



LibraryConnect

Partnering with the Library Community

Welcome

- For many academics worldwide, it's summer, a time when information professionals' thoughts turn to preparing for another scholastic or funding year and putting in place all the support that upcoming researchers need to succeed in their careers.

When it comes to supporting Early Career Researchers (ECRs), once more we find ourselves facing a task that's easier said than done. How are we collectively supporting the ECRs among our user communities? Which approaches are working well? How might we better provide the information, tools and services ECRs need to succeed?

In this *Library Connect* issue, you'll find articles exploring the following topics relating to the theme "Supporting Early Career Researchers":

- Changing paradigms facing ECRs
- Challenges confronting ECRs and solutions offered by institutions
- How an academic library is helping ECRs achieve success
- Which metrics are relevant at specific stages in the ECR career cycle
- How institutions across the globe are using Elsevier Foundation grants to help support new scholars
- Do's and don'ts for Early Career Researchers

Further, this issue offers an interview exploring what goes into mentoring new librarians and an interview looking at how one particular ECR has achieved career success.

And here's a late-breaking bit of news: This fall in Europe, Elsevier is piloting the new training seminar "Planning Your Academic Career," developed with the University of Munich's career center and library. We hope to roll this training out to all regions in 2011. For updates on this training, please watch this newsletter and the Library Connect News blog and Twitter page.

I hope this issue offers you inspiration, actionable ideas and provocative thoughts.

Enormous thanks are due to our contributors to this issue. Enjoy!

Regards,

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newsletter

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Theme: Supporting Early Career Researchers

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- University Forum tackles education, research and output in Indian universities
- How to increase scientific libraries' efficiency in times of stagnating budgets? That was the question of the day, as info pros and academics gathered in Germany

[Find these articles online only!]

Online Extra www.elsevier.com/libraryconnect

- Stellenbosch University Library's "Showcase Week" helps equip students for learning in the 21st century
- The first-ever Scopus Awards in the Czech Republic draw national interest
- "Harnessing the value of grey literature" draws info pros, regardless of the early hour

staying connected

- Spread the word! ScienceDirect's Document Download Manager saves users time, so they can get more real work done
- Four Europeans win the new LIBER Award for Library Innovation
- Upcoming Events 2010

New ROI white paper is now available

University Investment in the Library, Phase II: An International Study of the Library's Value to the Grants Process has been mailed with this issue and is now available at www.elsevier.com/libraryconnect.



Would you like a print copy of the new white paper? If so, please write to libraryconnect@elsevier.com.

Do you support researchers on the go? Let them know about the new Scopus Alerts (Lite) iPhone app

Elsevier's new iPhone application, called Scopus Alerts (Lite), gives researchers mobile access to the searching and alerting features of Scopus.

This free mobile app allows users, affiliated with institutions subscribed to Scopus, to:

- Search across thousands of scholarly journals
- Share search results and article links via email or Twitter
- Save abstracts in one place for easy look-up
- Set up and review alerts for favorite searches
- Set up alerts for when particular articles are cited
- Annotate abstracts with personal notes.

Scopus is the world's largest abstract and citation database, with 18,000 peer-reviewed titles from more than 5,000 international publishers and tools to track, analyze and visualize research.

The new Scopus Alerts (Lite) application is the first of several apps Elsevier plans to further support the mobility of today's researchers. If your institution subscribes to Scopus, your researchers who use the iPhone can download Scopus Alerts (Lite) now. **LC**

<http://bit.ly/btO9hf> www.scopus.com



The changing paradigms facing Early Career Researchers: We're witnessing the dawn of a new era in scientific inquiry and our roles are shifting



Alex D. Wade

By Alex D. Wade, Director for Scholarly Communication, Microsoft Research, Redmond, WA, USA

Contributors to *The Fourth Paradigm: Data-Intensive Scientific Discovery* (Hey, Tansley, & Tolle, 2009) have put forth compelling articles in support of Jim Gray's assertion that we are witnessing the dawn of a new era in scientific inquiry.

Even as the rise in computational power has provided scientists with increasingly powerful tools for creating complex simulations to model and validate their theories, the vast quantities of data produced by these and other scientific instruments are providing fertile ground for even richer scientific investigation. And in parallel with this new method of conducting scientific research, Jim Gray and others foretell of an impending revolution in the ways that scientific knowledge is communicated to the rest of the world and recorded into our collective memory.

Like the "fourth paradigm" of scientific discovery, this revolution in scholarly communication is enabled by information technology. Yet scholars are changing what is shared and how it is shared not simply because it's possible through technology, but because it's necessary to open pathways to new discoveries. Opening up research data and methods more broadly can expose new correlations and accelerate research and scientific progress.

Open data is gaining in importance

For new discoveries to emerge within and across disciplines, we must overcome many hurdles. Where, how and by whom data are stored, described, discovered, protected, archived and curated over time are challenges we need to address.

But of primary importance is to make data accessible so they may serve scientific inquiry beyond the scope of a single researcher or research group. Cameron Neylon's "Science in the Open" blog and the Panton Principles outline some of the reasoning, principles and guidelines for sharing scientific data. On the technical front, approaches to making data more easily exposed and connected can be seen in the Linked Data and Open Data Protocol (OData) efforts.

In the near future, it's likely that funding agencies will start to mandate the publishing of scientific data.

Semantically enriched research objects are the way of the future

The scholarly research article itself arose as a recipe for communicating discoveries to one's colleagues and has evolved very little over the past few centuries. Because research articles have traditionally been printed, bound and delivered to scholars and libraries, constraints on structure, length, color and other attributes have been necessary. But even where digital file formats and global networks provide a way to overcome these constraints, the electronic version of a

research article appears little changed from its 17th-century counterpart.

Note, too, that the traditional research article is written in human natural language so hypotheses, methodologies, analyses and conclusions can be read, interpreted and reproduced by other humans. But as noted in "A 'smart' cyberinfrastructure for research" (2009), "Natural language may not always be adequate to convey the meaning of a word or an expression, especially in the scientific world."

