

# University Libraries

Virginia Tech  
annual report  
2003~04

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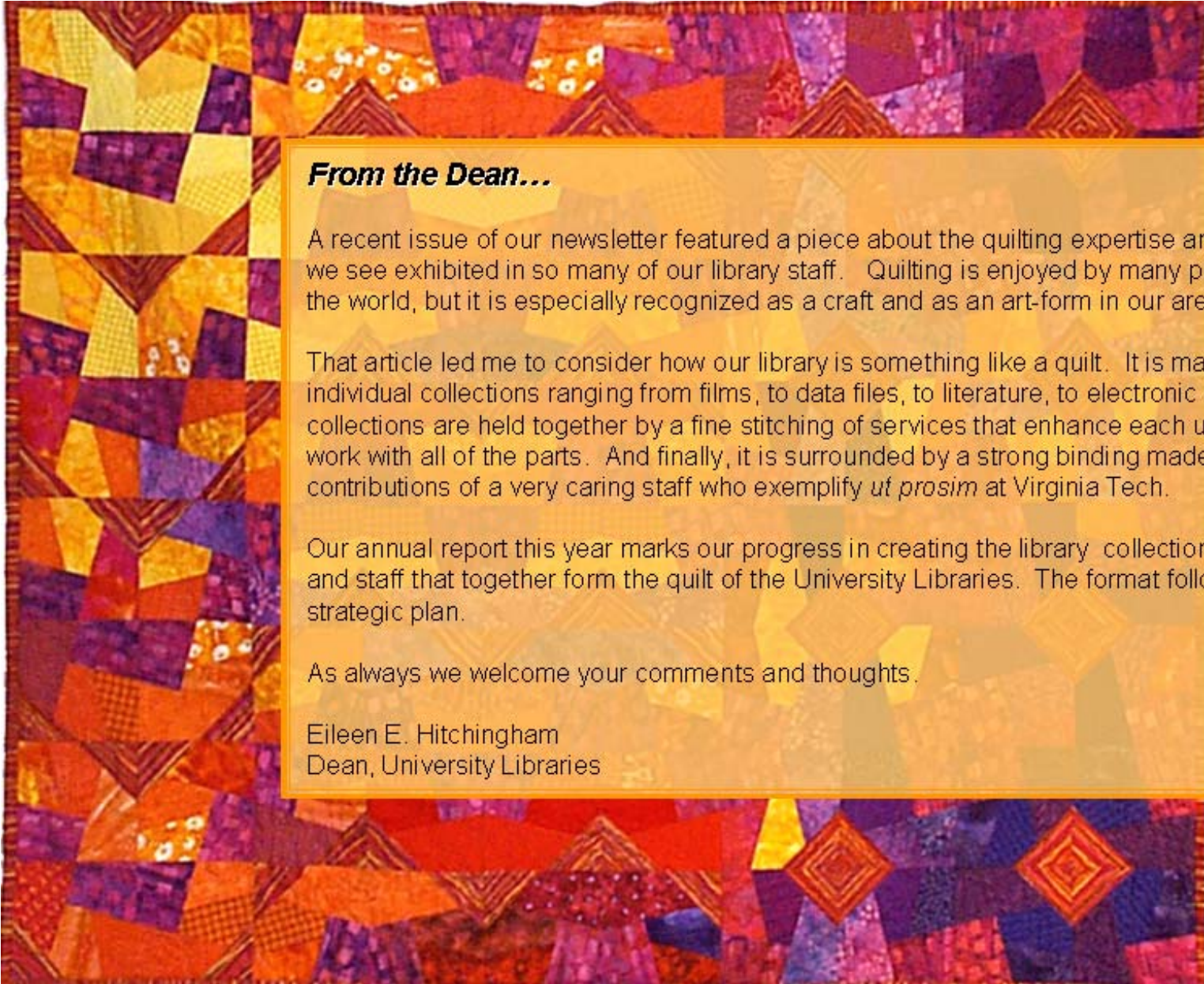
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***From the Dean...***

A recent issue of our newsletter featured a piece about the quilting expertise and talent that we see exhibited in so many of our library staff. Quilting is enjoyed by many people around the world, but it is especially recognized as a craft and as an art-form in our area of Virginia.

That article led me to consider how our library is something like a quilt. It is made up of many individual collections ranging from films, to data files, to literature, to electronic images. The collections are held together by a fine stitching of services that enhance each user's ability to work with all of the parts. And finally, it is surrounded by a strong binding made up of the contributions of a very caring staff who exemplify *ut prosim* at Virginia Tech.

Our annual report this year marks our progress in creating the library collections, services and staff that together form the quilt of the University Libraries. The format follows our strategic plan.

As always we welcome your comments and thoughts.

Eileen E. Hitchingham  
Dean, University Libraries

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**A Research Library for a Major University**  
**The Strategic Plan for the University Libraries of Virginia Tech**

**Accomplishments 2003~04** (tasks for this year in bold, responses in blue)

**Mission**

The University Libraries at Virginia Tech provide and promote access to information resources for the achievement of the University's objectives in teaching, learning, research, creativity, and community service.

We are dedicated to meeting the information, curricular and research needs of students, faculty, and staff of the Virginia Tech community, wherever located, in a manner that respects the diversity of community and ideas.

We provide selected services to a wider community of users.

**Values**

We are defined by our core commitment to the sharing of what humanity has discovered and thought. We value:

- *Information*, whose free flow throughout the university provides an accurate basis for its work
- *Ideas*, the university's defining occupation
- *Knowledge*, which preserves the progress of past generations
- *Discovery*, which builds the future
- *Truth*, which guides our interactions with one another and with our public

**Vision**

We will be collaborative partners with members of the university community as we collectively work to position the university as a top-tier research institution. Wherever they are located, members of the Virginia Tech community will be supported by the library as they engage in research, as they share in quality learning experiences at the undergraduate and graduate levels, and as they work in transferring knowledge and expertise between the university and society.

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## Goal 1 Collections

We will acquire, develop, and provide timely access to research-level information resources in support of research and scholarship at the university.

Obtain and maintain the financial resources necessary to acquire information resources in all formats sufficient to sustain a world-class research enterprise, especially in the university's areas of emphasis

**Submit at least one major grant proposal to an appropriate federal or foundation agency for support to maximize access to special collections of the Digital Library and Archives**

Several proposals were submitted or initiated:

- To the Library of Congress for its National Digital Information Infrastructure and Preservation Program ~ Partnering with Emory, Auburn, Florida State University, and Georgia Tech, (3-year) funding of \$1,385,000 (VT: \$328,000) was requested to create the *Meta-Archive of Southern Cultural Heritage: A Preservation Network for Critical At-Risk Digital Content of Southern Culture and History* (not funded)
- To the Library of Congress for its National Digital Information Infrastructure and Preservation Program ~ Partnering with the University of Tennessee, \$1,067,353 was requested (VT: \$514,000) for *ICAP: Informed Creation Aids Preservation* (not funded).
- To the Getty Foundation and the Gladys Krieble Delmas Foundation, proposals (\$60,000 each) to support the IAWA (International Archive of Women in Architecture) Eleanore Pettersen Collection (not funded).
- To the Virginia Heritage Foundation, The Brush Mountain Oral History Project: Place and Memory in the New River Valley, (\$6,000) by T. Kennelly- University Archivist, S. Cooke –Center for Interdisciplinary Studies, S. Cook, graduate student (funded)
- The library is preparing a proposal for NEH (July 15, 2004) to support preservation and access to nine collections of American Women in Architecture in the IAWA (in process, ~\$500,000).

Reach out to our users to identify new information resources that would be valued by members of the university community

**Work with academic units in each College to identify resources not held in the University Libraries which faculty believe are needed to support VT research initiatives and graduate programs.**

During spring 2004, the Director of Collection Management and the College Librarians met with the administrative councils of each college to invite their participation in the library-sponsored "Virginia Tech Information Needs Project." Each college was helpful in rank-ordering databases, journal sets, and other resources that had been identified by the Libraries or in suggesting alternative resources. The lists of priority resources identified in the program were communicated back to the colleges. Dependent on funding these resources will serve as a "pick" list for library acquisitions over the next several years. The project identified \$755,000 in one-time costs and \$178,000 in annual costs as funding needed to acquire the research materials (Figure 1).

