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The Information Edge - Library Newsletter - Fall 2003 Issue

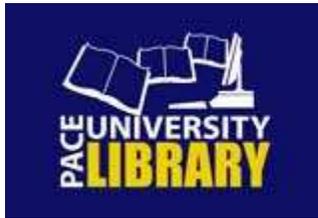
Karen DeSantis ed.
Pace University Libraries

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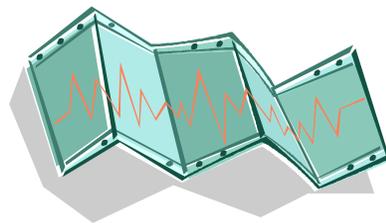
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LibQUAL+ Service Quality Survey: The Results are In

By Noreen McGuire, Assistant University Librarian for Staff Development

In Spring 2003 the Pace Library participated in the LibQUAL+ service quality survey. We want to thank all of you who participated in the survey. Results were summarized from 621 Pace students, staff, and faculty who completed the survey. Respondents identified themselves as follows: 305 Undergraduate students, 149 Graduate students, 118 faculty, and 49 staff. Three randomly

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The Information Commons: A Conceptualization and Vision for Collaborative & Interactive Learning

By David Leighton: Associate University Librarian, Westchester

The Concept

The Information Commons is an innovative paradigm for service delivery in academic libraries which is gaining national prominence and which focuses on the integration of information and technology services. The Commons combines flexible instructional settings and collaborative learning spaces with a full range of digital library resources, productivity software applications, and expert professional and technical assistance. Many libraries have adopted the Information Commons model to improve the quality of the undergraduate experience and thereby promote retention.

The Information Commons accommodates diverse learning styles, including formal classroom instruction, small group coaching, individual research consultation, and drop-in assistance. A hybrid skills team comprised of Reference and Instructional Librarians, Instructional Technologists, Student Technical Assistants, and Writing and Mathematics tutors provides a range of services within an organizational structure emphasizing inter-departmental coordination and distributed responsibility. Students are able to conduct research, obtain reference and tutorial assistance, write papers, tabulate data, design web-pages, develop e-portfolios, and collaborate in small groups on multimedia projects in a one-stop shopping mode.

The Information Commons Service Delivery Model seeks to integrate information literacy and library research skills, provide pedagogical and technical support for the effective uses of information technology, support active and collaborative learning, improve the quality of instruction and teaching materials through outcomes assessment, and develop autonomous lifelong learners. It is closely aligned with the University's new Core Curriculum, the emerging Strategic Agenda, ACRL's *Information Literacy Standards for Higher Education*, and the revised Middle States Criteria for accreditation, *Characteristics of Excellence in Higher Education: Eligibility Requirements and Standards for Accreditation*.

At the present time we are assembling an Advisory Task Force, which will include a cross-section of key personnel from the Pace Library, the Center for Teaching, Learning, and Technology, Division of Information Technology, Center for Academic Excellence, Dyson Writing Center, plus faculty and student representatives to articulate a shared vision and formulate plans for the development, implementation,

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OpenURL, Federated Search Tools, One-Stop Shop and Why Libraries are Crazy about them.

By Rey P. Racelis, Associate University Librarian for Systems Integration

Fact: A student from Belgium by the name of Herbert Van de Sompel, wrote his PhD dissertation based on the technology he helped develop, in collaboration with Patrick Hochstenbach, which came later to be known as SFX. One of its key elements is the use of OpenURL.

Fact: Among the different services that provide for federated searches, WebFeat is one of them (and Pace libraries one of the first implementers). Other players are Endeavor, Ex Libris, Fretwell-Downing, and Muse Global.

Sometime ago in the early part of spring, a Pace student commended, with some reservations, the very useful features of the interlibrary loan service offered by the library namely, the ILLIAD (Interlibrary Loan Internet Accessible Database). The service allows users to have a better control of their interlibrary transaction, follow-through and monitor the status of each request and even access the full-text of the requested articles online--anywhere in the world, anytime (theoretically a 24x7 service unless the server is undergoing maintenance or has been shut down for one reason or another). The service is intended to empower interlibrary loan users and render them in better control of all their borrowing transactions.