As the growth rate of research output accelerates, scholars increasingly need to query information in more sophisticated means than keyword searching or text mining can provide. Human-readable text and machine-readable data can coexist if the time is taken to produce needed tools. See, for example, the Chemistry Add-in for Word, which generates and stores domain-specific chemical information in the form of Chemical Markup Language XML to enable better machine processing.

Just as vast amounts of open and interoperable data will enable a fourth paradigm in scientific discovery, vast amounts of semantically enriched scientific literature will create new avenues for querying — and composing new services built upon — the collective intelligence of the research community. Authoring tools are going to differ for each domain, but researchers, librarians and software developers must collaborate to create software meeting the needs of researchers while producing semantically richer information objects.

The Semantic Web will be home to our scientific knowledge

As the scholarly communication landscape continues to evolve, all stakeholders — including Early Career Researchers — need to work together. It falls to authors, publishers, scholarly societies and academic institutions to make new contributions to the process, many of which will represent significant changes in our traditional roles. This shift is already underway but can be catalyzed with active participation by all of us. Achieving the vision for the Semantic Web is possible, and the Semantic Web will be the home of our scientific knowledge. Understanding this vision and helping make it a reality are essential in Early Career Researchers achieving success in today's new era in scientific inquiry. **LC**

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🔗 <http://research.microsoft.com/chem4word>

🔗 <http://blog.openwetware.org/scienceintheopen/about>

🔗 <http://pantonprinciples.org>

🔗 <http://linkeddata.org>

🔗 <http://www.odata.org>

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Hey, T., Tansley, S., & Tolle, K. (2009). *The Fourth Paradigm: Data-Intensive Scientific Discovery*. Redmond, Washington: Microsoft Research.

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Achieving the vision for the Semantic Web is possible.

Overcoming barriers to attaining the PhD degree: Interventions can help students stay the course

By Robert Sowell, Vice President, Programs and Operations, and Nathan Bell, Director, Research and Policy Analysis, Council of Graduate Schools, Washington, DC, USA

Most students who begin PhD programs do so with the intention of completing the degree. However, recent research from the Council of Graduate Schools (CGS) through the PhD Completion Project found that 57% of more than 12,000 students who started PhD programs in 1992–93 through 1994–95 completed the PhD in 10 years or less. Completion rates varied by broad field of study, with students in engineering (64%) and life sciences (63%) completing at the highest rates, followed by social sciences (56%), mathematics and physical sciences (56%) and humanities (49%).

The CGS PhD Completion Project, launched in 2004 and still ongoing, is a seven-year project addressing the issues surrounding PhD completion and attrition. Funded by Pfizer Inc and the Ford Foundation, the project has made awards to 29 major US and Canadian research universities — representative of doctoral-granting institutions — to create new intervention strategies and pilot projects to help students overcome barriers to attaining the PhD degree. The rest of this article discusses strategies implemented through the project and found to be successful.

Helping students understand the nature of doctoral study and the “fit”

Sometimes a student decides to enter a PhD program not fully understanding the nature of the endeavor, what doctoral study and research entail, or the commitment necessary to successfully complete the degree. Sometimes a student understands the nature of PhD education but, upon entry to a program, doesn't find a good “fit” with the program.

To address these issues, many universities participating in the PhD Completion Project have improved their websites, handbooks and orientations by including more detailed information regarding what is expected of students. Others offer pre-admission or pre-enrollment campus visits to provide opportunities for students and faculty to evaluate the fit. In some cases, academic libraries may participate in these visits and help ensure that prospective students gain

understanding of support available through the libraries.

Providing mentoring and advising

Success in achieving a PhD depends upon an effective working relationship with one's adviser and mentor. In a survey of more than 1,400 students who completed PhD programs at institutions participating in the PhD Completion Project, 65% of respondents indicated that mentoring and advising was one of the major factors that contributed to their success. Hence, some institutions participating in the project have started implementing more systematic early advising, regular reviews of student progress and mentoring workshops for faculty.

Providing financial support through diverse mechanisms

The availability and structure of financial support are often barriers to attainment of the PhD. In the PhD Completion Project exit survey, 80% of respondents reported that financial support was a major factor in their ability to complete the degree. Recognizing the significance of that finding, some institutions in the project are increasing the level of stipends. Others are providing health insurance for students holding fellowship and assistantship appointments; increasing summer support; and establishing institution-wide policies regarding family and medical leave for graduate assistants.

Nurturing the academic and social environment

The academic and social environment of the institution and department are important to PhD-student success. Informal opportunities to participate in department events, social gatherings or team sports may be important components of graduate students' socialization



Nathan Bell



Robert Sowell

within their academic disciplines. Some institutions in the project are initiating campus-wide efforts to bring students together across disciplines, as well as within individual departments, for academic and social interaction and community-building activities.

Ensuring research and writing competency

Students admitted to PhD programs have strong academic backgrounds, and most have few problems completing course and examination requirements. Some, however, prior to their admission, have limited experience with creative problem solving, independent research and intensive writing. PhD Completion Project data show that more than half of the students who drop out of PhD programs do so in or after their third year. This is when most students are completing their courses and beginning the research and writing phase of their programs.

To address this attrition, institutions participating in the project are encouraging lab rotations prior to choosing a mentor and research area; providing opportunities for students to participate in research early in their doctoral studies; and, for students stalled in the writing stage of the dissertation, providing writing assistance through trained coaches.

Further research will bring more insights

To assess the impacts of specific interventions providing students with tools and resources supporting successful completion of PhD programs, the PhD Completion Project is collecting data on whether completion rates are going up at institutions participating in the project. Academic libraries, whether or not they're already participating in measures to encourage completion of the PhD degree, surely will be among stakeholders keen to learn more about how specific institutions are successfully helping more students achieve the degree. For more details about the impacts of specific interventions and which emerge as best practices, please keep an eye on the CGS website. **LC**

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At Monash University, “Early Career Researcher” is a development continuum in which our library plays a leading role



Wilna Macmillan

By Wilna Macmillan, Director, Client Services, Science, Health and Engineering, Monash University Library, Clayton, Australia

Over the last 6 years, Monash University has revitalized its research strategy to position the university to contribute to Australia and the international community through focusing on solutions for issues of local and global consequence. During that time, the university’s research funding has increased by approximately 80% and Higher Degree Research (HDR) students by more than 30%.

