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CONNECTIONS

From the Dean's Desk

A very busy summer and challenging start to our Fall 2004 semester included several important personnel "firsts." Following a lengthy national search, and recognizing the career interests of a University colleague, we were fortunate to select Betsy Peck Learned, our former Architecture Librarian, as our first Associate Dean of University Library Services. With nearly nineteen years of University service, Betsy brings to her new role (effective October 1) expertise and experience in planning, digital initiatives, and a reputation for leadership in our Rhode Island consortia. The funding for two new staff positions resulted in the search for our first Library Technical Assistant and Beverly Dupere's appointment and the appointment of our first Digital Resources Assistant, James Dickson, from Brown University. Each of these personnel appointments brings us much-needed added support in administration, operations, and services!

The leadership of President Roy J. Nirschel and the advocacy of our provost, Ed Kavanagh, resulted in a major gift to the University (Spring 2004) by Mary Tefft White (Class of 1976). During the summer a wonderful new reading room and cultural center were created on the University Library's main floor, resulting in more effective storage and user space for periodicals and for group study. The new space – the Mary Tefft White Cultural Center – hosts Socrates Café, library-sponsored cultural events, and informal group meetings throughout each day. Already, as intended, the Center has attracted many daily users to our Library.

Planning and assessment have converged in many ways for the Library this Fall. Betsy Peck Learned is coordinating a full-scale review of our current strategic plan in light of University goals and objectives. John Schlinke is consulting with the University's Institutional Research Office on the interpretation of the analysis of our Spring 2004 LibQUAL+ patron survey data. Sue McMullen is engaging librarians in a review of the Library as place (considering the "information commons" model). Barbara Kenney is articulating the Library's role in the University's First Year Experience and assessing our impact on other freshman orientation initiatives. Veronica Maher is preparing archival management and policy guidelines. Christine Fagan, while coordinating plans for a major NEH/ALA-funded event in 2006, is helping to establish library procedures for future public program management. John Fobert is taking on a much needed full-scale review of our internal data collection and reporting procedures. Mary Wu, having just returned from China and an international conference on database management will be investigating the characteristics of digital repositories for the Library.

Peter V. Deekle
Dean of University Library Services

OPEN ACCESS E-PRINTS, DSPACE, & OAI: **Open Access to Scholarship**

By Susan McMullen

Removing barriers to access is changing the nature of scholarly communication. The open access movement, which is at the heart of this change, has been quickly gaining momentum over the past few years. By definition open access means barrier-free online access to scholarly literature on the public internet at no cost to the reader. According to the Budapest Open Access Initiative (<http://www.soros.org/openaccess/>), the only constraint on reproduction and distribution should be to give authors control over the integrity of their work and the right to be properly acknowledged and cited.

In providing greater free access to research and scholarly works, new publication models are currently being explored. The model providing the greatest access to users is the full open access journal. Its

publisher provides free unqualified web access to the journal's entire contents immediately upon publication. To link to over 1200 of these "quality controlled scientific and scholarly journals" visit *The Directory of Open Access Journals* (<http://www.doaj.org/>). Other models of access may include delayed open access or partial open access in which the publisher provides access to only some articles for free, gives access to only the table of contents and abstracts, or delays access to full content for several months to ensure the sale of their print subscriptions. Another model that is becoming more prevalent today is one in which the author or the author's institution pays a fee to support open access publication. Examples of this model include BioMed Central and the Public Library of Science (PLOS). Although non-profit journals such as *PLOS Biology* and *PLOS Medicine* make high quality scientific articles freely available online with no charges for access or restriction on subsequent redistribution, they do charge authors \$1500 to cover the necessary administrative and technology costs. Libraries, scholars, and the scientific community are hopeful



that this flip-flopping of fees will become a sustainable business model that can off-set the high costs of journal subscriptions.