Under ordinary circumstances, a user goes to a database, initiates a search and checks the online catalog--the web opac--to see if the journal title containing the article is available in the library. If not, the user refers to the Illiad service, calls up the required form and starts filling-up the required bibliographic citation information. To do this, in the easiest way possible, a user has to keep a minimum of 2 windows open concurrently--the window containing the form and the window containing the bibliographic citations from whilst he copies the citation information either through "copy and paste" or retyping the information on the form. It was a long way, indeed, since a couple of years ago when printed forms had to be filled in by hand. Or so we thought.

Not good enough! according to the student.

Can the library come up with technology that allows transposing the citation information into the form instantly without necessarily copy pasting or retyping the information? In other words, automatic completion of forms without as much as a click or double click of the mouse!

Requests such as this, when received by the systems staff, do not invite mere scoffing at the idea. Nor is it relegated to those files of undoable, or unnecessary requests received daily from the researching public. Rather, these are occasions when staff members re-evaluate services and scour available technology to find out if such suggestions are doable, and if so, if it can be implemented in the library given its resources--staff skills and facilities to implement or maintain among others.

It was opportune that such suggestion was put forward at a time when a new information processing technology has just been evolving and being perfected. A library systems administrator and former doctoral student from Belgium by the name of Herbert Van de Sompel, wrote his PhD dissertation studying and developing tools that allow for the fluid exchange and linking of related information through the use of linking servers and interoperability specifications which later came to be known as OpenURL. In layman's parlance, the technology enables any pieces of bibliographic information -- the metadata--to be transferred from a database or information source to another service component which can utilize such passed on information (the passed metadata) and process it further to produce another form of service.

Thus, in the case of the Illiad, a piece or several pieces of metadata (such as author, title, ISBN, ISSN) are passed from a given bibliographic source into the Illiad service. The information becomes the data elements processed by Illiad to determine what or which material is being requested. In this case, the passed elements are parsed, analyzed and interpreted following bibliographic standards to determine what material is being requested by the person who initiated the request. This is all made possible using an OpenURL syntax which, as I understand it, is completely web and http based. This passing of data is done instantaneously with the click of a mouse.

It is not within the context of this short article to analyze the details of the technology. Suffice it to say that "OpenURL allows for interoperability by providing a simple and consistent way to identify where any item is found and how any item is described". [David Stern, "Automating Enhanced Discovery and Delivery: The Open URL Possibilities" in *Online*, March 2001, online copy]

In layman's parlance, Open URL therefore allows for **interoperability**. In the case of Pace library experience, OpenURL has been implemented quite rudimentarily between the ILLiad service and a number of databases from 3 different vendors and/or information service providers, notably First Search (about 24 subscribed databases), EBSCO (about 14 databases) and Proquest-UMI (about 6 subscribed databases). Of the 3 database providers, the interface between FirstSearch and Illiad works quite smoothly (understandably facilitated by the fact that both First Search and Illiad are 2 products either maintained or supported by OCLC). At the moment, Proquest, while

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and staffing of a prototype Information Commons in the Mortola Library. What follows is a hypothetical description of how the Information Commons might look and operate when fully implemented.

The Vision of the Information Commons

It is exciting to imagine various scenarios transpiring simultaneously on any given day in the Mortola Library's new integrated teaching and learning community or Information Commons. Students and faculty whether engaged in singular scholarly pursuits or group learning benefit from the juxtaposition and integration of technology-based library operations with multimedia production, technical support, and tutorial services and the coordinating mechanisms and staff deployment required to insure an optimum level of personalized service to the Pace community.

Upon entering the Commons, the Access Services Desk serves as the first line of contact and inquiry, and functions as the central distribution point for course reserves, circulating laptops, and all types of library materials, irrespective of the format. Access Services staff registers borrowers, orients new users to the Library, provides directional guidance to students and faculty, and processes requests for ILL./Document Delivery, media packages and associated hardware, and space reservations.