The university’s new Passport 2.0 approach actively introduces research thinking and practice to undergraduates, particularly through expanded honors programs that aim to transform the “Early Career Researcher” (ECR) concept into a continuum of development. We hope this continuum approach will result in more individuals choosing to continue on as ECRs with positive outcomes including increasing research investment and impact.

How does the library contribute to this development of ECRs? The library works to enable ECRs to gain maximum benefit from collections, services and infrastructure, including infrastructure for research output, as soon as they join the university community. At every stage along the ECR development continuum, whether an ECR comes from within Monash University or elsewhere, the library works with individuals to enable them to succeed in their research and career goals.

Our library collaborates across the university to support ECRs

Working closely with the university’s Research Office, the library contributed to developing the university’s Research Induction Toolkit and participates in Research Induction programs, highlighting potential differences for researchers coming from other institutions and options available for researchers coming from undergraduate levels. Copyright, research data management, the institutional repository, Monash University Publishing and learning skills for undergraduates and HDRs are some areas that ECRs may be surprised to find led by the library.

Librarians and learning-skills advisers work in teams aligned with faculties and research centers on all campuses. With a letter from the university librarian, the librarians contact each new academic staff member and introduce themselves, highlight some services and offer assistance in making the most of the library. This initial step can help build strong collaborative relationships between librarians and researchers.

At every stage along the ECR development continuum ... the library works with individuals to enable them to succeed.

Librarians advise ECRs on access to the library’s print and extensive electronic collections. This advice focuses on collections and document delivery services, EndNote, bibliometric tools and research data management planning and services, all tailored for the Monash University context. The librarians encourage ECRs to recommend items to build the collections and offer to assess them for particular research areas, by using a methodology that deliberately builds the relationship between researcher and librarian.

For HDR and honors students, librarians and learning-skills advisers develop and deliver workshops, programs and podcasts covering areas such as copyright, research data management, EndNote, academic writing and communication, thesis preparation and publishing options.

The library also partners with Monash University Research Graduate School, which oversees the university’s Higher Degree Research cohort, and provides special support services to ECRs. This partnership has resulted in the library providing ECRs with eXpert Seminars on the range of available library services, including research data management, copyright, the use of the repository for e-theses management and publishing. Currently the partnership is looking at the issue of ECRs’ access to library services during critical times, such as following enrollment but preceding arrival at the university, following completion of undergraduate study but preceding

higher-degree research, or following submittal of a thesis but preceding its publication. These issues loom large for researchers trying to get started.

Additionally, Monash University Library collaborates with the university’s eResearch Centre, as well as Records and Archives and Information Technology, to promote and support eResearch and information management opportunities, including research data management and storage.

Our library and university collaborate externally to support ECRs

In our quest to develop and implement best practices regarding how to support ECRs, our library also collaborates externally. These collaborations include working with CAUL (the Council of Australian University Librarians), which improves access to information resources for Australian researchers, and with CAVAL (Cooperative Action by Victorian Academic Libraries), a cooperative organization providing reciprocal access and storage facilities for research collections.

Further, Monash University and the University of Melbourne collaborate on Asian Studies research services, research seminars and intercampus loans. And a memorandum of understanding with the Queensland University of Technology supports eResearch collaboration.

Understanding the changing landscape of scholarly communication is key

The world of scholarly communication is changing profoundly. Contributors include:

- Changes in publishing practices and possibilities
- Increased options for exposing research
- Growing interest in access to and reuse of research data
- Increased opportunities to access information
- Research governance changes.

To work effectively with ECRs and ensure that the institution’s investment in the library provides these researchers with a competitive advantage, library staff need to understand the forces affecting the future of scholarly communication. **LC**

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Careers change, and so do metrics; What's most important is using the right performance measures, at the right time

By Lisa Colledge, DPhil, Elsevier, Amsterdam, The Netherlands

The early stages of a researcher's career are filled with potential. But translating this promise into securing positions and funding can be daunting. When a researcher has not yet established a critical mass of publishing history, it can be challenging to demonstrate excellence in her or his performance, especially in today's competitive funding environment.



I remember applying, unsuccessfully, for grants in my research days. I had two papers to my name, in reasonably well-respected journals, and thought my novel ideas could

lead to high-impact results. I tried to reflect this in the proposals but struggled to show why funding should be awarded me. Who knows how my ideas would have turned out, because I left research and brought my (undoubted!) talents to Elsevier.

Established researchers who have changed research focus face the same challenges as Early Career Researchers (ECRs). They likely have not published enough in their new fields to warrant evaluative measures like the *h*-index, which represents the average of a body of work. But it's not just ECRs or field-hopping researchers who seek how best to evaluate their work. Researchers at all stages of career development must demonstrate their research impact.

The career stage determines the most appropriate metrics

Elsevier colleagues and I have been working with researchers, their managers (e.g., department heads and deans) and strategists across fields to identify which measures are relevant through different career stages. As you can see in the accompanying timeline, we've found that the stage of a research career determines the most relevant metrics.



Lisa Colledge

The range of available metrics grows as a career progresses, and different measures may better suit different fields or ages of publications. But regardless of career stage, a single performance measure is never enough to represent someone's performance accurately and fairly.

Getting a multidimensional view of research performance is essential

Later this year, Elsevier is introducing a new addition to the SciVal suite: SciVal Strata. This new Web-based tool, using

the Scopus dataset and diverse customizable measures, will help users gain a multidimensional visualization of the performance of a research team of any size, as well as its individual members.