**Figure 1. Materials Needed to Support Research**

Product	One-time Cost	New Annual Cost	Vendor	Potential Value to Virginia Tech
American Periodicals Online	\$89,970	\$2,760	ProQuest	Retrospective content for all with an interest in US history, culture, literature, politics, and business is delivered from large full text journal library.
American Society for Microbiology -- all journals online		\$2,500	ASM	Online access to major journals in microbiology, key area of interest for several colleges.
Art Index Full Text		\$7,120	Wilson	Restores access to the basic, critical resource for art history, recently withdrawn from VIVA by the vendor.
Business (finance) databases -- increase our contribution		\$15,000	Various	Expand current Pamplin partnership in supporting key databases in finance.
Communication and Mass Media Index full-text		\$8,000	EBSCO	Full-text journals in an area in which the collection is not strong.
Digital Sanborn maps (Va & selected big cities)		\$2,060	ProQuest	Much-demanded town and city maps for history, architecture, urban studies.
Elsevier Journal backsets	\$350,000		Elsevier	Pre-1995 online content of important journals in key disciplinary clusters for Virginia Tech.
Europa World Yearbook online		\$1,445	Europa	Immediate access to the authoritative resource for economic, political, demographic information world-wide.
Foundation Center Online -- Platinum Level all sites, unlimited users		\$9,995	fconline.fdncenter.org	Online access to 76,000 grant-makers and 350,000 grants; the Research Division endorses our adding this resource.
Journals - add 100+ titles based on dept requests, ILL usage, etc.		\$50,000		Library has placed few new subscriptions since 2000, particularly problematic for newly defined areas.
JSTOR Arts and Sciences Complement	\$10,000	\$4,000	JSTOR	Online access to 150 or more important titles in arts, humanities, and social sciences, including interdisciplinary titles, not available when JSTOR began.
JSTOR Arts and Sciences III	\$20,000	\$10,000	JSTOR	Humanities in particular benefit from online access to 120 or more established journals in art, film, religion and other disciplines.
JSTOR Arts and Sciences IV	\$16,000	\$9,500	JSTOR	Social sciences in particular benefit from online access to 100 or more established journals in education, law, public policy, management, and other disciplines.
Knovel Handbooks		\$20,000	Knovel	Collection of the leading science and engineering reference handbooks, databases, and conference proceedings, uniquely accessible via tabular analysis tools.
NetLibrary 2004	\$27,600		SOLINET	Perpetual online access to about 15,000 books from strong publishers
Oral History Online		\$1,796	Alexander St	Large, growing, well-reviewed online compendium of oral history resources.
Plant Management Network-- APS Press		\$4,000	Am Phytopath. Soc.	Multidisciplinary source for applied plant science: journals, plant database, images, conferences, links.
Project Euclid (mathematics and statistics)		\$1,450		Online access to scholarly journals in mathematics and statistics.
Royal Society of Chemistry journals archive (1841-1996)	\$36,000		RSC	Researchers and students in both fundamental and applied chemistry obtain online access to a century's worth of content from a critically important society. Contains about 210,000 articles. Citations from more recent articles hot-linked out to the referenced articles.
SAE (Society of Automotive Engineers) Digital Library with the full text of SAE technical papers from 1998 to present		\$15,000	SAE	Critical research publications now held in microfilm and CD-ROM; gives Automotive Engineering parity with online resources of other engineering specialties.
Safari Books -- online, mainly in computer science		\$5,631	Safari Bks via ProQuest	Online access to a large library of IT books from Addison Wesley, Cisco, O'Reilly, P-Hall etc.
Times Digital Archive (London Times 1785-1985, two users)	\$52,290	\$2,470	Gale	Historians and other LAHS faculty obtain online access to every page published by the world's oldest continuously published newspaper from the French Revolution to the Falkland War.
ValueLine site license, IP authentication		\$4,200	ValueLine	Current investment/financial data and analysis; allows library to discontinue labor-intensive looseleaf.
Web of Science backfiles, Fills 1975 to 1986 gap	\$108,949		ISI	For serious researchers in all disciplines, would greatly expand the wealth of publications uniquely accessible by citation searching in this remarkable and heavily used database; 1975 cutoff would get us to the ARL average.
Wiley backfiles: Angewandte Chemie \$9,000, Biotechnology, Biochemistry, and Biophysics \$16,000; Polymer, \$20,000	\$45,000		Wiley	Chemists and other VT materials researchers achieve online access to long back runs of 26 John Wiley titles (total 544 "title years") that are heavily used, published in, cited, and tracked via alert services by the VT community.
Women and Social Movements		\$1,796	Alexander St	Award-winning compendium of documents, biographies, analysis across women's studies.
<b>One-time and continuing costs</b>	<b>\$755,809</b>	<b>\$178,723</b>		

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Select and work with information providers to enable all citation-to-full text linkages possible at every point in the evolution of electronic publishing

**By March 2004, using open URL technology, provide seamless access to journal literature at the article or journal level and inform users of this service by:**

- **Developing a project plan with timelines and assigned responsibilities**
- **Identifying, listing, and enabling sources and targets to be linked with the range of sources and targets noted for SFX technologies used as the measure for comparison**
- **Presenting a testing scheme with assigned responsibilities for assuring that links are enabled**
- **Communicating information with the university community about open URL services they have available through the library**

The Linking Group visited the University of Tennessee at Knoxville to study their implementation of the Ex Libris SFX product and determined that the SFX product had several advantages but that it was more expensive than our current product, SerialsSolutions. A matrix of sources and targets for systematic testing was established (see at <http://www.lib.vt.edu/research/ejournals/linkinglist.html> ) and this was used to ensure that the library maximizes the linking potential of SerialsSolutions. Major VT information resources are linked. Additional products for linking will be examined once the new integrated system is in place.

**By January 2004 assure that the Ingenta Gateway provides content level access to all those publications we subscribe to for which Ingenta can act as the gateway.**

This project is not yet completed. The Library's journal holdings have been compared to the Ingenta title list. Currently 2,000 VT online journals have been registered, and approximately 6,000 additional titles remain to be registered. Ingenta supports a Table of Contents Service, a database searching service, and a document purchase service. VT users have access to all three services. Registration assures that VT users can get through to online titles held by VT when they use any Ingenta service. Completing this project by the end of the summer is a priority.

Support interlibrary loan and commercial document delivery as a transparent and cost-effective alternative to local collections

Acquire, organize, and make available scholarly or scientific contributions originating at Virginia Tech  
**As an initial step in addressing one of the research goals in the university strategic plan (Research 1.2.3 Establish an electronic university press) identify university partners interested in collaborating with the Libraries in preparing a report on the current status of electronic presses in research universities.**

The Digital Library and Archive unit repeated the electronic press survey of SCHEV peer schools and top 30 institutions that was conducted in 2002. The more recent survey found that many more institutions are now involved in electronic press activities of some type. There has been great improvement in copyright information, digital images available, and electronic press activities. Data shows 48% of the institutions surveyed were involved in electronic press activities. In 2002 only 32% of the respondents indicate such activity.

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***In response to a recommendation in the visiting team's Report (May 6, 2002) submitted as part of the Provost's review of the Libraries (Spring 2002) "develop a cohesive plan for acquiring and preserving digital primary resources" created by Virginia Tech scholars.***

The Digital Image Repository Task Force expanded membership to include members from Information Systems and the Computing department's digital group. The team reviewed four products currently on the market that would improve management and presentation of digital images for research and instruction. The group conferred with colleagues at major research institutions which already have digital support programs. Four software packages were tested and Luna Insight was recommended for purchase. The dean of the library noted that she would support 50% of the \$65,000 cost of the software if the remaining funds could be raised by partner support from the colleges. Some cost-sharing is promised from CAUS, and also appears likely from the VMCVM. The team will meet with the remaining colleges during the summer term.

Continuously assess library information resources in all formats to maintain parity with top-thirty research universities in our ability to support the evolving needs of our community.

***By December 2003 develop a ranked list of important resources available at peer institutions which are needed in the VT Libraries to support research and learning.***

This is in addition to the needs identified in the colleges. Funding needs of \$298,000 were identified for one-time costs, and \$637,000 for continuing costs are associated with getting the titles noted. These titles represent materials commonly held at most major research libraries (Figure 2). The ability to build a strong monograph collection is important. For research libraries VT ranks in the 1<sup>st</sup> (lowest) quartile for new materials added each year.



