ENVISIONING LIBRARY SERVICES IN THE 21ST CENTURY

—Stella Bentley

The electronic age has brought dramatic changes in our society’s construction of information and knowledge, and subsequently there have been equally dramatic changes in research libraries and their use.

Information technology continues to transform scholarly information and that requires a sophisticated response as we incorporate the use of electronic full text and networked Internet resources into the Libraries’ repertoire. We must respond to a broad variety of different information needs of all disciplines — sciences, professions, social sciences, fine arts, and humanities — in a variety of ways. We are seeing increased demand for more, better, faster service on many fronts, and a shift in the service paradigm. Libraries are now a blend of electronic and print resources, and many of our users do not need or want to come to the physical library for their information needs.

Analogous to the corporate world, research libraries face increasing competition for their products and services while financial and human resources essentially remain static, prompting the need to be continuously assessing, adapting, and changing technology, organization, workflow, and staffing to become ever more customer-oriented and efficient.

The University has established undergraduate education as its top priority. Quality library services lie at the core of that education. For centuries libraries have been the repository of the accumulated knowledge that universities seek to pass to new generations of students. But in this era, libraries are also the gateway to information wherever it may reside. Students at the university, and workers and citizens beyond, rely on libraries to negotiate the explosion in information made possible by the electronic age. Using library resources to access information effectively and efficiently is a basic ability that our students must master.

We have more information available today than ever before in history, and we face a complex task in accessing and integrating information and knowledge. A major issue that all research libraries are currently confronting as they strive to address the information needs of all of their constituents is the changing pattern of library and information use. Research libraries must develop services that recognize the altered demands of the information age:

1. Recognize the unique needs of undergraduates in using libraries:
   a. they do not have the research skills needed to exploit the research library’s potential; they are intimidated by the complexity and size of a research library;
   b. they are often reluctant to ask for assistance;
   c. they are unaware of the many services and resources available to them in the research library.

2. Develop strategies to overcome barriers to library use:
   a. provide user-centered services;
   b. educate students to find information;
   c. educate students to evaluate information;

3. Provide appropriate access to the library’s resources:
   a. design electronic sites as portals/gateways to the changing configuration of library resources;
   b. design the physical layout of the library to integrate materials in various media (users should be able to organize their research by the logical demands of their project rather than by the arbitrary floor plan of the library);
   c. create processes for introducing new resources and services to our clientele;
   d. organize ourselves to provide outstanding customer service both to those who come to the physical library and to our virtual users.

For many years the functions of libraries remained essentially the same. Now they are being rapidly transformed. We face an array of possibilities and challenges that will leave no library untouched. How we respond to the challenges and take advantage of new opportunities will define our role in the 21st century. Every member of our excellent staff is engaged in pushing forward the Libraries’ work while it is being transformed. None of us expects that in the future we will be doing quite the same thing we are doing today. If we are, then we won’t be doing what Auburn faculty and students need us to do.
Imagine a document delivery service that provides free electronic delivery (PDF files) of articles from journals located in the RBD and Cary Veterinary Medical Library collections. It sounds too good to be true, doesn’t it? It’s not. AUBIExpress, part of the Libraries’ interlibrary loan services, delivers free PDF files of articles to AU/AUM faculty and staff and to AU graduate and distance education students.

AUBIExpress request forms are located on the Libraries’ homepage under “Delivery Services.” The target delivery time for request forms containing complete citation, library, and delivery information is 48 hours, if the requests are received before 3:00 p.m. Incomplete request forms may take longer to process. Articles from material on microfilm or microfiche are not eligible for AUBIExpress, nor are articles in excess of 50 pages. AUBIExpress staff will not copy entire journal issues. The AUBIExpress staff process no more than five (5) requests per patron per day. When workload permits, requests per person increase. AUBIExpress is available Monday–Friday.

Remember to use the AUBIExpress form to request journal articles available from the AU Libraries’ collections. Use the Interlibrary Loan request form for items that are NOT in the AU Libraries.

The right form speeds up delivery; using the wrong form significantly delays delivery.

The AUBIExpress service is a year old and is proving to be very popular. Watch for enhancements during the coming year.

**BETA NEWS**

--- Sheri Downer

Most of you have noticed that we have a new version of our library catalog, AubieCat, available on the library homepage. Some of this change is a result of the involvement the library has had in beta testing with Endeavor, the library software developer. As in all areas of computer technology, library technology is continually evolving in order to meet the demands of clientele who are dependent upon the efficient and effective delivery of information in a multitude of formats. The Auburn Libraries have been invited several times to be partners in the beta testing of new releases of library software. There are several reasons for this and they are all a result of the cooperation, abilities, and foresight the Library staff can provide the developers as they continue to improve and refine the software.