E-Print repositories represent one of the earliest and most successful open access initiatives. Their purpose is to provide a means to communicate ongoing scholarly research to colleagues prior to its publication in peer-reviewed journals. Best known of these is the arXiv Eprint Service (<http://arXiv.org/>) for high energy physics which began over a decade ago at Los Alamos and is now located at Cornell University. Today, many disciplines and institutions operate e-print servers which enable authors to self-archive their publications. The metadata provided in the archiving process allows the content to be harvested into a virtual archive which is then easily navigated by the user. For a listing of available e-print servers, see <http://archives.eprints.org/>

Digital Institutional Repositories

Digital Institutional Repositories, such as MIT's DSpace (<http://dspace.org>) and the University of California's eScholarship Repository (<http://repositories.cdlib.org>) are being enthusiastically developed by major research institutions around the world. An institutional repository is a searchable digital archive that manages and disseminates the scholarly output of the university, consequently offering greater visibility and accessibility to the research community. Examples of work that can be captured, stored, indexed, preserved, and disseminated include articles and pre-prints, audio and video files, technical reports, images, computer programs, data sets, conference papers, visual models, and working papers.

Experts in collecting, organizing, and preserving documents, librarians are taking leadership roles in developing these repositories. Perhaps the most successful and well-known of these projects is DSpace. In collaboration with Hewlett Packard, MIT Libraries developed DSpace as an open source system that is both standards-based and interoperable. The DSpace software is freely available to universities for use and adaptation in developing their own institutional repositories. Growing from the MIT project is the DSpace Federation – “a gathering of institutions working to find solutions to the challenges of digital preservation of scholarly materials.” Institutions participating in the DSpace Federation include Cornell University, Columbia University, University of Rochester, Ohio State University, University of Washington, Cambridge University, University of Toronto, and MIT.

Like the e-print archives discussed above, members of the scholarly community need to be keenly aware of initiatives like DSpace

because they are becoming increasingly valuable sources of information. They provide access to a new kind of primary research literature and enhance the communication of scholarly research.

Open Archives Initiative (OAI)

Growing out of the open access movement is the Open Archives Initiative (<http://www.openarchives.org>). According to its web site, “OAI is an initiative to develop and promote interoperability standards that aim to facilitate the efficient dissemination of content.” Its roots lie in the e-print repositories that were established to communicate ongoing scholarly research to colleagues. Whereas various e-print servers each had their own interfaces, standards for submission, and search capabilities, their increasing number has quickly made evident the need for interoperability for searching across these various repositories. Users are much better served if they only have to learn and search a few centralized web-based databases when seeking this type of information.

Today, tools are being developed that will uncover e-prints and other academic digital resources previously “hidden” from users because they are usually out of the range of popular search engines. These tools utilize the OAI Protocol for Metadata Harvesting (OAI-PMH) which is a mechanism for harvesting records containing metadata within each repository or digital archive. OAIster (<http://oister.umdl.umich.edu/oaiester>), a project of the University of Michigan Digital Library Production Services, is one of the new tools making it easier for users to uncover valuable scholarly work. Funded through a Mellon grant, OAIster's goal is to “create a collection of freely available, difficult to access, academically oriented digital resources that are easily searchable by anyone.” OAIster's current database of nearly 3.5 million records from 351 institutions is growing monthly. OAIster has recently teamed up with Yahoo!'s Content Acquisition Program (CAP) to provide greater access to scholarly resources through Yahoo! Search. In similar fashion, Google has announced that it is partnering with 17 universities using DSpace in an effort to mainstream access to institutional archives.

As the nature of scholarly publication and dissemination is changing, it is important to be informed about these new initiatives and how they are impacting higher education. Take some time to explore these new tools for finding academic digital resources by visiting the *Invisible Web: Tools for Scholarly Research* web page found under Web Search Tools from the University Libraries' web site: (<http://library.rwu.edu/webresources/invisible.html>).



Christine Presenting Her Book to the Queen of France. 1410-15. Tempera and gold on vellum, 14 x 17 cm. The British Library, London. © Stokstad, Art History, 2002.

ENHANCING TEACHING WITH IMAGES

By Betsy Learned

This past year the library has begun to build a digital image collection towards the goal of supporting classroom instruction in the arts and enhancing instruction in all other subject fields. Students today are visually sophisticated and respond positively to the use of images in the classroom. New students entering RWU are anticipating a high level of digital image use and access.