SciVal Strata will enable users to identify and compare the strengths of teams and researchers. This flexible tool will also allow researchers at any career stage to quickly paint a complete, in-depth picture of their own scientific impact, within a collaboration or as an individual, beyond any single index. This capability can help ECRs as well as researchers who've recently changed fields and anyone wanting to showcase recent publications.

In fact, SciVal Strata will help identify the metrics most relevant to where researchers are in their career cycles. Researchers; department heads, deans and other top officers; and strategists across fields are among users who will find SciVal Strata offers critical information valuable to helping individuals, teams and the entire enterprise achieve progress. **LC**

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Quick guide: Early Career Researcher career stages and relevant metrics

The ECR career development cycle varies by research area. For example, researchers in life sciences tend to publish more often and sooner than those in mathematics. Also, the definition or timing of "early" may change from field to field. That said, this timeline indicates which measures may be relevant to specific stages of an ECR's development.

Year 1: Likely an ECR hasn't yet published.

Metrics: Examination results and peer-review comments are relevant.

Year 5: Likely the ECR has published peer-reviewed work,

which may have been cited. Given the small number of publications and citations, measures (like the *h*-index) based on averages may still not reflect the researcher's performance.

Metrics: While the publications start to collect citations, the following are relevant.

- **Usage (or reading activity):** How many times has a publication been viewed in a database such as Scopus? Usage metrics may be especially relevant in fields where clinicians read more widely, and in social sciences and arts and humanities where there is often a strong regional aspect and citations tend to be slow to appear.
- **Journal-ranking metrics:** If an ECR has published in prestigious journals, the editors' and reviewers' implied approval may indicate the ECR's potential. Journal-ranking metrics like Impact Factor, SCImago Journal Rank (SJR) or Source Normalized Impact per Paper (SNIP) can help assess the journals' impact.
- **Collaboration:** Has an ECR published with prestigious co-authors or ones in different institutions and countries? Such measures may indicate whether an ECR can network well, express ideas clearly or attract established scientists for collaboration.

Year 10: Likely the researcher has achieved research independence.

Metrics: A sufficient track record may make measures like the *h*-index meaningful. But these other indicators are also relevant:

- **Document and citation counts**
- **Performance in relation to research field:** Once a researcher has published enough to allow publication averages, it can make sense to compare her or his performance to that of others in the same field, or to the average of journals in the field.
- **Cited/uncited documents:** What percentage of a researcher's publications has been cited?

Promoting participation and excellence: The Elsevier Foundation's New Scholars program is making a difference

By David Ruth, Executive Director, Elsevier Foundation, Elsevier, NY, NY, USA



David Ruth

In 2006, the Elsevier Foundation launched the New Scholars grants to support programs helping early- to mid-career scientists balance family responsibilities with demanding careers in science, health and technology. Four years on, we're pleased to share the news that New Scholars grants have funded models that are well on their way to being sustainable, scalable and reproducible.

Here's a quick look at the New Scholars program basics to date:

- We have awarded 16 grants: 7 in 2007; 5 in 2008; and 4 in 2009.
- Grants have gone to programs in Germany, Georgia, Italy, New Zealand, the Netherlands and the United States.

So far, New Scholars grants have provided childcare for children of new scholars; supported travel costs so new scholars, including dual-career couples, could attend conferences and even, in specific instances, take their children along; provided mentoring; and supported development of family-friendly policies allowing new scholars to benefit from an enhanced academic climate.

During 2009, discussions with the Elsevier Foundation Board, reviewers and applicants revealed that New Scholars projects have resonated more with European and US women scientists. Hence, in 2010, we're focusing on promoting wider participation by women scientists in the developing world and ways to help them achieve excellence.

Partnering with the Organization for Women in Science for the Developing World (OWSDW) is a step in the right direction. On June 27, 2010, at the Women Scientists in a Changing World

New Scholars grants have funded models that are well on their way to being sustainable, scalable and reproducible.

conference hosted by the Chinese Academy of Sciences in Beijing, 12 young women scientists in the developing world received Young Women Scientist awards — funded by a 2009 New Scholars grant to OWSDW — recognizing their achievements in biology, chemistry and physics/mathematics.

THE ELSEVIER FOUNDATION

Also, in 2010, we are:

- Providing a grant to OWSDW to continue the Young Women Scientist awards in 2011 and conduct a "National Assessment and Benchmarking of Gender, Science, Technology and Innovation" to map women's support, opportunities and participation in innovation systems across Brazil, China, India, Indonesia, South Africa, Europe and the United States.
- Producing a New Scholars white paper offering analysis of lessons learned from programs funded during 2007–2009.
- Supporting the project "Leading Women to Create Their Own Personal Work/Life Satisfaction," funded by a 2008 New Scholars grant, which diverse academic institutions and the Association for Women in Science (AWIS) are implementing across several nations. An upcoming *Library Connect Newsletter* issue will offer more details on this project.

In the following three articles, New Scholars grant recipients tell their stories about helping address issues that can prevent young researchers from building strong careers in science. **LC**

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🌐 www.elsevierfoundation.org

📺 www.youtube.com/user/ElsevierFoundation

If you want more new scholars to attend conferences, offer childcare

By Dr. Gerlind Wallon, Deputy Director, European Molecular Biology Organization, Heidelberg, Germany

In 2008, the European Molecular Biology Organization (EMBO) received a (USD) \$18,500 grant from the Elsevier Foundation's New Scholars program to provide full-time childcare at the organization's first annual life science conference — The EMBO Meeting 2009. This grant not only enabled young life scientists with children to take full professional advantage of scientific presentations, networking and collaboration opportunities, but also offered a family-friendly model to other scientific societies.

This is something that has to sink into the scientific community: It's actually important

to send a message that family and children are welcome in the scientific world.

At The EMBO Meeting 2009, held in August in Amsterdam, licensed childcare providers who spoke languages including English, French, German, Italian and Spanish led the children in activities and took them to NEMO, Amsterdam's science museum.

After the conference, participant Jean-Baptiste Manneville of Paris wrote,

"Childcare should definitely be available during the coming EMBO meetings. It allowed my wife and me to register and enjoy an excellent meeting (for the first time) and our kids had a great time."