The Auburn Libraries also receive some benefits from this research and testing involvement. First and foremost is the national recognition we receive for being a part of the research and development project. This week the Library of Congress requested permission to use the model of our web public catalog as the basis for the design of their own public catalog. Most recently, we were offered a new module which will provide interlibrary loan services within the AubieCat software. We will be testing that in the next few weeks and it should be available sometime during the fall semester.

We also receive discounts on our software maintenance, which in turn allows us to spend the money allocated for maintenance on other library resources. Because Auburn is a beta site, we also have a more immediate service advantage and often have some impact on the development of the software.

In addition to these focus groups, a formal, structured survey instrument has been used on an annual basis for the past two academic years. The instrument is distributed to a random sample of a designated group using regular, campus, or electronic mail. The first year, undergraduate students were sampled to assess use, specific needs or wants, and evaluation of resources and services.

**FACULTY USERS SURVEY**

--- Harmon Straton

In an effort to identify and understand the library needs of the various groups of potential users, the Auburn University Libraries continue to conduct each term a series of multiple focus groups. In the past, a quarter has been devoted to a single category of the “Auburn family”—undergraduates, graduates, staff, and faculty groups—with focus group participants being selected by a random survey of members of the category. Efforts are made to include both library users and non-users as it is just as important to know the reasons some individuals do not utilize the Libraries—its resources and its services—as it is to know how and why others do use the Libraries.

AUBIExpress: TOO GOOD TO BE TRUE?

--- Linda Thorton

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In late spring quarter 2000, a sample of the faculty was requested to provide such input. While the complete results of the survey are available electronically on EReserves (http://eres.lib.auburn.edu/cgi-bin/eres/viewcourse.pl?LIBR0719_SRAITON), you may be interested in some of the highlights.

The description of the typical faculty member as identified by this survey is that he or she has the rank of assistant professor (42%) with 8-12 years of employment at Auburn University (49%). He or she goes to one of the Libraries (50%) and accesses the Libraries electronically from his or her campus office (64%) 2 or more times a week. In meeting the research needs of the faculty, 69% are satisfied overall with the Libraries.

When asked to identify existing library resources or services most important to them, faculty members listed the following in order of importance: (1) AUBIEExpress (the delivery of digitized journal articles from the Libraries’ collections via e-mail at no cost) (16%), (2) online databases and indexes (15%), (3) access to online full-text journals (13%), (4) books (12%), and (5) hardcopy journals (11%).

When asked to identify library resources and services that could be implemented or expanded, faculty members listed in order of importance: (1) more online full-text journal articles accessible via the Web (29%), (2) more online databases and indexes (15%), (3) more current books (13%), (4) more hardcopy journal titles (11%), and (5) the status of interlibrary loan/AUBIEExpress requests via the Web (11%).

The Libraries continue to build upon evaluations, comments, and suggestions generated by both focus groups and surveys. As an example, more full-text databases are being added to the Libraries’ collection upon suggestion by faculty members and library subject specialists. Another example of responsiveness is that the next release of the software used by the Libraries to provide access to its databases will include an updated interlibrary loan module that will provide online review via the Web of interlibrary loan and AUBIEExpress requests.

The next formal survey will examine the needs of graduate students and will be conducted during the spring 2001 semester.

RECONFIGURATION TASK FORCE
—Helen Goldman

For eight months in 1999/2000, the Auburn University Libraries’ Ralph Brown Draughon Reconfiguration Task Force, a group that included library faculty and staff as well as the chair of the University Library Committee, studied the current conditions and future needs of our patrons concerning issues including, but not restricted to, the service points in the Draughon Library. The results are notable and will be evident to all users this fall semester.

Service points are of vital importance to users and the design, placement, and number of these contact stations will change dramatically. It has been the library staff’s experience that despite the growth of resources available on the Internet, their services are still very significant to users. What was hard to reconcile was that demand for their services competed with their commitment to cover four reference and two circulation desks.

The Task Force members, and some extra volunteers, toured other comparable institutions in Georgia, Alabama, and Florida. Focus groups and library consultants gave the Task Force suggestions and impressions to use in their decisions. The staff and faculty of the Auburn University Libraries contributed their expert opinions and were encouraged to sit in with the Task Force during meetings. The Task Force evaluated the best features from other sites, conducted a review of the professional literature, and checked other university web sites to search for ideas that would benefit the Draughon Library.