**Figure 2. Research materials commonly held at other research schools and needed by VT**

Product	One-time Cost	Annual cost	Potential Value to Virginia Tech
AccessScience		\$6,500	Online access to the best comprehensive encyclopedia and the standard dictionary of science and technology brings quick, authoritative information on demand.
AFI Catalog		\$1,050	Documents every American film from 1893-1970, including plot summaries, etc.
Alternative Press Watch		\$2,936	Full-text newspapers and magazines of the alternative press, especially left and right would expose students to thinking outside the political and academic mainstreams.
Amico Art images and related multimedia from museums around the world		\$6,900	Provides art history and other humanities faculty and students with images, chiefly of worldwide art holdings.
Books -- add standing orders for societies (CABI etc.) not well treated on approval		\$75,000	Rapid and failsafe arrival of books from important scientific and scholarly societies in all disciplines.
Books -- expand approval plan especially to include numbered series		\$200,000	Provides full coverage continuity within specialized series from all disciplines
Books -- increase monographic acquisitions in all or some fields		\$250,000	For research, more specialized monographs; for teaching, more videos, auxiliary texts, duplicate copies.
Classical Music Library		\$945	12,000 and growing classical selections plus composer biographies, images, cross-references
Columbia Earthscape		\$895	Online resource on the global environment, incl news reports, conference proceedings, government documents, public policy reports, research from major institutions, academic findings.
Combined digital archive for The Nation 1865-2002 and Commentary 1945-	\$17,850	\$3,570	America's oldest weekly, strong on all aspects of our history, combined with the more literary and cultural "Commentary." An interesting contrast in ideologies as they have changed over time.
Early English Books Online (EEBO, -1700)	\$97,667	\$2,760	Original digital images of 125,000 works, 1473-1700, including translations into English. All fields -- authors include Shakespeare, Chaucer, Galileo, Newton, Knox, Drake, Machiavelle, Vesalius.
eHRAF (Human Relations Area Files)		\$3,800	The definitive primary resource in anthropology, wanted by CIS, would be especially useful for Appalachian studies.
Eighteenth Century Collections Online (equivalent followup to EEBO)	\$150,000	\$1,000	The Eighteenth Century Collections Online delivers every significant English-language and foreign-language title printed in Great Britain during the Eighteenth Century, along with thousands of important works from the Americas. This would fill large gaps in our collections while giving keyword-searchable online access to primary materials to all VT users.
Historical New York Times, Wall Street Journal, & Washington Post		\$19,580	Invaluable retrospective access to "the first draft of history," including business history.
Internat'l Ency of Social and Behavioral Sciences online		\$4,500	Continuously updated edition of the definitive social sciences survey -- includes major review essays.
Papers Invited (worldwide calls for papers, searchable)		\$1,600	Gives faculty and students a central means of tracking Calls for Papers from professional bodies, universities, journals, etc.
Past Masters (philosophy)		\$1,500	Largest collection of full electronic editions in philosophy. Useful for scholars.
Periodicals Contents Index (PCI) with full text		\$18,713	One of two alternatives for redressing retrospective weaknesses of databases in humanities, social sciences.
ProQuest Newstand National Newspapers 9 -- recent years - same day unlimited use		\$19,680	Gives all users same-day access to the NY Times, Washington Post, WSJ and 6 other important newspapers. Includes a few years of recent content, total coverage if historical newspapers are also purchased.
RefWorks		\$12,500	Gives all authors and researchers access to a robust web-based citation manager for personal reference libraries, can download from all search engines and reformat into virtually any style sheet.
The American Civil War: Letters and Diaries	\$32,500	\$3,598	First-person accounts are primary sources for social historical research in a subject area of particular interest to VT and Virginia generally
<b>Total</b>	<b>\$298,017</b>	<b>\$637,027</b>	

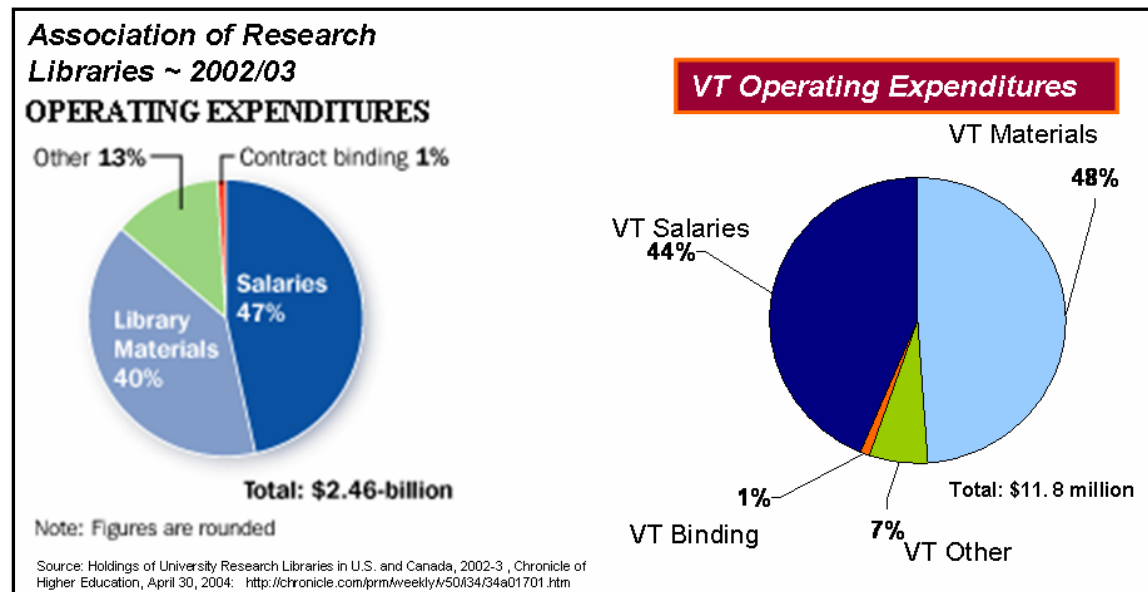
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## ***Other notes about Collections***

- ❖ Cell and the related publications Cancer Cell; Chemistry & Biology; Current Biology; Developmental Cell; Immunity; Molecular Cell; Neuron; Structure ; and The Chronicle of Higher Education were made available in 2003/04, prompting VT faculty to say:
  - I am thrilled about the Cell family online subscriptions!
  - Thanks for your continuing efforts to get Tech's electronic journal collection up to "top 30" status.
  - This is great, and in times when the budget is so tight, incredible
- ❖ VT's ARL (Association of Research Libraries) ranking improved, from 102nd in the previous year to 96th in the most recent survey. A more inclusive indication of current electronic serials was the source of the change.
- ❖ The ARL listing in The Chronicle of Higher Education noted the VT Libraries as one of the institutions for which there had been the least growth in funding (a total of 6%) for the period 97/98 through 2002/03.
- ❖ The VT Libraries in partnership with UVA, GMU, JMU, ODU, and VCU developed a joint contract for Elsevier Inc. electronic publications. The five-year contract will provide faculty and students access to more than 1,800 scholarly publications. Specific titles range from Advances in Cancer Research to the Journal of Medieval History, but most of the publications report on research developments in scientific, technical, and biomedical fields. The contract:
  - Increases by almost 50% the titles that were available to the schools under an earlier agreement at an increment of less than 6% of the cost associated with the previous contract.
  - Assures researchers of sustained access to significant major publications in their disciplines.
  - Provides retrospective access to 1995.
  - Caps the inflation increments for the next four years.
  - Reduces staff time associated with managing these collections.
  - Allows community access to the content from public terminals in the academic libraries that offer this service.
  - Protects against the possibility of future financial emergencies with an exit clause for each library.
  - Allows the participating schools to leverage their dollars in a collaborative deal providing exponentially greater access than any library could have afforded standing alone.
- ❖ Garnett and Patsy Smith established the largest recorded deferred gift in the history of the Libraries. Their gift is valued in excess of \$1,000,000.
- ❖ Alixe Gordon and Emily Schultz, heirs of Eleanore Pettersen, New Jersey's first female licensed architect and first female president of the New Jersey Society of Architects, have donated her papers, architectural archives, and a \$100,000 endowment for conservation and preservation, to the Libraries' International Archive of Women in Architecture. The Pettersen Collection has been valued at \$135,000.

- ❖ Consol Energy, Inc. of Pittsburgh donated more than 820 cubic feet of materials including maps, survey ledgers, photos, and reports associated with regional mining operations. The library will work in partnership with the U.S. Geological Survey, Division of Mines, to allow them to digitize the materials before they are added to the library collections. Ensuring digital and physical accessibility is important for this kind of archival material.
- ❖ The Fund-a-Book campaign allows donors to sponsor personalized book-plate messages on new books in the Libraries' collections. Provost McNamee served as signatory for letters to parents and Dean Hitchingham sent letters to graduate alumni. The total Fund-A-Book effort, in its second year, generated more than \$22,000 in gifts and pledges from 225 donors.
- ❖ The Libraries continue to be very efficient with allocated funds. At Virginia Tech a significantly larger part of the overall funding goes for buying information resources than is true for other major research libraries. The challenge in serving the University community is that overall funding for the Libraries has been flat for several years, while the products that the library buys - books, journals, and online databases - realize cost increments of 5-10% annually. This means that no matter how efficient, each year the Libraries can make fewer purchases in support of research and teaching.

**Figure 3. Allocation of Library Budget**



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## Goal 2 Services

We will develop and offer user-centered library services to support the advancement of research, the quality of undergraduate and graduate learning experiences, and the transfer of knowledge and expertise with the society that surrounds us.