Immediately to the left of the Main Lobby is the Comprehensive User Services Desk, an open access physical arrangement and synergistic combination of Library reference, technical help, production support, and tutorial services to facilitate and promote collaborative and interactive learning. Reference and Instructional Services Librarians are highly visible and accessible, circulating among clusters of workstations, helping students select an appropriate database, formulate an effective search strategy, or interpret results. At the Reference Services Desk, Librarians direct students to valuable print sources from the nearby Reference Section, answer telephone and e-mail reference queries, monitor one or more of the Blackboard discussion forums, and participate in the Library's expanded Live Help Chat Reference service.

Student Technical Assistants, a cadre of specially trained student workers cover the Technical Help Desk and traverse the Commons, diagnosing and remedying assorted hardware maladies and providing software support for MS Office Suite and other specialized software packages. A vital component of the Library's workforce, Student Technical Services is a work-based learning program, with extensive technical training and professional growth opportunities, pioneered by the University of Wisconsin-Milwaukee and other institutions. More complex questions regarding hardware or software applications which are beyond the expertise of STA support personnel are routinely handled by the Pace Library's Systems Office or DOIT.

At regularly scheduled times or else by appointment, an Instructional Technologist from the Center for Teaching,

Learning, and Technology is available for consultation at the Production Support Desk. Within the Information Commons certain high-end workstation configurations contain video editing equipment as well as computers and peripherals for capture, scanning, digitization, manipulation, transfer and output of information. An Instructional Technologist assists a student seated at one of the "super carrels" in creating a web page or works with several students collaborating on a group multimedia project.

CAE's Tutorial Services and the Dyson Writing Center actively participate in providing academic support services at the Comprehensive User Services Desk. Writing experts and peer and graduate student tutors offer traditional tutoring in math, writing, and accounting as well as in core courses in economics, speech, chemistry, finance, and computer science in response to student demand. Perhaps today a Writing Center tutor is engaged in helping to clarify a syntax or semantic issue for a student who has completed her research and is now preparing an English composition. A mathematics tutor reviews some basic mathematical concepts and formulae with another student who is encountering difficulties with problem-solving methodologies.

As the centerpiece of the Library's transformation into the "virtual" library, flexible and multi-functional workstations throughout the Commons provide seamless and ubiquitous access to bibliographic and full-text information, data, video [still and live], voice, application tools, and graphics. Students access the Pace Library catalog, curricular software, e-reserves, and the Internet. They research class-assigned topics by navigating an impressive array of digital reference resources, librarian-created online pathfinders and interactive tutorials, many embedded in Blackboard course shells. They initiate requests for interlibrary loan materials with electronic transmission of articles to their e-mail addresses. A trained professional from CAE's Tutorial Services instructs a visually impaired student in the operation of a screen reader at one of the adaptive technology stations.

Several media suites and collaborate workrooms border the open lab environment. In one of the collaborative workrooms, a Reference Services Librarian offers individualized and in-depth research assistance to a student preparing an oral report on the Middle East peace process for a political science class. In a second workroom an Instructional Services Librarian confers with a psychology professor on integrating information literacy concepts into an upcoming classroom presentation and devising an effective research assignment based on course learning objectives and desired outcomes. In one of the media suites, an Instructional Technologist advises students developing e-portfolios. Later a group of Dyson Faculty will

convene in one of the workrooms for a seminar on plagiarism detection, while the Assistant University Librarian for Staff Development will be offering a training session on the Simmons database to a couple of marketing professors.

Within the Information Commons, the Instructional Services Division has been heavily involved in the teaching of information literacy competencies and electronic research skills as part of the University's Core Curriculum revision. The Birnbaum Conference Room has now been converted into a modern, wireless, multi-purpose classroom-laboratory to augment the original electronic classroom which is solidly booked during peak periods of activity. The new "smart" classroom is equipped with 30 mobile wireless laptops, modular and reconfigurable furniture, a ceiling-mounted presentation system, cable-hookup and videoconferencing capability to accommodate diverse teaching and learning styles.