Art and architectural images have been licensed from several major vendors including AMICO (the Art Museum Image Consortium), Saskia Ltd., and Davis Art Images. This past semester the library served as test-site for a Mellon-funded project called ARTstor, a database of over 300,000 images of art, architecture and archaeology. AMICO images are available from the Libraries' home page and be used for educational use only. The Library has plans to subscribe to ARTstor this coming year.

The library also plans to provide digital imaging presentation software called MDID (Madison Digital Image Database) next semester to enable faculty to teach with images in the classroom. We will pilot an art and architectural history survey course as our first effort to serve our faculty and students with digital images. The software also allows a digital presentation to be saved for student study purposes and allows for integration of a faculty member's personal image collection.

In the future, the library hopes to expand our digital collections in all subject areas including the humanities and the sciences. Any faculty member interested in using digital images in the classroom should contact Betsy Peck Learned, Associate Dean of Library Services or John

Schlinke, Interim Architecture Librarian. We hope to offer workshops soon for any faculty member interested in using the MDID software. Announcement of the workshops will be forthcoming.

READ IT ONLINE: E-BOOKS COME TO RWU LIBRARIES

By Christine Fagan

The e-book has arrived at Roger Williams University Libraries! Actually, it has been here for some time, but is now becoming a more significant feature of the library collections. Initially, the library participated in a collaborative purchase via HELIN of an 8,000-volume general e-book collection from NetLibrary. However, the real impetus for this medium came with the purchase of Safari in January 2004 and ebrary in July 2004. These two collections have substantially increased access to monographic information in an electronic format.

Safari is a 200-volume e-book collection devoted to computer and information technology. Publishers include O'Reilly, Adobe, Cisco, Peachpit, Que, Sams and others. Essentially, Safari is designed to provide the best information technology books in the form of an online, searchable database. It offers easy access to reliable code examples and current technical information.

Ebrary is a growing online academic collection of over 14,000 full-text e-books as well as over 1,000 maps. More than 150 publishers are included in this database including Elsevier Science, Island Press, John Wiley & Sons, Laurence Erlbaum, Maps.com, Palgrave Macmillan and many prominent university presses. The goal of ebrary is to provide a wide range of high quality content in a fully searchable format. While it is necessary to download an ebrary reader in order to access this information, it is a simple procedure which enables the reader to use features such as personalized bookshelves, highlighting and annotating.

It is not expected that students and faculty will read e-books from cover to cover, but will utilize them as a convenient source for reading chapters or locating specific information. A key feature of the e-book format is that it provides full-text indexing of all titles and offers a level of access to content that was previously unavailable in the printed format. Also, e-books are fully accessible 24/7 from any location.

All of the e-books offered through the services mentioned above are accessible through the HELIN online catalog as well as through the e-book link on the RWU Libraries home page. Consider taking a look at this new information resource provided by the RWU Libraries.



FRBR: **The Future of the Online Catalog**

By Mary Wu

Upon entering the title search “The Lord of the Rings” into the HELIN catalog, 36 hits are retrieved. Which of the following interfaces that display the results would you prefer? The current one - shown in Figure 1, or the hypothetical one - shown in Figure 2?



Figure 1

HELIN Catalog search: The lord of the rings

Results:	36
Author:	Tolkien, J. R. R. (John Ronald Reuel), 1892-1973
Title:	The lord of the rings
Material type:	Language material & non musical sound recording (22) Screenplay (1) Projected material (7) Musical sound recording (6)

Figure 2

The search results that the HELIN catalog displays are not in any obvious order. One would have to browse the entire list in order to find the movie “The Two Towers” on DVD. (Imagine if the Catalog returned 100 or more hits.)

The hypothetical display is based on a new cataloging model called FRBR (the Functional Requirements of Bibliographic Records). The paradigm change of a FRBR- based catalog is the structured display that highlights the categories among library resources and presents them in a meaningful order. Instead of browsing 36 records, the user only needs to go through 7 records by clicking Projected Material to find the movie on DVD.

The FRBR model is still under development. But it shows the potential to transfer the conventional catalog into a powerful search tool that can help library users navigate effectively in increasingly complex information space. Please stay tuned for updates on the development of a FRBR based catalog.

Editor
Susan McMullen
Information Resources Librarian