Reach out to library users to identify new services that would be valued by members of the university community

***Work with academic units in each College to identify services not offered by the University Libraries that faculty believe are needed to support VT research and teaching initiatives.***

In spring term the Director for Instruction & Reference contacted academic deans and department heads to identify services that could be initiated to support research and teaching. Suggested improvements included adding more electronic resources, changing the loan period for faculty borrowing, having librarians act as search agents for faculty research, obtaining a site license for End Note, a widely used citation manager, a check-out and delivery service from the library to faculty offices, and the creation of a university-wide database of faculty publications and research. Several of the respondents commented that they find that the library does a good job. The unit will solicit additional comments from all department chairs at a fall department head meeting sponsored by the Vice-provost for Academic Affairs.

Develop outreach programs to ensure that members of the Virginia Tech community are aware of resources and services to assist them in their research, learning, and outreach efforts

***Identify audiences which may be underserved in regard to direct library services (e.g., departmental staff, transfer or international students) and determine whether they have special information needs that could be met through seminars or outreach sessions.***

A well received seminar on using library resources and services was provided for staff in university offices, since these individuals often meet front-line information needs. The needs of transfer students are met through support from the library orientation team, and scheduled tours and instructional services are offered on a regular basis.

***Partner with other campus programs such as the Faculty Development Institute and the Center for Excellence in Undergraduate Teaching to incorporate information management sessions into their programs for faculty and students***

Faculty and staff in the Instruction and Reference unit continue to be involved with the Faculty Development Initiative (FDI) and the Center for Excellence in Undergraduate Teaching (CEUT) as both workshop providers and workshop participants. Library faculty participate in the Faculty Associates initiative, a Residential and Dining Programs project, and in Project Success, a program of the Center for Academic Enrichment and Excellence.

***Promote, on an annual schedule, existing services that are available to extended campus faculty members and students***

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*Communicating by phone, e-mail, and through site travel, the Distance Education librarian works closely with faculty and students in programs outside the Blacksburg environment. A major program for 2003/04, involving staff from the Northern Virginia facility, College Librarians, and the Distance Education librarian, centered on three days of interactive sessions, presentations, and meetings for faculty and students at Falls Church and in Alexandria.*

**Assess, annually, levels of satisfaction with available services**

Several studies were carried out in 2003-04 to identify the needs of library users and their satisfaction with library services. Selected graphs associated with the studies follow the text information about LibQual+, ILLiad, and the library web site.

➤ **LibQual+ 2004**

LibQual+ is the major tool we use to provide longitudinal data about general services and our users perceptions of those services. It is a standardized instrument which identifies how users rate library services. A 9-point scale is used for most of the questions. For the many issues included in LibQual+ users are asked to indicate the:

- minimum level of service they find acceptable
- perceived level of service that they see their library offering, and
- desired level of service that would meet their expectations.

Several additional questions associated with frequency of library use, issues associated with a particular library, and overall library satisfactions are also part of the LibQual+ array.

The instrument is based on ServQual, a measurement tool used for many years in business and management circles. LibQual+ is in its fifth year of application. The questions, focusing on three dimensions Service, Information Control, and Library as Place, have been refined each year through factor analysis. The pilot version of the tool was developed at Texas A&M, and it is now offered to libraries around the world under the sponsorship of A&M and the Association of Research Libraries. Because we believe that data-driven decision making is vitally important to our ability to improve and offer relevant services for our user community, the Virginia Tech Libraries have participated in LibQual+ annually since the pilot program in 2000.

In 2004 the Libraries surveyed undergraduate and graduate students. The LibQual+ results are based on responses from 529 undergraduates and 852 graduate students. The discipline demographics of the respondents appear to be representative of VT distributions in gender and majors. More LibQual+ materials will be analyzed over the summer but some preliminary examinations are of interest here. From examining the gaps between perceived values and desired values we can get a sense of those issues that are of the most immediate importance to our undergraduates and graduate students.

For undergraduates we could best improve library services by concentrating on issues of place and information control (Figure 4). On place they tell us that their desires are not being met when they consider our ability to offer them a comfortable and inviting location and to offer spaces that inspire study and learning. A recent local VT survey noted that a considerable number of undergraduates do not find the library to be important to them as

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a place to go to for study and work. Some comments from undergraduates this year may give feedback as to why this is so. This year our undergraduates have said things like:

- I feel the atmosphere can be improved greatly. it is not very comfortable and some what unwelcoming
- The library needs to be re-designed to make it more user friendly. There should be more space for work with computers and other resources handy. I can walk around the library for hours and not get a thing done. We really need to look into making this situation better. Please work on this!!!
- the library is like a maze. i can never find my way to anything i need. the seats are uncomfortable and uninviting.
- The library is not a very inviting place. there are few comfortable study areas and everything is spread out and very confusing. Things most used are not readily accessible and none of the layout is intuitive.

Most doctoral libraries in Virginia have added to and/or renovated their library spaces over the last 10 years to improve student comfort and accessibility. Library renovation is one of the programs on the university plan, but it does not have funding or an initiation date.

Undergraduates also want to be more in control of their information environment. They want more resources, they want to easily access materials from outside the library, they want a more understandable web interface, and they want to understand how to use materials so they can find things on their own.

Graduate students have different needs (Figure 5). Their top 5 issues are all about information control. They want more journals, more electronic resources, good equipment, easy connections from outside, and an easy to use web. Commenting on these issues this year graduate students have said:

- As a chemist, I would like to see more computers with the SciFinder and Beilstein search software installed. Thank you for all the help the library has provided me.
- I would encourage the continued aggressive effort to make everything possible available electronically. Enormous amounts of time and productivity used to be wasted making trips to the library to find and photocopy articles.
- I would like to see more technical journals in the Art/Arch library.
- The portal is difficult to use for accessing the library information away from the library and not user friendly.
- Budget cuts are bad, but it is vitally important that we stay abreast of current academic research, as such, I often find it disappointing and disturbing that we often don't have current periodicals, or have large gaps in the periodicals tat we DO subscribe to.
- The book collection is simply inadequate. Probably the worst major research university library in print terms in the nation. But for Illiad it would be an unworkable campus environment for any scholarship using books. Journal collections are adequate but not good.

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Closing the gaps related to journals, equipment, and more electronic resources requires improving the base for library funding. The VT Libraries expenditure per student puts it next to the bottom of a list of SCHEV peers (Figure 6). The fourth issue, better remote accessibility, is partially dependent on the successful implementation of the Enterprise Directory project currently underway at the university. In response to the fifth need, the library is reviewing the library web structure and will make some major changes in 2004/05.

➤ **ILLiad Survey**

For interloan purposes extended campus clients are members of the VT community living outside of Giles, Montgomery, and Pulaski counties. The interloan unit uses priority mail to send needed research materials to the homes of students and faculty requesting materials.

Using ILLiad, the widely used software invented at the Virginia Tech Libraries in 1997, the interlibrary loan unit provides two major services for these extended campus clients. It sends books and articles that have been borrowed from other research libraries because they are not available at VT – the Interlibrary loan service. It also sends books and copies of articles that are owned by VT and available in the Blacksburg library to those who do not have locational access- the Document Delivery service.

These are very important core support services. Since the library cannot afford to build and staff additional library facilities in all of the locations where Virginia Tech programs or researchers are located, this service, in conjunction with the work of the appropriate College Librarians, substitutes for a system of costly branches.

Each year the interloan unit surveys extended campus users. Each year, for the four past years, more than 90% of the users have indicated that they find the Interlibrary Loan service (items borrowed elsewhere) to be good or very good, and the Document Delivery service (things from Blacksburg) to be similarly good (Figure 6). LibQual+ respondents praise the ILLiad service, saying:

- in regards to the library resources (i.e., ILIAD, Electronic Journals, Journal Databases), I am very pleased. These resources have provided me with many documents that I would otherwise be unable to attain.
- ILLIAD Service is outstanding. Keep up the great work!
- Facilities in Northern Virginia are very lacking, but I appreciate the quality of online resources and the willingness of the library to mail books to my home.

➤ **Web Content and Design Surveys**

In response to the evaluations and comments regarding ease of web use in the LibQual+ 2003 survey, the library conducted two studies regarding web design. Focus groups were used to solicit user input regarding content that should be included on the library web, and an online survey was conducted over several weeks to ask users to rate the web designs of each ARL library to better understand how appearance and arrangement could facilitate use.