The EMBO Meeting 2010 will be held in Barcelona, September 4–7, with on-site childcare for children of participants. **LC**

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Want to learn more about childcare provided at The EMBO Meeting 2009?

See the Elsevier video:
www.youtube.com/watch?v=dGRTguh6Nsg

Transitional Support Program brings the University of Rhode Island a Breastfeeding-Friendly Workplace Award

By Carolyn Sovet, Director, University of Rhode Island Women's Center, Kingston, RI, USA

The University of Rhode Island, with funding provided by an \$80,000 grant awarded by the Elsevier Foundation in 2008, has developed the Transitional Support Program, a model lactation program enabling women scholars in the STEM fields to meet their parental obligations while on the job. A year later, the university's state-of-the-art lactation facilities helped the university win the 2009 Breastfeeding-Friendly Workplace Award from the Rhode Island Department of Health.

To date, the university's Transitional Support Program has created four lactation rooms across several campuses as well as a campus needs assessment, a well-supplied lactation library, relationships with community lactation consultants and a series of informational "brown bag" lunches.

Also, the program's team did research and created a new university lactation policy to ensure that university workers are able to use the lactation facilities without negative consequences. Having garnered support within the university administration, the program team continues to work to raise

The team has put together ... a model to guide other institutions wishing to implement lactation programs.

awareness in the university's "New Scholars" STEM community and beyond.

To help ensure that the program's value reaches beyond the university, the Transitional Support Program team has put together resources constituting a model to guide other institutions wishing to implement lactation programs. In 2011, during the third and final year of the grant-funded program, team members will visit other universities and speak about the model.

At the University of Rhode Island, Barbara Silver has served as the principal investigator for the program and Helen Mederer the co-investigator. Everyone involved in helping create our highly successful breastfeeding program deserves credit. **LC**

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Want to learn more about the University of Rhode Island's award-winning breastfeeding program?

See the Elsevier video:

www.youtube.com/watch?v=Uh6hxAeFpEg

Women scientists in Georgia get ready to step forward as leaders

By Maia Butsashvili, MD, Head, Clinical Department, Maternal and Childcare Union, Tbilisi, Georgia

While the Soviet era officially offered women equal access to education, employment and remuneration, women found a lack of real opportunities to develop as leaders in science. To help our emerging women scientists overcome that historical gap, the Maternal and Childcare Union applied for an Elsevier Foundation grant to develop a program supporting personal and professional development of women scientists in Georgia.

Since receiving, in 2008, an Elsevier Foundation grant for (USD) \$35,000, our union has created such a program and found it has brought successful results. Through the one-year program, we've surveyed and then trained women scientists and built a new virtual network. Through the program, women scientists have gained skills and contacts to help them advance their careers and one day assume leadership positions.

What did our survey, involving 100 postdoctoral women scientists, find? Here are highlights:

- While the majority of respondents didn't experience gender-related problems during their initial hiring, 44% stated they could not express their ideas, skills and knowledge within their jobs.
- 36% said that, at their institutions, men's ideas are regarded as more important than women's.
- Women under 35, as compared to older colleagues, were 9 times more likely to consider their career advancement a priority.

This young MD believes this success was the direct outcome of her skills gained during the training.

Based on the survey results, we developed a training course to empower women in STEM. Attended by 153 women scientists, the course covered creating institutional change, conflict resolution, career planning, how to write research proposals and papers, research ethics and working with databases.

A young MD engaged in a clinical practice but keen to transfer into research had no idea how to go about this. After the training, she developed her curriculum vitae, applied for the position of research scientist, had a successful interview and became involved in the project she was interested in. This young MD believes this success was the direct outcome of her skills gained during the training provided through the Elsevier-funded project.

That's just one of the success stories resulting from our Program for Personal and Professional Development of Women Scientists. Thank you, Elsevier! **LC**

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Talking with David Shumaker about mentoring librarians

David Shumaker, a clinical associate professor and the director of the Information Commons at the School of Library and Information Science at Catholic University of America in Washington, DC, won SLA's 2009 Vormelker Award for mentoring library and information science students. As this issue's theme is "Supporting Early Career Researchers," we've asked David to share some comments about his work and any wisdom he may have for information professionals in the early stages of their careers.

— Dana Weber, 2010 Library Marketing Intern, Elsevier, San Diego, CA, USA

Dana Weber: *What sparked your passion for mentoring library and information science students?*

David Shumaker: What sparked it and what sustains it are different. Initially, I began teaching as an adjunct faculty member while still working as an information manager in my "day job." I started teaching and mentoring because I enjoyed the challenge of trying something new and I thought it would be a way to have an influence on the profession. After I retired from my day job and took on teaching full time, my understanding of teaching deepened and my mentoring ability and confidence benefited. Now I keep mentoring because I enjoy helping students and new professionals clarify their goals and achieve them, and because I always learn from the folks I mentor.



David Shumaker

Dana Weber: *Did you have a mentor early on in your career?*

No, I never had a mentor in any formal or intentional sense. Maybe I should have! But early in my career I did have the privilege of working with senior people who encouraged me. I'm especially grateful to some of my library school professors at Drexel, and to my boss and other leaders at the Library of Congress' National Library Service for the Blind and Physically Handicapped. Later on, I found colleagues in the Special Libraries Association (SLA) whose wisdom and support were invaluable. Since I've joined Catholic University's faculty full time, my colleagues have helped me adapt to the academic world.

Dana Weber: *What do you hope to pass on to new librarians and information professionals?*

I like to remind younger students that some of them will be professionally active in 40, or even 50, years from now. I believe, along with Alan Kay, that "the best way to predict the future is to invent it." So the best thing I can do is help young LIS professionals develop the competencies they'll need as they go forth to invent the future. Sure, a part of librarianship doesn't change; this enduring foundation includes values, ethics, fundamental principles of working with other people, and fundamental aspects of the nature of information. But part of the profession is changing dramatically, including our tools and the social context in which we work. Upcoming LIS professionals need to master both as they invent the future for librarianship.