Today both electronic classrooms are being used continuously. For example, an English 101 class is being conducted by an Instructional Services Librarian concurrently with an upper division management course, which is being taught by a Lubin School professor and also beamed simultaneously to a class on the New York City Campus. Also scheduled during the day is a presentation on copyright infringement and "fair use" delivered by the Assistant University Librarian for Distributive Learning and a vendor demonstration of a new research database product.

Located on the second floor, the Center for Teaching, Learning, and Technology, investigates and applies new means of electronic course enhancement and delivery, and educates faculty on the implications for teaching and learning, so that "pedagogy is effectively integrated with technology." Thus the Center exhibits a complementary mission with that of the Library and, like DOIT, is an indispensable strategic partner in exploiting the full potential of the Information Commons and effectively serving the distributed learner community. The Center now features an enlarged developmental design space and studio classroom, with expanded technical and courseware design assistance, access to the University's electronic portfolio program, and interaction with high-end computers, top-of-the-line peripherals (flatbed and slide scanners, digital still and video cameras), and updated versions of selected software packages.

At regular intervals "web camps" are offered by C.T.L.T., sometimes in collaboration with Instructional Librarians, which focus on providing interested faculty with opportunities to enhance their curricula through creating Web pages, organizing and displaying of information, evaluating new and different teaching strategies, and experimenting with various means of electronic communication. Web camps take place in the studio classroom and are hosted by several consultants well versed in Web page creation, image-editing software, digital

technologies, and development of pedagogical activities. Projects may include some of the following: Web syllabi and commentaries, Blackboard courseware development, discussion forums, test construction, and assessment tool design.

The Information Commons has other noteworthy features catering to the needs of the Pace community. On each level of the building there are interactive kiosks where a student can register for a course, verify the room schedule, do quick e-mail checks, or just surf the web. Although food and beverage consumption are discouraged elsewhere in the Library, within the 24/7 cyber café, a student can use a laptop, while sipping a cup of coffee and munching a sandwich. Finally, variegated seating, including wet carrels, group study tables and upholstered lounge furniture with power and network connections are strategically placed throughout the building, affording a pleasant and comfortable ambiance conducive to serendipitous exploration, quite reflective study, and group social interaction.

Conclusion

The organizational, technological, and programmatic changes that have transpired in recent years coupled with the dynamic leadership of the Mortola Library in creatively applying an array of informational resources, classroom technologies, and pedagogical strategies to the information literacy and faculty development initiatives, have positioned the library to make a significant contribution to the student recruitment and retention effort. September 2003 marks an important milestone in the history of the University, the 20th anniversary of the dedication of the Edward & Doris Mortola Library. On this auspicious occasion, it seems particularly appropriate to celebrate the Library's steady transformation from archival repository to digital library and to acknowledge its "rendezvous with destiny" to be the central hub of technology-based instruction and collaborative learning on the Westchester campus. The Information Commons concept is rapidly gaining momentum and the vision may soon become reality.



Changing Library Instruction Sessions to Complement the New Core

Karen DeSantis, Instructional Services Librarian, Mortola Library

In response to the addition of Library Instruction sessions to the requirements for the new Core courses ENG 110: Composition, ENG 120: Critical Writing, and ENG 201: Writing in the Disciplines, the Library Instruction Team has spent many hours this summer refining the freshmen year Information Literacy instruction programs.

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capable of passing on the information to Illiad, is still trying to resolve the issue of date format, the Illiad being programmed to receive any passed date information in the format of yyyy/dd/mm whereas Proquest is passing information in the format of dd/mm/yyyy. Other than this specific problem, the Proquest-UMI databases appear to be also OpenURL compliant.

Despite the limited number of information providers that are OpenURL compliant, gauging from what has been so far implemented, the feedback is rather positive. The process of automatic passing of information helps speed up research and provides for easy submission of interlibrary loan forms.