This lengthy fact-gathering process helped when it was time for the Task Force to start formulating working assumptions. How many service points should there be and what consequences would come from consolidating the others? If a centralized reference department existed, what would be the benefits and how should it be designed? Should there be two major reference desks and what would that mean to users? If there was only one circulation/reserves area, which of two entrances would be the best choice for location?

There were many other scenarios presented and discussed. The Task Force also studied the arrangement of the collections, including the placement of current issues of periodicals and microforms. There were discussions concerning the various unique collections and the space and shelving requirements for future growth and arrangement of the holdings.

Eventually, the evaluation period ended with a report and presentation to the library staff and faculty. All of these matters are serious. They affect the impression patrons have of our operation. They affect the quality of service and ease of use for those seeking to work in the library. The final decisions are numerous, but one of the most significant is the consolidation of the floor reference departments into a centralized reference department on the second floor of the Draughon Library. Also significant is the consolidation of the two circulation/reserve desks into one located on the first floor. To maintain a strong public interface, there are now two information desks. A new service desk created on the first floor provides help with materials that require assistance to use (i.e., GIS [Geographic Information System], microforms, maps, music listening collections, etc.)

After the final report, the Reference and Instruction Services Department formed five subcommittees to work with implementation. The Access Services group established their new areas and implemented the decisions affecting their operations. The fee-based service, InfoQuest, is preparing to move to their new work area.

The next article deals with more details of the reconfiguration. The fall semester will be a busy one as Draughon Library staff adjust to the new arrangements and complete the transition period.
The faculty and staff of the Ralph Brown Draughon Library have been busy implementing a number of major changes in reference and access services this summer in an effort to improve service to library patrons.

The four separate reference desks and reference collections have been consolidated into one unit located on the second floor. The four formerly separate reference collections have been streamlined and consolidated into one. The remaining reference materials have been integrated into the general collections and in a few cases have been replaced by electronic versions. One of the advantages of this new arrangement is that reference librarians will be available to serve patrons more hours than previously. Reference librarians will continue to provide in-depth subject expertise in the new location as well as general reference assistance.

A spacious new reference desk has been constructed on the eastern side of the second floor (the side of the building facing the Auburn University Hotel and Dixon Conference Center). Technicians have been busy installing wiring for computers at the new reference desk and there will be banks of new computers installed in close proximity to the desk, allowing patrons to have convenient access to librarians.

The reconfiguration of reference services has also involved the creation of new office space on the second floor to accommodate all reference librarians. Offices have been set up and wiring installed in the area formerly occupied by the Humanities Reference Department. In addition, the former Music Listening Room has been converted into offices. The Music Listening Room has been relocated directly below the first floor and the phonograph record and compact disc collections have been moved there, too. Every reference librarian will have his or her own individual telephone in the new offices. Thus, it will be easy and convenient for faculty, graduate students, and other patrons to contact subject specialists when needed.

A service point has been created on the first floor to help patrons use materials in a variety of formats. The large new service desk replaces the small microform help desk, formerly staffed by student workers 40 hours a week. The new desk will be open all hours the library is open and will be operated by staff, graduate assistants, and student workers. The desk will provide assistance in using the equipment in the new Music Listening Room. (Compact disks, audiotapes, and phonograph records have been relocated to the first floor, too.) Assistance will also be provided for patrons using scanners, microforms, the GIS (Geographic Information System) equipment, government documents, and maps. The microform collections have been consolidated with the recent shifting of specialized microfilm and microfiche collections to the area near the new service desk. The map collection, formerly located in Special Collections on the ground floor, will be moved to the first floor near the new service desk. In order to accommodate the more than 150,000 maps coming up from Special Collections, some of the federal government document shelving has been shifted to other locations on the first floor.

Access Services have also been reconfigured to help library patrons in a more efficient manner. There are now two information desks, one located at the Mcll Street entrance (second floor) and the other located at the parking deck entrance (first floor). These desks are intended to welcome patrons and provide basic directional assistance. Patrons needing in-depth specialized assistance will be directed to the new centralized reference desk on the second floor. The information desks help ensure that patrons' location questions are answered quickly and efficiently and that reference librarians will be able to concentrate on providing a high level of reference assistance.