**Figure 4. Undergraduates – Gaps in services**

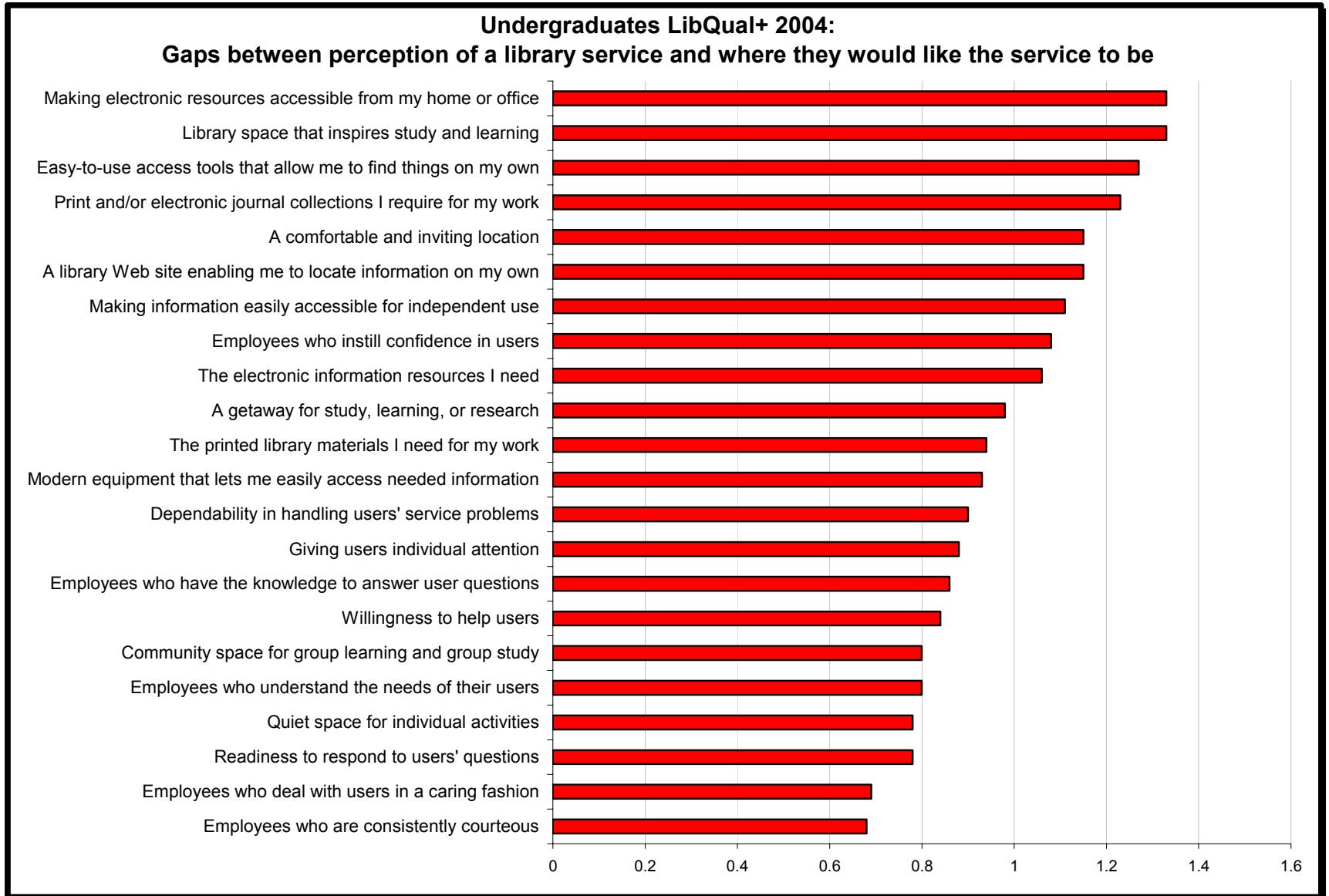
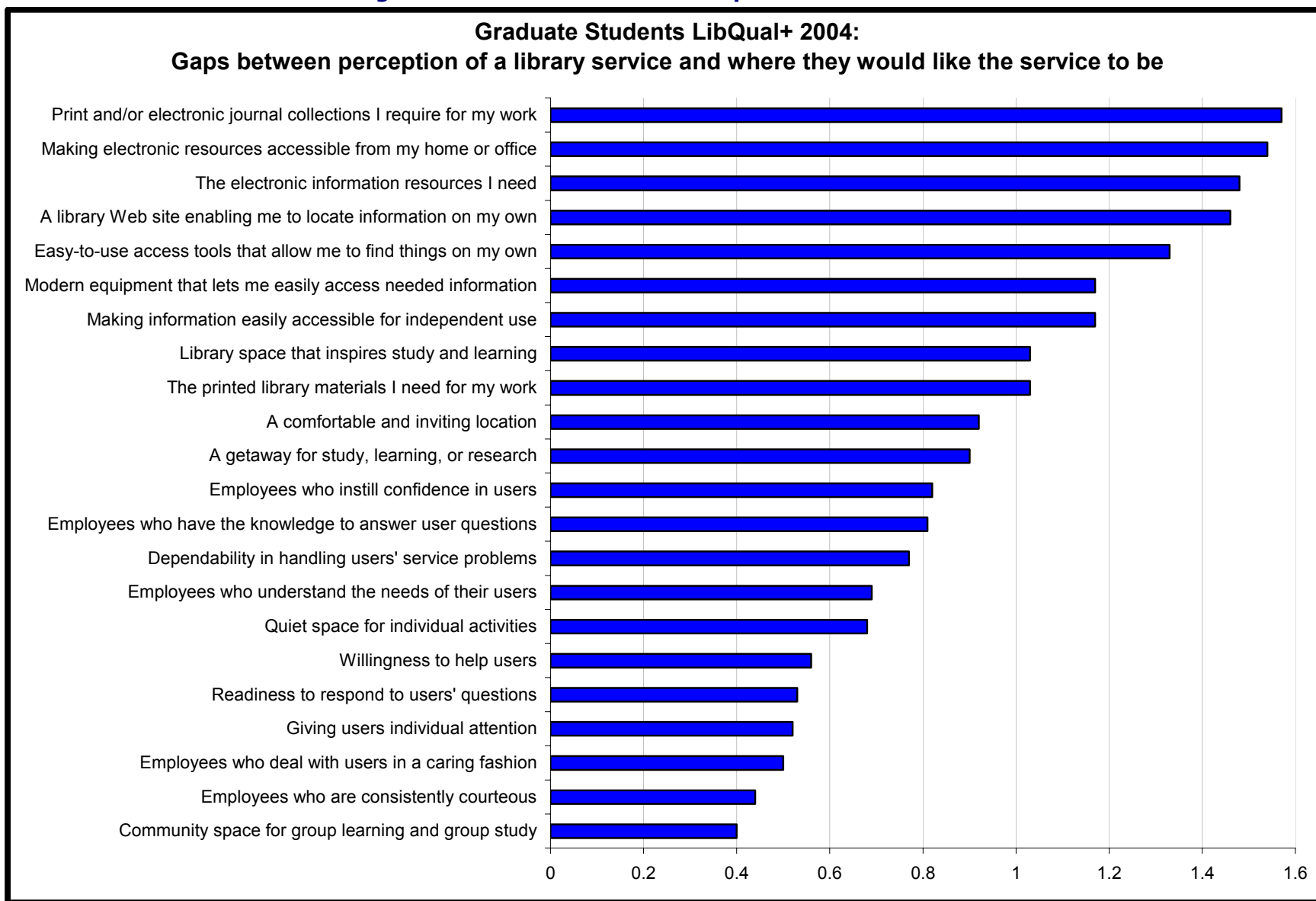