Dana Weber: *Please, can you tell us about the Information Commons, the collaborative space you've helped steward at Catholic University?*

Just as the Information Commons was ready to roll out in 2006, I took over responsibility for it from our school's former dean Martha Hale. My job has been to promote it and put it to good use. It's a flexible space, which students and faculty use for individual work, collaboration, meetings or just hanging

out. We also share it with local professional groups. The Commons is an important part of our overall strategy to foster close connections among students, faculty and information professionals.

Dana Weber: *Besides via the Information Commons, how is your school helping LIS students build relationships?*

We offer Information Colloquia featuring presentations by prominent LIS leaders. Presentations by key figures from public libraries as well as the Library of Congress' American Folklife Center and the World Digital Library have attracted good turnouts. By the way, the Colloquia aren't just for our students. We actively publicize them to the professional community as well, as part of our school's mission is to foster connections. We've started webcasting them too.

Dana Weber: *Why is it so important for early LIS professionals to share information and build relationships?*

Complexity is a key reason why information sharing and relationship building are important. The tasks we confront every day require skills and knowledge that no single person can possess. That's why we need to learn from one another and work in teams. Future librarians will spend a lot of time working in multidisciplinary, diverse teams — a context demanding professional ability and social intelligence.

Dana Weber: *To someone just beginning a career as an information professional, what encouragement can you offer?*

Our skills are ever more critical to success in every sphere: the corporate world; primary, secondary and higher education; and the public arena. So, for the librarian who's well prepared and ready to engage with a community, the opportunities are huge and the future is bright.

We are in a tough economy right now, and there's a considerable amount of fear around. But we were in similar times back in the '70s, when I entered the profession, and somehow we have managed to prosper. That's because of this fundamental and enduring fact: The world desperately needs more librarians. **LC**

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👉 <http://bit.ly/SLAVormelkerAward>

👉 www.slatv.org/media.cfm?c=519&m=2408&s=120&

Dana Weber served as a library marketing intern for Elsevier in San Diego from January to June, 2010. Her work in creating this interview, as well as her work with Library Connect social media and the Elsevier.com "librarians' view" (and a few other stray projects thrown in!), has been much appreciated.

Dana is completing her MLIS at San Jose State University in December 2010. Much thanks and best wishes go out to Dana, as she continues her LIS career!

— The Editor



Dana Weber

Five questions with 2009 India Scopus Award winner Ellora Sen



Ellora Sen

1 How did you get off to a good start as an Early Career Researcher (ECR)?

When I was trying to find a faculty position in 2004, I interacted with Dr. Sandip Basu, then the director of the National Institute of Immunology. He insisted in science it's important to carve out a niche for oneself by avoiding growing in the shadow of one's PhD or postdoctoral mentor. This advice changed the way I envisaged evolving into a scientist.

2 What were the next steps in your path to success?

Given that advice, I decided to develop, by consolidating the expertise I had gathered during my previous training, a research program to understand how inflammation regulates transcriptional circuitries in brain tumors. When Dr. Vijayalakshmi Ravindranath, then the director of the National Brain Research Centre (NBRC), appointed me as a faculty member in 2006, she encouraged me to pursue this research area though it was far removed from my earlier studies. As it correlated findings from diverse fields to come up with an original idea, my first grant submitted to India's federal Department of Biotechnology (DBT) was received enthusiastically by the reviewers. DBT's funding at that key stage of my career meant much. Receiving DBT's Innovative Young Biotechnologist Award (IYBA) in 2007 bolstered my spirits further.

3 How has your work with other ECRs helped you advance your career?

The enthusiasm, commitment and scientific acumen of my first student Vivek Sharma helped us publish our first paper within a short span of establishing my lab. That had an immense impact, for the studies he outlined formed the foundation of grants I received later from various funding agencies. His constructive criticisms and inspiration contributed significantly.

4 Who has helped you hang onto your dream?

My husband, Anirban Basu. He has provided constant encouragement and emotional support and respected my desire to pursue a demanding career.

5 What advice do you have for young researchers?

- Reevaluate your progress toward set goals on a regular basis.
- Look at the grant-review process as an opportunity to show that your project has potential.
- Ruggedly persevere.
- Raise the bar steadily for yourself. As Ralph Waldo Emerson said, "Make the most of yourself, for that is all there is of you." **LC**

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Want to learn more about India's Scopus Awards?

refine your research
SCOPUS

- Read about the NASI Scopus Young Scientist Awards 2009, which went to 10 winners including Ellora Sen: <http://libraryconnect.elsevier.com/ln/0802/ln080211.html>
- Read about the upcoming Scopus Young Scientist Awards 2010: <http://southasia.elsevier.com>

Are you an Early Career Researcher (ECR)? Follow these do's and don'ts to jump-start your career

By Professor Alan M. Johnson, MA(Hons), MEdMgmt, BAppSc, PhD, DSc, Managing Director, Research Management Services International, Adelaide, Australia



Alan Johnson

Are you completing your PhD or looking forward to completing it soon? Are you just starting out on your research career?

In this time when a researcher's cup overflows with access to information, planning one's career can be daunting. Considering advice from those with experience can make a big difference in getting a research career established.

To help you on your way, I'm offering the following do's and don'ts, taken from my 2009 publication *Charting a Course for a Successful Research Career: A Guide for Early Career Researchers*.

As space is limited here, I can only offer a few snippets from the advice provided in that 2009 publication. To access it in fulltext, please visit the SciVal Resource Library at http://info.spotlight.scival.com/resource_library. **LC**

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🌐 www.rmsinternational.com.au/about.html

Do's for Early Career Researchers

- Make a realistic plan to get where you want to be in 5–10 years.
- Learn to say "No" appropriately, so you can better manage your time and get your work/life balance right.
- Decide early on whether and when to play a large role in a small group or a lesser role in a large group, and remember the importance of author order.
- When preparing a grant funding application, believe in the importance of the research you're proposing, so you can convince peers.
- Learn how to appropriately sell your achievements.