Another change in access services is the consolidation of circulation operations into one desk on the first floor. The unit closest to the parking deck entrance (first floor) now consists of an information desk and a combined circulation and reserve desk. Patrons with circulation questions (library cards, fines, etc.) should use this desk. Tiger Cerc self-checkout machines are still available at both entrances for the convenience of patrons.

The unit closest to the Mcll Street entrance (second floor) now consists of an information desk and interlibrary loan operations. The area formerly occupied by Interlibrary Loan personnel now houses the library's fee-based service, Infoquest. Finally, the stock maintenance offices are being relocated from the first floor to the third floor in the area formerly occupied by the Social Science Reference Department.

The Auburn University Libraries are engaged in a constant quest to provide responsive library services and collections in support of the instructional, research, and outreach activities of the students, faculty, and staff of Auburn University.
The problem is that the system is no longer working. The dilemma is journal pricing. The largest part of the budget of most college and university libraries is devoted to serials. According to recent ARL statistics published in their "Create Change" brochure, libraries nationwide spent 170% more to purchase 6% fewer journal titles in 1999 than in 1986. This percentage is higher in institutions like Auburn University whose mission includes major emphasis on STM (scientific, technical, medical) subjects. Journals have increased in price an average of 9% a year since 1986, while the consumer price index has risen only 3.3% a year. This percentage is even higher for STM titles and, of course, there are always titles that go far beyond the normal journal inflation rate. One example is the Journal of Comparative Neurology that went from $1,920 in 1985 to $15,000 in 2000. One reason for this was that a commercial publisher bought it in 1990.

Library budgets in general have not kept up with the rate of inflation, let alone the journal inflation rate. Auburn University Libraries is no exception. Libraries have some options, though none of them are ideal. Most have used one or more over the years. These options include:

- Not ordering a new journal title unless a current, comparable priced one in that area is identified for cancellation. Though this appears to be a good idea to some, there are always titles that go far beyond the normal journal inflation rate. One example is the Journal of Comparative Neurology that went from $1,920 in 1985 to $15,000 in 2000. One reason for this was that a commercial publisher bought it in 1990.

- Lobbying the university administration for more money. Libraries will continue to do this, but the library budget is often viewed by university administrators as a "black hole" for resources.

- Engaging in a major review of all serials with a pre-set amount or percentage to cancel. This is time-consuming and usually painful for all concerned, though it can be done on a regular basis in a way that is beneficial because of changes in curriculum and faculty. What might have been critical for research five years ago may no longer be needed because the faculty member involved in that area may have left the university or the research emphasis may have shifted.

- Raising endowment money. For obvious reasons, libraries are reluctant to commit to paying for subscriptions to journals from one-time gift money which may not be available to pay for the next year's costs. This also involves correspondence with the donor regarding how much the journal will cost each year, then awaiting the check before the subscription renewal can be placed. A better alternative is the purchasing of some titles from the interest from endowment income.

- Letting the journal budget erode the book budget: Though many faculty in areas that depend heavily on journal literature might think this a good idea, other disciplines would disagree. Also, librarians can attest to the fact that undergraduate stu-
dents and others, even in the sciences, use book materials. Of course, this would only work for a few years, and then we would be back where we started.

- Supplying access to full-text journals and cancelling the print versions, then providing document delivery service for titles we don't own (discussed in another article in this issue). At Auburn we generally only do this when the electronic is cheaper than the print. Some titles provide the electronic product at no charge if the library subscribes to the print version.

- Sometimes faculty members suggest giving the library the issues of a title to which they personally subscribe. This presents several problems, including timeliness of receiving issues, difficulty of getting complete volumes if the faculty member wants to keep an issue or passes one on to another faculty member or student, and continuity when the faculty member cancels his/her subscription or leaves the institution. There are also ethical and legal questions that might arise if the personal subscription costs less than the institutional subscription.

While it is true that some commercial publishers who have raised journal costs seem to have been price-gouging, it is overly simplistic to blame them for the entire problem. The scholarly community has been unable to agree on a united action. Refusing to purchase the journals of a particular publisher could cause hardship for faculty and students. Wholesale cancellation of titles can bring the publisher's cost margin so low that they end up cancelling the title. Recently, when the Veterinary Medical Librarians group of the Medical Library Association removed some of the more popular titles from its core list for veterinary medical school libraries, so many librarians cancelled these titles that some were discontinued by the publishers because they could no longer afford to publish them.

Because most journal publishing is driven by the tenure and promotion process, one alternative is for universities to adjust their tenure and promotion requirements by decreasing the required number of articles in peer-reviewed journals. This has certainly been proposed over the years, but is almost impossible to implement on a nation-wide basis.

