College & Research Libraries*, 61 (July 2000):324-34.  
Metz also presented *Collection Development Basics and the Selection of ebooks*, sponsored by SOLINET and NetLibrary at the American Library Association Conference, Washington DC, January 2000.

Joyce **Nester** presented, *Recent Civil War Acquisitions* for the William Preston Society, Sept. 1, 2000.

Nancy **Seaman's** article, *Confessions of a distance ed student*, was published in *Virginia Libraries*, 47(1):26-27, 2001. Her presentations include: *Peer Advising in the Research Process - A Year of Student Success*, with Nicole **Auer** and Laura Pelletier at the conference, LOEX 2001: Managing Instruction Programs in Academic Libraries, May 2001; *Prior Publication? What the publishers say?* at ETD 2001: The Fourth International Symposium on Electronic Theses and Dissertations, Pasadena, CA, March 2001; and *The Library and the Virtual University - Issues in the Virtual Library* at Learning 2000: Reassessing the Virtual University, September 2000.

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***Promotions***

Byron Ladd Brown, II, Assistant Professor, Acquisitions Librarian  
Vicki Kok, Professor, Head, Veterinary Medicine Library  
Ellen Krupar, Assistant Professor, College Librarian for the College of Business  
Gail McMillan, Professor, Director, Digital Library and Archives  
Margaret Merrill, Assistant Professor, College Librarian for the College of Agriculture and Life Sciences

***Retirements***

Annette Burr, Head, Art and Architecture Library, July 1, 2001

***Special Service Recognition***

Rosemary M. Fenn - 10 years  
Richard M. Linkous - 10 years  
Mary S. Lucado - 10 years  
Delores M. McDowell - 10 years  
Mark A. Robertson - 10 years  
Linda M. Doss - 15 years  
Linda D. McGraw - 15 years  
Bruce D. Obenhaus - 15 years  
Shirley M. Moede - 20 years  
Brenda S. Pratt - 25 years  
Anita I. Haney - 30 years  
Ann R. Keys - 30 years  
Jean R. Martin - 30 years  
Barbara L. Yopp - 35 years

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### ***University Library Committee***

Regular meetings with the University Library committee continued to provide a valuable opportunity for a two-way dialogue between the community of users at Virginia Tech and the Libraries. Committee members shared information, service requests, and questions received from their constituent communities. The Libraries offered update sessions on topics such as ScienceDirect, the newly acquired subscription allowing electronic links to 1,150 full text journals., and UnCover's SUMO, an article delivery service. The committee, in partnership with the University Libraries, helped initiate campus-wide communication about the problems and issues associated with scholarly communications.

Minutes for the Library Committee are noted at <http://intra.vt.edu/govern/cmtlib/lib.html>. We are grateful for the good efforts and work of Ansar Ahmed, College of Veterinary Medicine, serving as Chairperson of the Library Committee, and all of our 2000-2001 members: Deborah Milly, Arts and Sciences; Diane Gillespie, Human Resources and Education; Richard Helm, Natural Resources; Raymond Plaut, Engineering; Mark Schneider, Architecture and Urban Studies; Jay Stipes, Agriculture and Life Sciences; Anne Zajac, Faculty Senate; Paul Colley, Staff Senate; and David Beagle, Library Faculty Association.



Left to Right: Hitchingham, Ahmed, Baumgartner(for Milly), Schneider, Plaut

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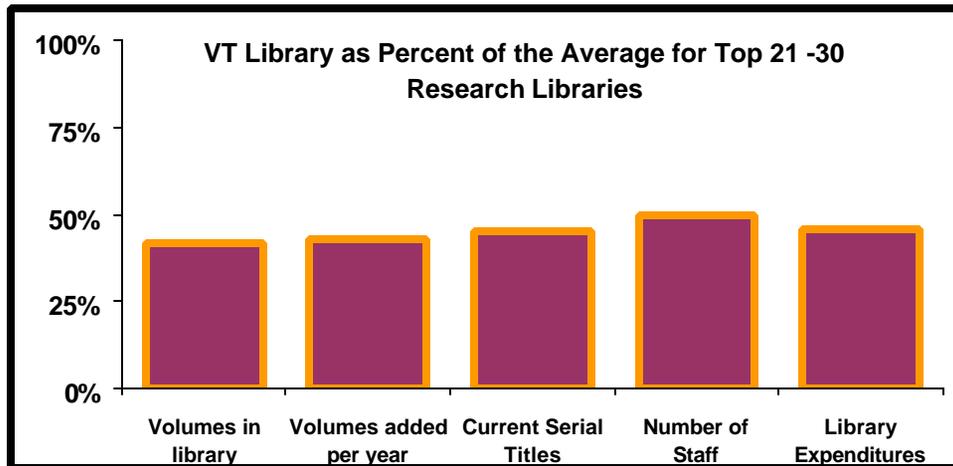
## CONTINUING SUPPORT - FOUNDATION STONES FOR A STRONG RESEARCH LIBRARY

A major research library is characterized by

- strong retrospective and current collections in electronic, print, and other formats - collections which mirror the breadth and depth of the university's research enterprise
- knowledgeable staff to acquire, organize, and preserve resources and to assist users as they learn and work with those resources, and
- comfortable physical and virtual environments for the each user to work with resources, library staff, and other colleagues at the university

The VT library is ranked each year in comparison to other members of the Association of Research Libraries. In the most recent *Chronicle of Higher Education* report the VT library ranked **93rd out of 111** libraries surveyed. The number creating the annual rank designation is an index value derived from considering for each library:

- The number of volumes in the library
- The number of new volumes added per year
- The number of current serial titles
- The number of staff, and
- Total library expenditures



As a university we aspire to position Virginia Tech as a top 30-research institution in the country by 2010. With this as our university aspiration, it may be appropriate and realistic to examine how the VT Library looks on these five ranking factors in comparison to the libraries at the top 21-30 research schools.

The chart at the left notes the VT library value for the index factors as a percentage of the average value for the same factors in the top 21-30 research schools in the country. In a general sense we might characterize the VT library as *halfway there* in its comparative capability to meet the expectations of a major research community.

For the future we anticipate strong and continuing support from the university, the state, and our community of donors, if Virginia Tech is to have a library able, in turn, to provide the support that allows the community of Virginia Tech to meet our aspirations.