Figure 5. Graduate students – Gaps in services

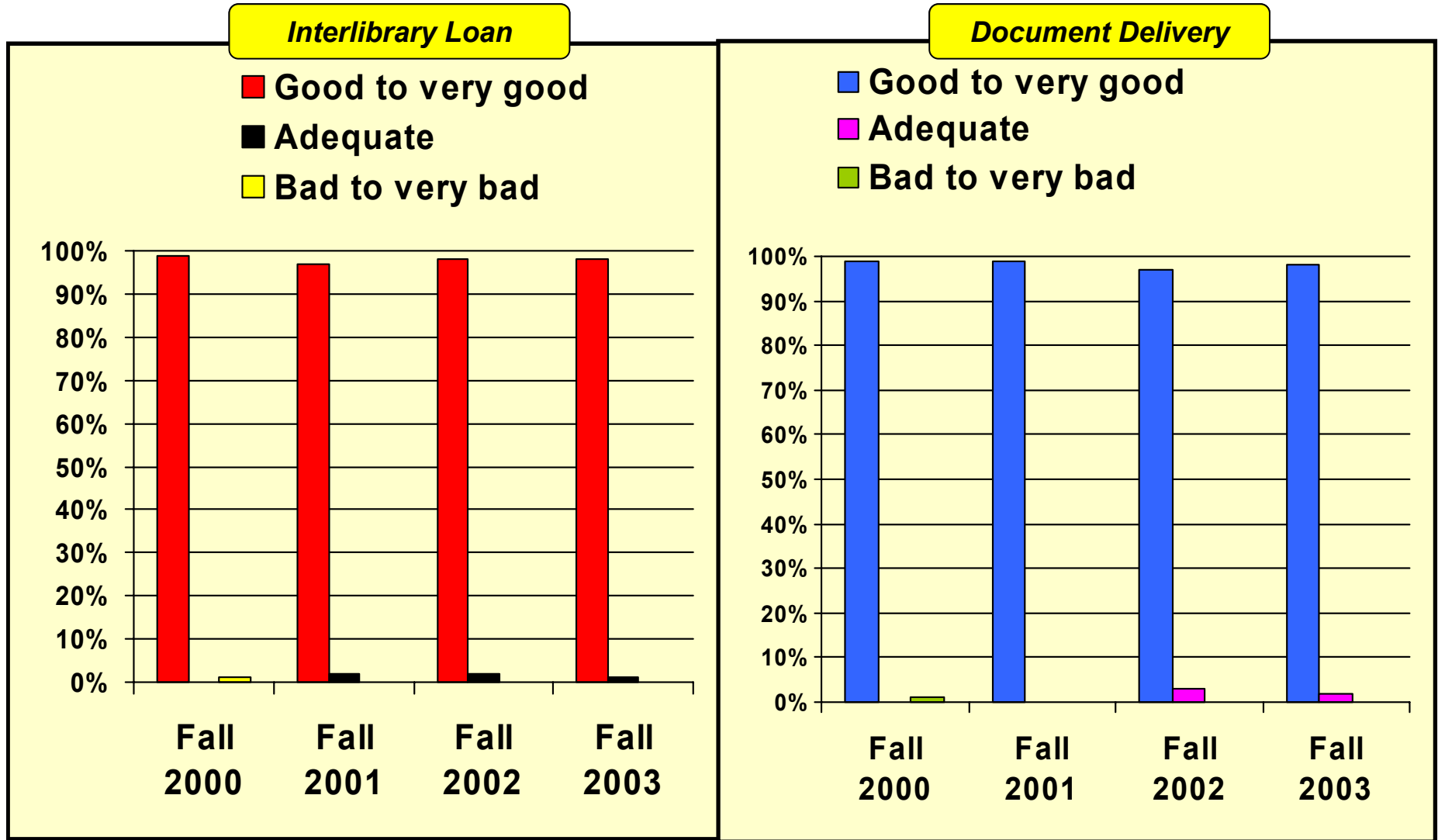


**Figure 6. Library expenditures/student VT and SCHEV peers**  
 (Source: <http://research.schev.edu/roie/> , Accessed June 20, 2004)

Virginia Tech					
Mission	Profile	System	Institution	Competencies	All
<b>Total library expenditures as collected by the Association of Research Libraries divided by the number of full-time equivalent students</b>					
Institution	Library Expenditures/FTE Student				
Cornell University	\$2,947				
University of California - Berkeley	\$1,300				
University of Michigan - Ann Arbor	\$1,167				
University of Southern California	\$1,013				
University of Pittsburgh	\$998				
Pennsylvania State University	\$930				
Rutgers	\$884				
University of Wisconsin - Madison	\$858				
University of Iowa	\$857				
North Carolina State University	\$845				
University of Illinois - Urbana-Champaign	\$770				
University of Arizona	\$769				
SUNY - Buffalo	\$733				
University of Texas - Austin	\$697				
University of Colorado	\$669				
University of Maryland - College Park	\$663				
University of Tennessee - Knoxville	\$627				
University of Missouri - Columbia	\$624				
Ohio State University	\$620				
Iowa State University	\$619				
Colorado State University	\$562				
Texas A&M University - College Station	\$533				
Michigan State University	\$489				
Virginia Tech	\$444				
Purdue University	\$398				

Library resources represent an ongoing investment in knowledge. Given the accelerating "knowledge explosion," adequate library resources are essential to learning and research. When resources are constrained, institutions have to make difficult decisions among academic priorities. Measuring library expenditures per FTE student is an effective way to gauge the institution's ability to provide resources for library usage by students.

Figure 7. ILLiad – Extended campus customer evaluations



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Provide convenient access to comprehensive reference services and collections in appropriate formats

***Make major existing resources and alerting services more visible to our users.***

A position for an outreach librarian to promote resources to the university community of faculty and students and to assure that handouts, instruction, web design, and library services facilitate their use was developed. The position will be filled July 25, 2004.

A demonstration of open URL linking was given for the University Library Committee.

Library faculty identified materials to be included in a database of resources appropriate to various colleges and departments. This database is the basis for providing dynamically distributed lists of relevant resources in subject areas ranging from biological and medical sciences to languages and literature.

***Initiate a plan to determine how the dynamic subject pages are used in the period January through June 2004.***

Testing was not done this year.

***Evaluate use of the reference collection, and identify core materials needed, in anticipation of reopening second floor entry. To be completed by end of spring term, 2004.***

An initial study of use of the reference collection was conducted from February 1 to April 30, 2004 to determine what could be relocated to provide needed space when the second floor entry is active. Data collected indicates that approximately 10% of the collection titles were used during the study period. Much of the use could be directly tied to class assignments. Additional analysis of the collection by subject librarians resulted in the identification of ±122 shelves (11%) of materials from the collection that could be relocated immediately.

Because use was so low there is some concern that the findings might represent an anomaly associated with the spring term only. For this reason, use will be studied for one additional term before making the final decision about what can be relocated from the second floor.

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**Goal 3**  
**Information Literacy**

We will support students' learning needs now and provide them with life-long learning skills for living in a knowledge-based society

Collaborate with appropriate university programs and agencies to develop and implement a comprehensive information skills program for all incoming students

***Develop a business plan for including an information skills program in the Core Curriculum, and present the plan to the Committee currently reviewing the Core Curriculum***

The Director for Instruction and Reference addressed library related issues on the Core Curriculum Committee through her membership as a Senate elected representative. In 2003/04 the Core Curriculum Committee's resolution – *Resolution to Revise the Writing Intensive Requirement* (approved May 2004) - included the notation that a suite of skills for the program would include "Information management competencies, including the ability to retrieve, evaluate, analyze and use information from a variety of resources".

Designated library representation on the Core Curriculum Committee is needed for continuity. In the earlier and current LibQual+ surveys we continue to see evidence that our VT undergraduates are not being exposed to research level information resources as frequently as are undergraduates at other research institutions. Experience in reading and understanding the research literature of many disciplines is one prerequisite to graduating students who can become informed participants in a knowledge-based society. We believe that the work of the core curriculum committee would be enhanced by designated library participation as the committee works to offering more intensive experiences for undergraduates with the strong possibility of incorporating "capstone" projects into the core.

***Determine whether there is an audience for a 1-credit hour (elective) course on research skills, information literacy, and/or using the library.***

While offering an elective course on research skills, information literacy, and the library has been discussed in the Core Curriculum Committee, support for this as a 1-credit elective did not emerge as one of the working areas to be considered following the Core Curriculum retreat. The library continues to be interested in providing this type of support if it is requested to do so, but won't actively pursue it further at the undergraduate level outside the Core Curriculum program.

The Director for Instruction and Reference chaired a sub-committee of the Commission on Graduate Studies and Policies to examine how information management skills could be incorporated into the graduate experience. The sub-committee recognized the importance of formalizing department and college decisions about how this might be done, and a 1-credit graduate elective was one of the formats suggested by the sub-committee meeting this need. The CGS&P will act on the sub-committee's recommendation in the fall 2004 term.

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Collaborate with faculty to develop the information literacy skills relevant to the disciplinary needs of upper-level undergraduate and graduate students

***Develop and market a plan to support the delivery of discipline-specific information-management skills in collaboration with:***

- ***faculty teaching upper-level undergraduate research methods courses***
- ***faculty teaching graduate-level research methods courses***

A project to identify those regularly offered classes (graduate and undergraduate) that ask that students write papers, participate in projects that are based on identifying relevant support information, or make knowledge-informed presentations is being completed by the College Librarians. Once these courses are identified the library instruction unit will develop an overall plan to work with faculty to incorporate information management skill sessions into the courses where this is relevant.

Develop, provide, and assess the effectiveness of online modules to provide on-demand opportunities for students to develop information literacy skills.

***Determine how the library online instructional modules are used in the period January through May 2004.***

This is the first time that usage information for the Information Skills Modules (ISM), an online information skills tutorial, has been considered. The data will be used as baseline information for further studies. Data was collected for the time period of August 2003 through May 2004.