Another alternative is the publication of electronic journals. Many e-journals are not just online versions of periodicals also available in printed format, but are published solely by electronic means. There are several electronic publishing initiatives, but there is a need to modify tenure and promotion requirements to include publication in any refereed journal, print or electronic. Electronic journals do pose problems since both authors and publishers have concerns about restricting access. Many publishers require additional fees to access electronically what a library already owns in print. Authors in particular do not want others to be able to download their research, change the content, and then reload it. Also, libraries have concerns about long-term archiving of electronic resources.
What can faculty do to make a difference?

- Encourage discussion of scholarly communication issues among faculty in individual departments, colleges, and schools.
- Include electronic publications in promotion and tenure discussions.
- Investigate the issue nationally, for example by contributing to the Chronicle of Higher Education web colloquy on this subject (www.chronicle.com/colloquy/2000/aau.re.html).
- Encourage and support your society’s electronic publishing program by submitting papers, reviewing, and serving on the editorial board.
- Encourage your society to maintain reasonable prices and user friendly access terms. Modify, if appropriate, any contract you sign with a commercial publisher ensuring your right to use your own work, including posting on a public archive.
- Examine the pricing, copyright, and licensing agreements of any commercially published journal to which you contribute as an author, reviewer, or editor.
- Consider using your influence by refusing to review for or edit overly expensive journals; by supporting the library’s cancellation of expensive, low-use titles; and by encouraging colleagues to do the same.
- Invite library participation in faculty departmental meetings and graduate seminars to discuss scholarly communication issues.
- Familiarize yourself with journal cost-per-use studies, such as those conducted at Cornell and Wisconsin (see www.createchange.org).
- Examine the initiative provided by SPARC, the Scholarly Publishing & Academic Resources Coalition (www.arl.org/sparc). There are opponents to this initiative, but it is worth engaging in discussion about it and others that will be coming in the future.
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The problem of journal pricing is not going to be resolved soon or without effort, but all of the elements of the scholarly community as a whole need to stay informed about the issues and constructively interact with each other.

SPINNING A WEB THAT REACHES US ALL

—Robert H. McDonald

In the past few months, you may have noticed a change in the Web site <http://www.lib.auburn.edu> of the Auburn University Libraries. This was due in part to a lot of hard work accomplished during the previous year in which the Library asked our users, “What do you need most out of our electronic gateway?” As a member of the Association of Research Libraries (ARL) <http://www.arl.org>, the AU Libraries offer many services to our users and we intend for those users to be able to acquire our information and services over the Internet as easily as they would if they came into our building. In business parlance this would be referred to as “bits & bytes clientele” (people who utilize our services over the Web) versus “bricks & mortar clientele” (people that visit our building). However, here at Auburn we have the best of both worlds: A vibrant campus that brings many undergraduate, graduate, faculty, staff, and alumni into our building, as well as a state of the art fiber optic network that connects many of those same people to our Web site. That is why the Library formed a committee to ask our users what would work best for them.

What would enable you, our users, to utilize our services to their utmost benefit? This is a question that our Homepage Oversight Committee began to ask itself and our users beginning in November of 1999, both in the library, at a portable information desk at Haley Center, and through the Web questionnaires conducted via our Web site. In serving the needs of our constituents, the committee realized that there were users who employ the Web site in a variety of ways. These groups were almost unanimous in the responses to our surveys and focus groups. Therefore, it made sense to structure our new Web site around the demographics of our user groups. These user groups were identified as being undergraduate students, faculty or graduate students, distance education students, and alumni.

So far, this new strategy has worked well. Our world class faculty and graduate students can begin their research at the depth of understanding that they expect, while our undergraduates can reach information that not only fulfills their educational needs but also instructs in information literacy. At the same time, we can target the special needs of our growing market of distance education students as well as connect our alumni with the wealth of services that we make available to them. This—in conjunction with our splendid staff of public services personnel in our “bricks & mortar” facility—combines to create a library that supports research and instruction as well as outreach via its e-presence.

And while these new features are a good foundation for the ever-changing “e-planet” that we live in, your library is not satisfied with merely staying up to date; we want to innovate in outreach through our Web site. This fall we will launch a test project tentatively titled InfoChat that will connect Web users with librarians to instruct and provide information in real-time conferences over the Internet. We also are working to provide more online tutorials that not only describe how to use our services, but also visually demonstrate (much like a movie) how to use our information tools. Our alumni services Web page <http://www.lib.auburn.edu/alumserv.html> continues to grow and will shortly have a finding tool for locating donor name placards on our study carrels, as well as an electronic version of this newsletter. These and many more unique e-tools will provide us with the best in “e-educational” information for the next century.
For more information on our Website redesign, please visit our Home page Oversight Committee Web site @ <http://www.lib.auburn.edu/poc>.