Don'ts for Early Career Researchers

- Don't continue your research career on the same subject as your PhD program without considering the resources and opportunities that will be available in 5 or 10 years if you continue in this same field.
- Don't wait until after work commences before settling issues of authorship, ownership of intellectual property and conference presentations.
- Don't be put off by the time and work needed to create a funding proposal, as research funding in your own right as chief investigator can quickly advance your career.
- Don't forget to use assessment metrics (e.g., the h-index or its successors) to determine the quality of your research outputs.

Reference

Johnson, A. M. (2009). *Charting a course for a successful research career: A guide for early career researchers*. Elsevier. http://info.spotlight.scival.com/resource_library

Medical librarians show they're keen to explore their role in translational biomedical education and research

By **Carla Pieroni, Customer Development Director-North America, Elsevier, NY, NY, USA**

The 2010 Elsevier Luncheon for Medical Librarians, featuring University of North Carolina School of Medicine Professor and Department of Pathology Director of Graduate Studies **William B. Coleman, PhD**, took on the hot topic of "translational medicine" and proved a resounding success.

Held in conjunction with the Medical Library Association's 2010 Annual Meeting in Washington, DC, the event attracted over 100 attendees, including primarily medical librarians — a few with the relatively new title "informationist." Attendees also included many library directors and an associate dean.

Dr. Coleman delivered a very engaging and stimulating talk titled "Molecular and Personalized Medicine: Training the Next Generation of Translational Biomedical Researchers," which focused on the relationship between research and medical practice.

Each attendee received a copy of Dr. Coleman's book *Essential Concepts in Molecular Pathology* (2010, Elsevier). Also, for each attendee, Elsevier made a \$10 donation in Dr. Coleman's name to the Susan G. Komen Foundation. The total amount donated is \$1,810.

Attendees' reactions following the event included:

- "Finally a good explanation of what is 'translational medicine.'"
- "Great topic and great speaker!" **LC**

"Great topic and great speaker!"



Dr. William B. Coleman speaks at the 2010 Elsevier Luncheon for Medical Librarians.

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- 🔗 <http://ww5.komen.org>
- 🔗 www.elsevier.com/librarians/multimedia
- 🔗 www.youtube.com/watch?v=zrLeonM6jM

"The Informationist" proves a hot topic for academia and government

By **Gali Halevi, Account Development Manager, Government Region, Elsevier, NY, NY, USA**



Participants in the Research Connect Seminar organized by the Elsevier Government Sales Team included (left to right) Steve Kempler, Annette Williams, Ellen Detlefsen, John Schnase, Medha Bhagwat, Elsevier Regional Sales Director Robert Bruning, James King and Elsevier Vice President of Sales & Marketing James Tonna.

On March 30, in Washington, DC, 70 medical, biological, geological and ecological informatics scientists and librarians from government and academia gathered to discuss the role of the informationist. Informationists are information specialists who work with scientists to advance research and development in informatics disciplines. These information workers are becoming a leading force, especially in government agency libraries.

Informationists are information specialists who work with scientists.

The speakers focused on case studies, informatics training programs and systems that informationists are helping create.

- **Ellen Detlefsen**, a University of Pittsburgh School of Information Sciences associate professor, gave an overview of informatics and where librarianship is headed in relation to this emerging science.
- **Dr. Edward H. Shortliffe**, the American Medical Informatics Association president and CEO, talked about the biomedical informatics workforce and its future.
- **Annette Williams**, Vanderbilt University's associate director for knowledge management and the Eskin Biomedical Library, presented a case study on integrating best evidence into patient care.
- **Dr. Medha Bhagwat**, an NIH Library bioinformatics trainer, spoke about the NIH bioinformatics training program.
- **Dr. John L. Schnase**, a NASA program scientist, discussed NASA's eco-informatics system under development.
- **Steve Kempler**, the manager of NASA's GSFC Earth Sciences Data and Information Services Center, demonstrated tools and services to access and use NASA Earth Science Data.

James King, an NIH information architect, moderated a discussion which raised questions regarding new training programs at library schools, the informatics paradigm and the future role of the informationist in research disciplines.

Given the positive response to the Research Connect Seminar, it's clear that its topic really struck a chord. Our team looks forward to continuing the discussion with colleagues worldwide and continuing to share, via articles in this newsletter, what we've learned. **LC**

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University Forum tackles education, research and output in Indian universities

By **Padma Muralidharan**,
Senior Manager-Account Development,
Elsevier, Delhi, India

Developed by Elsevier in consultation with UGC-INFONET (the consortium arm of India's University Grants Commission), the University Forum held in May in Delhi brought together key stakeholders from organizations involved in university education. The forum focused on education and research and showcased, via looks at Scopus and SciVal Spotlight, India's research output.

Opening the forum, Elsevier Vice Chairman and CEO S&T **Y.S. Chi** spoke about technology in scholarly publishing. Elsevier Director of Business Development, Academic & Government Markets, **Daniel Calto** then gave a detailed look at India's research output and at research performance information solutions.

"Nice discussions. I hope we will have access to your content for the entire university system soon."

INFLIBNET Director **Dr. Jagdish Arora** and UGC-INFONET Chairman **Professor Ajith Kembhavi** discussed the digital divide and uneven distribution of information and technologies across universities in India, which they are hoping to bridge. And University Librarian **Dr. S. Majumdar** with Delhi University discussed a research workflow survey underway at the university to gain better understanding of the library's user community.

Comments received on our online Wall of Fame, a discussion board available after the event, included this one, from Dr. Arora: "Nice discussions. I hope we will have access to your content for the entire university system soon."



Y.S. Chi speaks at the University Forum.