The modules received approximately 4,000 hits per month, with September and March being the two months with the greatest activity. Module 3 – [Developing Search Strategies](#) - was the most heavily used of the six modules, with an average of 825 hits per month. Log files for the modules indicate that the heaviest use comes from IP addresses in the Virginia Tech dormitories, though it is interesting to note that one module is being used by a faculty member at SUNY-Plattsburgh and that there are records of module use from all over the world. Log files also indicate that users generally work through the modules sequentially, suggesting that the logical sequence of the modules is appropriate and useful.

The preliminary usage information study suggests that online tutorial modules are of value. Additional detailed information on how the modules are currently being used will help shape the future of the project.

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## Goal 4 Preservation

We will seek efficient and effective ways to preserve those information resources that will remain relevant to supporting ongoing research.

Develop and implement a preservation plan that uses emerging technologies to preserve intellectual materials of enduring value for Virginia Tech's missions

***Evaluate possible risks of physical damage to the libraries' various collections and update the libraries' disaster response and recovery plan to guide library personnel in using modern methods and technologies to respond to physical damage that might occur to the collections.***

A *Disaster Preparedness Plan* was completed. This is a selective plan which focuses on responsibilities and action assignments associated with responding in the case of disastrous events such as fire, smoke, and water and their effect on the collections. Other than indicating who to call and the need to evacuate the facility very quickly, it does not address life threatening events. The library like other university agencies is guided by university policies in these circumstances.

One important finding from the materials studied to prepare the report is that deciding what NOT to save may be important in the event of water, smoke, or fire damage. Costs can be so high for treatment (freeze drying or ash and smoke removal) that decisions to choose not to process some damaged materials may be appropriate.

Collaborate with other research libraries to promote and preserve commonly held research assets and selected resources unique to the university or to the region in a manner that assures continuity of content and global access.

***Participate in the Association of Southeastern Research Libraries(ASERL) identification of monographs in storage for the purpose of identifying some frequently held items that might then be weeded from other collections with the assurance that copy(ies) will still be available in the region.***

The Director for Collection Management submitted a list of monographic materials in the Libraries remote storage facility for analysis by the OCLC (Online Computer Library Center).

VT holdings will be compared with those at other participating research institutions, to determine how much overlap exists, and what items are uniquely held. The OCLC report is expected in early fall. Schools participating with VT include: Duke, University of South Carolina, University of Southern Florida, Clemson, George Mason University, University of Virginia, University of Alabama, Tulane, University of North Carolina, University of Georgia, and Vanderbilt.

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## Goal 5 Systems

We will use appropriate technologies to give the university community seamless access to library resources.

Acquire an online library system that meets the university's research needs and can be efficiently managed with modest staff resources

***The established library systems team will:***

- ***investigate and compare features of existing products in integrated library systems used by other major research libraries in the U.S.***
- ***develop an RFP for a system***
- ***recommend a basic integrated system and appropriate components for VT Libraries with an installation timetable***

The library team hosted demonstrations from major system vendors and completed the library segment of the RFP. It is currently being reviewed in Information Systems, and will be issued in July 2004.

Respond to information-seeking behaviors of the user community when organizing and providing library resources

***Identify current research and findings relevant to understanding information-seeking behaviors of library users and share these findings within the LAC meetings as a method to support and encourage data-driven decision making in providing library resources and services.***

The position descriptions for each library faculty and staff member include the concept that the individual is responsible for participating in library activities in ways that are based on data-driven decision making.

As a modeling behavior members of the Library Advisory Committee (dean, unit directors and the presidents of the faculty and staff associations) selected recent research publications regarding library research issues and made presentations to the committee regarding findings relevant to the VT library environment. The intent of this program is increase awareness of findings that may relate to choices we will make as a library, and to identify replicable research processes that could be employed here to better understand the needs of our constituents and the efficacy of our services.



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**Goal 6**  
**Physical Spaces**

We will provide the university community with library settings that support the long-recognized needs of our community of users.

Give students, faculty, and staff library settings that meet their expressed needs for convenient access to collections, places for inquiry and reflection, and inviting environments

Implement the concepts outlined in the Modernization Master Plan for Newman Library

***Develop foundation proposal(s) for funding support of Special Collections renovation and expansion.***

A proposal for support for group study facilities and for partial support for a library café was submitted to the Virginia Tech Parents Fund in January.

The library hosted a visit by the trustees of the Richardson Benevolent Foundation. Renovation and collections support are of potential interest to the Foundation. Based on this visit we hope to be invited to make a proposal by early fall 2004.

Other: The library is working with the university physical plant on the first phase of the library program. The Special Collections footprint will be expanded by enclosing the back hallway on Newman's first level and expanding into the lobby area in Newman. Construction work is expected to begin in late fall 2004.

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## **Goal 7 Staff**

We will employ sufficient numbers of knowledgeable, adaptable, and user-directed faculty and staff.

Hire additional faculty and staff needed to provide the excellent library resources and services essential to a top-tier research university

### ***Establish the Library Diversity Committee***

A Library Diversity Committee was established in 2003/04. Activities of the Committee included hosting a reception for international students in January, mounted a web page featuring library resources associated with Brown vs. Board of Education, sponsoring a brown-bag lunch session during Gay Awareness week, and participating in the ASERL (Association of Southeastern Research Libraries) Diversity Conference.

In collaboration with the Department of Teaching and Learning, the College of Liberal Arts and Human Sciences, and the Office of Multicultural affairs, the Committee supported the Libraries' participation in the February 25<sup>th</sup> program, *Brown v. Board of Education: The View from Virginia*.

### ***Establish and fill Outreach librarian position in the Instruction/Reference unit***

The search is completed. Kevin Tapp will join the Libraries on July 25, 2004.

Establish new learning opportunities for library faculty and staff relevant to personal professional growth in the context of library objectives and operations

### ***Plan, implement and assess a program of training that will support data-driven decision making.***

No formal programs were offered in 2003-04. As noted earlier the unit directors familiarized themselves with current library applications by selecting a project to review and present at Library Advisory Council meetings.

### ***Plan, implement and assess an orientation program for new employees.***

Under the leadership of the library Training Coordinator, the Orientation Team for New Employees designed a program which included a New Employee Notebook, Library tour, Web page information, and an assessment component. Five new employees went through the program. Based on their feedback changes will be made in the program so it is more responsive to what they see as useful.

### ***Identify ways in which the new program of training paths might link to the University's mandatory job dimensions (diversity, safety, teamwork) for classified staff.***

Teamwork, community building, and diversity were themes addressed in the Libraries' biennial In-Service day held at the Reynolds Homestead, May 21, 2004. Programs on safety are to be offered in late summer.

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Recognize and reward performance of library faculty and staff commensurate with a major research institution

**Implement the library recognition program.**

Providing library collections, services and spaces is a communal job – you don’t get the quilt unless everything is stitched together and supported by the whole network of library faculty and staff. For that reason it is my practice in this report to generally avoid naming specific individuals as being associated with any one activity. For anyone who would be named there would be one, or even many others who were involved in some contributing way in making the event happen, but whose involvement might be known only to themselves.

This is the exception that belies the rule. The concept of a library recognition or award program has come up many times over the years I have been at Virginia Tech. Whenever the topic came up some people liked the idea and some didn’t. There was no passion for getting it done.

That changed last year. Under the special leadership of two people, Susan Ariew as President of the Library Faculty Association, and Jean Brickey as President of the Library Staff, a program was proposed, worked through considerations in the Associations, promised support from the library, and set in motion for this year. Susan and Jean acted as Co-Chairs for the Recognition Committee, which also included (since I *am* naming names here!) Carol Dallman, Scott Dunn, Tamara Kennelly and Margaret Merrill. Thanks to everyone for making this happen, but very, very special thanks to Susie and Jean for having the passion to get it started and carry it through.

**Other notes about Staff**

The Libraries welcomed Dan Palmer to the staff as the Libraries’ first full-time Director for Development. Dan previously served as assistant director of development in the College of Science. The position was vacant for a year and half, and previous officers had the library and 8-10 other agencies in their development portfolio.

In his brief time here Dan has worked with library faculty and staff to initiate foundation contacts, expand the audience for the Libraries’ newsletter, *off-the- shelf*, and create several opportunities for the library to be showcased when visiting alumni are on campus. Several significant gifts to the Libraries are noted elsewhere in this report.

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## *Publications, Presentations, and Other Scholarly Activities*

### **Ariew**

Ariew, S. "National Survey of Student Engagement," *College & Research Libraries News*, 64, no. 6 (June 2003): 373.

Ariew, S. Internet review of *International Reading Association*, *Choice* 41, no. 3 (November 2003): 1692.

Ariew, S. - Review of *On the Death of Childhood and the Destruction of Public Schools: the Folly of Today's Education Policies and Practices*, by Gerald Bracey, *EBSS Newsletter* 19, no. 1 (Spring 2004): 5.