FALL SEMESTER 2000

ELECTRONIC INFORMATION RESOURCES: SEMINARS FOR AU FACULTY & GRADUATE STUDENTS

—Marcia Boosinger

Seminars offered:
- Library Orientation for New Faculty
- Electronic Journals in the Social Sciences
- Document Delivery: To Your Desktop and To Your Door
- Truth & the Web
- Electronic Journals in the Humanities
- Electronic Journals in the Sciences & Engineering

Library Orientation for New Faculty
Learn your way around the Ralph Brown Draughon Library and find out about the resources and services geared especially to the teaching and research needs of faculty from subject specialist librarians. Ordering materials, document delivery and interlibrary loan, electronic journals, and e-reserves are only a few of the topics covered. Come and get acquainted!

CHOOSE ONE SESSION:
- Session I: Wednesday, September 20, 2000, 1:00 PM, 1st floor Instruction Lab, RBD Library.
- OR
- Session II: Thursday, September 21, 2000, 10:00 AM, 2nd floor Instruction Lab, RBD Library.

Presenters:
Marcia Boosinger, Chair, Reference and Instruction, and subject specialist librarians.

Electronic Journals in the Social Sciences
AU Libraries offers a wealth of full-text journal articles directly available from the computer in your office. Learn about electronic journals in the social sciences and how to access them from the Libraries' Web page. See how you can use AUBIECat to link to databases with full-text articles and to create a list of electronic journals in a subject area. Some areas of the social sciences include: political science, economics, business, history, law, anthropology, sociology, education, psychology, geography, and communication.

CHOOSE ONE SESSION:
- Session I: Tuesday, September 26, 2000, 2:00 PM, 1st floor Instruction Lab, RBD Library.
- OR
- Session II: Thursday, September 28, 2000, 10:00 AM, 2nd floor Instruction Lab, RBD Library.

Presenter:
Lisa Beall, Reference Librarian, Reference & Instruction Services.

AUBIEExpress and Document Delivery: To Your Desktop and to Your Door
Discover AU Libraries' new service, AUBIEExpress, which provides email and campus mail delivery of articles and chapters from the RBD Library and Veterinary Medical Library collections. Learn the ways you can request and receive fax and e-mail delivery of articles from resources such as CARL UnCover and Compendex Web, as well as retrieve full-text articles from a number of the Libraries' subject databases, all without ever having to leave your office!

CHOOSE ONE SESSION:
- Session I: Wednesday, October 4, 2000, 3:30 PM, 1st floor Instruction Lab, RBD Library.
- OR
- Session II: Thursday, October 5, 2000, 10:00 AM, 1st floor Instruction Lab, RBD Library.

Presenters:
Dottie Marcinko, Reference Librarian, Reference & Instruction Services.
Sue Flood, Reference Librarian, Reference and Instruction Services.

Truth & the Web
There are gigabytes upon gigabytes of information on the Web—some great, some good, some absolutely awful. Learn some tips and tricks to help you search the Web including what is readily available off the Libraries' Web page. Find out about the differences between search engines and metasearch engines. Suggest actual searches and learn how to interpret the results. Learn quick ways to evaluate Web pages.

CHOOSE ONE SESSION:
- Session I: Wednesday, October 11, 1:00 PM, 1st floor Instruction Lab, RBD Library.
- OR
- Session II: Thursday, October 12, 2000, 10:00 AM, 1st floor Instruction Lab, RBD Library.

Presenter:
Barbara Bishop, Reference Librarian, Reference & Instruction Services.

Electronic Journals in the Humanities
The AU Libraries offer a wealth of full-text journal articles directly available from the computer in your office. Learn about electronic journals in the humanities and how to access them from the Libraries' Web page. See how you can use AUBIECat
Electronic Journals in the Sciences & Engineering
The AU Libraries offer a wealth of full-text journal articles directly available from the computer in your office. Learn about electronic journals and how to access them from the Libraries’ Web page. See how you can use AUBIECat to link to databases with full-text articles and to create a list of electronic journals in a subject area. Watch a video included as electronic supplementary material in an electronic article.

Auburn University Libraries, Newsletter to Faculty