For names of government leaders and key faculty present and for more in-depth discussion of the event, please see the article "University Forum: An Elsevier Initiative" in the Association of Indian Universities' publication *University News: A Weekly Journal of Higher Education*, 48 (21), published in May 2010. **LC**

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🌐 <http://southasia.elsevier.com>

How to increase scientific libraries' efficiency in times of stagnating budgets? That was the question of the day, as info pros and academics gathered in Germany

By **Agata Jablonka**, Account Development Manager,
Elsevier, Amsterdam, The Netherlands

Information specialists, library directors, library purchasing directors and faculty directors from scientific institutions in Germany came together to participate in this year's Library Connect event in Berlin on June 14.

The event took place in the Jacob-und-Wilhelm-Grimm-Zentrum, the new library of the Humboldt University Berlin. Opened in November 2009, the library is located in the center of Berlin and is the most modern university library of its kind in Europe.

The event's 32 participants, coming from well-established institutions such as the Free University of Berlin and the Robert Koch Institute, found a diversified program with presentations addressing the main topic of how to improve the efficiency of scientific libraries in times of stagnating budgets.

Speakers included **David Watts**, professor of biomaterials science at the University of Manchester School of Dentistry and recent laureate of the Humboldt Research Award, who talked about the positive impact of broad scholarly literature access on scientific output.



Elsevier Account Manager, Germany North, Thomas Edelmann (on the left) and Humboldt University Library Director Dr. Milan Bulaty pause for a moment during the opening of the new Jacob-und-Wilhelm-Grimm-Zentrum at Humboldt University in Berlin last fall.

The event constituted a very good opportunity, for the participants as well as Elsevier representatives, to exchange views, visions and concerns. Elsevier's team in Germany is grateful for the participants' suggestions regarding future events and looks forward to putting those suggestions into action as feasible. **LC**

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🌐 <http://libraryconnect.elsevier.com/lcn/0802/lcn080213.html>

Spread the word! ScienceDirect's Document Download Manager saves users time, so they can get more real work done

By Ellen van Gijlswijk, Solutions Marketing Manager ScienceDirect, and Lindi Belfield, Senior Product Manager, Elsevier, Amsterdam, The Netherlands

Users spend a lot of time following article links to download PDFs and then saving and renaming them individually. With the Document Download Manager, available on Elsevier's ScienceDirect platform, you can download and rename PDFs in seconds.

In 2008, when the Document Download Manager launched, it was compatible with only a few browsers. But today the service is compatible with a growing list of browsers.

ScienceDirect's Document Download Manager is now compatible with:

- Mozilla Firefox 2.0 and 3.0
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So, if you're a ScienceDirect user, take advantage of the Document Download Manager, a highly effective and time-saving service. When you use the Document Download Manager, you'll find yourself in this enviable situation: needing less time to gather information and having more time for your real work.



To use the Document Download Manager in ScienceDirect, click on "Download PDFs" at the top of each search results page and at the top of the list of contents in each journal issue.

And if you're a librarian supporting ScienceDirect users, please help get the word out about the Document Download Manager.

For anyone in ScienceDirect and wanting to use the Document Download Manager, here are a couple of pointers:

- Click on "Download PDFs" shown at the top of each search results page and journal table-of-contents page in ScienceDirect.
- Get more detailed instructions by clicking on "Help" in the top green horizontal menu on each page in ScienceDirect and then search for "Downloading Multiple PDF Files." **LC**

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 ➡ <http://info.sciencedirect.com/news/show/item/10021/>
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Four Europeans win the new LIBER Award for Library Innovation

Sponsored by Elsevier and LIBER, the Association of European Research Libraries, the new LIBER Award for Library Innovation recognizes forward-looking work with the potential to impact the wider library community.

The winners of this year's inaugural award, which related to the 2010 LIBER Annual Conference's theme "Re-inventing the Library: Challenges in the New Information Environment," and the titles of their winning papers are:

- Ana van Meegen Silva and Imke Limpens: "How serious do we need to be? Improving information literacy skills through gaming and interactive elements"
- Graham Stone: "Searching life, the universe and everything? The implementation of Summon at the University of Huddersfield"
- Jani Sassali: "TOR – Toolbox of Research Information Literacy guidance."

This year's awards were presented at the 2010 LIBER Annual Conference in Aarhus, Denmark on June 29. The winners presented their papers during the conference. A grant from Elsevier covered the winners' travel and accommodation expenses. **LC**

➡ www.liber2010.eu



Upcoming Events 2010

www.elsevier.com/exhibitions

These events include:

- **Library Connect events** ■ Industry events featuring Elsevier booths or speakers

AUGUST

- 10–15 International Federation of Library Associations – World Library and Information Congress, Gothenburg, Sweden, www.ifla.org
- 26–27 **Library Connect Workshops, Tokyo and Osaka, Japan**
<http://japan.elsevier.com/news/events/lc2010>
- 31 **Library Connect Seminar, Cape Town, South Africa**

SEPTEMBER

- 1 National Research Foundation President's Awards, Pretoria, South Africa
- 2 **Library Connect Seminar, Pretoria, South Africa**
- 9–11 Association des Directeurs de Bibliothèques Universitaires, Lyon, France
www.adbu.fr

OCTOBER

- 6–10 Frankfurt Bookfair 2010 Frankfurt, Germany, www.frankfurt-book-fair.com/en/fbf
- 12–15 2010 EDUCAUSE Annual Conference, Anaheim, CA, USA
<http://net.educause.edu/E10>
- 13–15 Internet Librarian International, London, UK, www.internet-librarian.com/2010
- 25–27 Internet Librarian 2010, Monterey, CA, USA, www.infotoday.com/il2010

NOVEMBER

- 3–6 XXX Annual Charleston Conference, Charleston, SC, USA
www.katina.info/conference
- 8–10 WissKom 2010, Konferenz der Zentralbibliothek Jülich, Germany, www.wisskom2010.de
- 28–Dec. 1 LIANZA Centennial Conference, Dunedin, New Zealand, www.lianza.org.nz
- 30–Dec. 2 Online Information 2010, London, UK, www.online-information.co.uk

DECEMBER

- 2 Higher Education Policy Institute, London, UK

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