Pencek, B.; Ariew, S; and Burge, P. "Looking Back: Doing End-of-Term Assessments," in *Reflective Teaching: A Bridge to Learning, Selected Papers Presented at the Thirty-First National LOEX Library Instruction Conference*, edited by Deb Biggs Thomas, and others, Ann Arbor, Michigan, Pierian Press, 2004: 151-155.

### **E. Alan Armstrong**

Armstrong, E. A; Croft, V. F; Kok, V. T; and Lener, E. F. "Electronic Resources Access: Issues and Resolutions in Two Academic Libraries," Fourth International Conference of Animal Health Information Specialists, Budapest, Hungary, August 6-9, 2003. [Paper presented by Vicki Kok] Available online at <http://konyvtar.univet.hu/icaHis/proceedings.htm>

### **Althea Aschmann**

Aschmann, A. "Providing Intellectual Access to Cooperative Extension Materials," *Quarterly Bulletin of the International Association of Agricultural Information Specialists* 47, no. 3/4 (2002): 89-92.

### **Heather H. Ball**

Ball, H. (Moderator) "Developing Core Competencies for Art Information Professionals." ARLIS/NA 32<sup>nd</sup> Annual Conference. New York, NY. April 18, 2004.

Ball, H. "Core Competencies for Art Information Professionals in the 21st Century." ARLIS/NA 32<sup>nd</sup> Annual Conference. New York, NY. April 18, 2004.

Ball, H. "The 2003-2004 ARLIS/NA Internship Award." Conference Convocation. ARLIS/NA 32<sup>nd</sup> Annual Conference, New York, NY. April 15-20, 2004.

### **Mary C. Finn**

Finn, M. "The Future of MARC: R.I.P. or Let Her Rip?" *Virginia Libraries*, 2004, 50, 13-14.

Finn, M. "Editing and Batch loading MARC Bibliographic Records" Virginia Libraries Association Paraprofessional Conference, Midlothian, VA, May 25, 2004.

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**Caryl Gray**

Gray, C; Lener, E. F; Pencek, B; Young, M. L; and Seamans, N. H. Poster Session - "When Push Comes to SCHEV: A State Mandate for Critical Thinking and the Role of the Library," American Library Association Annual Conference, Toronto, Ontario, June 19-25, 2003. [Presented by Nan Seamans]

Gray, C. and Margaret, M. "Information at Your Fingertips," Extension Agents conference, Hotel Roanoke, Roanoke, VA (April 20, 2004).

Gray, C. (Editor) Virginia Culinary Thymes, <http://spec.lib.vt.edu/culinary/CulinaryThymes/> (Published twice a year).

Gray, C. (Editor) "From the Editor", LIRT News (a quarterly publication).

**Eileen E. Hitchingham**

Hitchingham, E. Measurement and Assessment of Library Programs and Services. 86<sup>th</sup> Annual WVLA (West Virginia Library Association) Conference. White Sulphur Springs, WV, December 4, 2003.

Hitchingham, E. Survey of Digital Projects in ASERL (Association of Southeastern Research Libraries). ASERL Annual Meeting. New Orleans, LA, March 14, 2004.

Hitchingham, E. Assessment and Library Services. VLA (Virginia Library Association) Workshop, Academic Section. Farmville, VA, April 23, 2004.

Hitchingham, E. ASERL Repositories. SCHEV (State Council of Higher Education in Virginia), Library Advisory Committee Meeting. Fairfax, VA, June 4, 2004.

**Tamara J. Kennelly**

Kennelly, T. J. "Digital Exhibitions from the University Libraries' Special Collections at Virginia Tech," Museums and the Web 2004 Proceedings, CD-ROM. (2004)

Kennelly, T. J. "Taking Steps: the Black Community Invents Itself," Oral History Association Conference, Bethesda, MD, October 10, 2003.

Kennelly, T. J. "Digital Exhibitions from the University Libraries' Special Collections at Virginia Tech," Museums and the Web 2004 Conference, Arlington, VA, May 3, 2004.

Kennelly, T. J. 2003 Oral History Association Annual Conference, organized session on "How Integration Creates a New Community," Bethesda, MD, October 10, 2003.

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**Donald J. Kenney**

Kenney, D. Getting Started Writing Book Reviews. 86<sup>th</sup> Annual WVLA (West Virginia Library Association) Conference, White Sulphur Springs, WV, December 3, 2003.

**Vicki T. Kok**

Armstrong, E. A; Croft, V. F; Kok, V. T; and Lener, E. F. "Electronic Resources Access: Issues and Resolutions in Two Academic Libraries," Fourth International Conference of Animal Health Information Specialists, Budapest, Hungary, August 6-9, 2003. [Paper presented by Vicki Kok] Available online at <http://konyvtar.univet.hu/icahis/proceedings.htm>

**Edward F. Lener**

Lener, E. F; Ariew, S; Seamans, Nancy H. Presentation - "Evaluating Teaching in the Library Setting: The Virginia Tech Experience," Virginia Library Association Annual Conference, Hot Springs, Virginia, November 5-7, 2003.

Lener, E. F. and Shrode, F. (Editors) "Earth Sciences" section of *Magazines for Libraries*, 12th edition. R.R. Bowker: New Providence, NJ, 2003

Armstrong, E. A; Croft, V. F; Kok, V. T; and Lener, E. F. "Electronic Resources Access: Issues and Resolutions in Two Academic Libraries," Fourth International Conference of Animal Health Information Specialists, Budapest, Hungary, August 6-9, 2003. [Paper presented by Vicki Kok] Available online at <http://konyvtar.univet.hu/icahis/proceedings.htm>

Lener, E. F. - Editorial Board, *Virginia Library*, January 2002 – present

Gray, C; Lener, E. F; Pencek, B; Young, M. L; and Seamans, N. H. Poster Session - "When Push Comes to SCHEV: A State Mandate for Critical Thinking and the Role of the Library," American Library Association Annual Conference, Toronto, Ontario, June 19-25, 2003. [Presented by Nan Seamans]

**Gail McMillan**

McMillan, G. "Implementing ETD Services in the Library," In *Electronic Theses and Dissertations: A Sourcebook for Educators, Students, and Librarians*, E. A. Fox et al., Editors, Marcel Dekker, 2004, pp. 319-329.

McMillan, G. "The NDLTD and Issues of Long Term Preservation and Access," *Next Steps: Electronic Theses and Dissertations Worldwide*, Berlin: Humboldt University, 2003. <http://edoc.hu-berlin.de/etd2003/mcmillan-gail/PDF/index.pdf> or locally with illustrations <http://scholar.lib.vt.edu/presentations/ItsAboutTime2003.pdf>

McMillan, G. "Women with T-Squares: Developing a Regional Perspective," Consortium of Regional Humanities Centers. Lincoln, NE, November 20, 2003.

McMillan, G. "Women with T-Squares: Tracing Forgotten Architects and Design Professionals," South Atlantic Humanities Center Seminar. Blacksburg, VA, February 13, 2004.

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McMillan, G. "Legal Issues in Developing Digital Libraries," Appalachian College Association Annual Meeting for Library Public Services. Abingdon, VA, March 23, 2004.

McMillan, G. "Legal Tightrope Walking: Copyright and Fair Use in Digital Libraries, WebCT and Other Online Resources," National Library Week. Radford, VA, April 21, 2004.

McMillan, G. "The Role of University Libraries in ETD Program Implementation and Archiving," 7th International Conference on Electronic Theses and Dissertations, University of Kentucky, Lexington, KY, June 3, 2004.

McMillan, G. "Libraries Make ETD's Happen," 7th International Conference on Electronic Theses and Dissertations, Lexington, University of Kentucky, Lexington, KY, June 4, 2004

**Pencek**

Pencek, B.; Ariew, S; and Burge, P. "Looking Back: Doing End-of-Term Assessments," in *Reflective Teaching: A Bridge to Learning, Selected Papers Presented at the Thirty-First National LOEX Library Instruction Conference*, edited by Deb Biggs Thomas, and others, Ann Arbor, Michigan, Pierian Press, 2004: 151-155.

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**Nancy H. Seamans**

Dalton, J. T. and Seamans, N. H. (2004). Electronic theses and dissertations: two surveys of editors and publishers. In Fox, E. A. (ed.), *Electronic Theses and Dissertations: A Sourcebook for Educators, Students, and Librarians*. New York: Marcel Dekker, Inc.

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**Michelle L. Young**

Young, M. L. "Web Design: The Good, the Bad, and the Ugly," Virginia Library Association Paraprofessional Forum Annual Conference, Richmond, VA, May 19,2004.

Young, M. L. "The Invisible Web: Finding Information on the Hidden Highway," Virginia Library Association Annual Conference, Hot Springs, VA, November 5-7, 2004.

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