The possibilities in the use and implementation of OpenURL are, however, endless and remain to be exhausted. The Illiad example is just one of them. As David Stern puts it: the technology can make it possible to have a "result page containing links to hundreds of related items, regardless of location" and "media format" [Ibid.] thus providing for a rather rich list of provenance of sources and services, and actual data as well.

It is in this context that such rather forward looking information facilitators and providers have utilized the technology to push the process of information research and provision to new heights of enhanced results contents.

So far, Ex Libris, with their product called SFX (special effects), seems to be the frontrunner in its implementation. Using OpenURL, it strives to link disparate sources and services all for the purpose of providing an easy "one-stop shop" in one's quest for information. It makes it possible to create a "hook" or link for an information item towards a number of services such as interlibrary loan, bibliographic enhancing tools such as Syndetics solutions, Informata (on a standstill at the moment?) and RealRead, the online catalog, the national catalog such as OCLC or the Library of Congress collection, or any of the existing document delivery services such as Ingenta, Infotrieve, or CISTI (Canada Institute for Scientific and Technical Information).

Below is an example of a screen where through the use of SFX technology, various other services are linked and called into single screen from a hook attached to bibliographic information as shown in the top box:



To see an interactive sample, you can also go to the Ex Libris's SFX site: <http://www.sfxit.com/> The process will show the versatility of an OpenURL technology and how it facilitates further the process of research.

EBSCO has a comparable service called LinkSource (demoed in the EBSCO subscribed databases for Pace Libraries.) and Serials Solutions has also its own comparable product in their package suite called Data Management Services.

Speaking of "one-stop" shop, it seems that OpenURL technology is a step advancing one more notch the achievements gained by implementing a parallel or perhaps an earlier technology referred to commonly as federated searching.

It is indeed this concept of federated search tool that gave way to the concept of one stop shop, albeit not in such diverse manner as made possible by the implementation of OpenURL. At best, what federated search technology made possible is to allow a single search query to be deployed across a number of databases, whether belonging to the same protocol or platform or not. Results are returned either cited several times, merged or de-duped. In short, it has made possible the integration or simplification of access to various pieces of information. This is rather a significant feature in itself. But the results generated could not be further parsed, to my knowledge, into further tiny pieces of data that can be fed into other forms of services, by way of seamless and continuous passing of data from service to service until the advent of OpenURL technology.

Among the different services that provide for this kind of federated searches, WEBFEAT is one of them (and Pace libraries one of the first implementers). Other players are Endeavor, Ex Libris, Fretwell-Downing, and MuseGlobal. Noteworthy is the fact that Endeavor is also a systems integrator providing for such library technology as integrated online system. In the case of Pace libraries, its own integrated online system, the Innopac System from Innovative Interfaces, Inc, Emeryville, CA, has also started offering a product that purports to offer this sort of federated searching feature in its own MetaFind webpac tool (part of its digital product package called MetaSource: Digital Collections Management product). These same vendors are also involved, one way or the other, in the delivery of products that are OpenURL compliant. This also shows the close relationships between federated searching and OpenURL technology.

At any rate, one of the more insightful discussions of federated search tools is the one written by Roy Tennant [see Roy Tennant, "The right solution: Federated search tools" in Library Journal, New York, June 15, 2003, online copy]. To step back a bit further, even this concept of federated searching is antedated by another library implementation that has been around for sometime but has not caught on due to the complexity of implementation. The technology referred to is z39.50 protocol. See the following website for a detailed explanation of the technology:

<http://www.cni.org/pub/NISO/docs/Z39.50-brochure/50.brochure.toc.html>

This said searching protocol deploys a search query to a number of z39.50 compliant databases, (called a broadcast search) including online catalog, and brings forth results in batches, painted on the screen (that is delivered to the screen as x number of postings). One caveat in z39.50 searching is that it can only search z39.50 compliant servers. Lately, the other federated search engines and tools, deploy searches beyond a single protocol. In the case of webfeat, it can mine data both from z39.50 compliant databases as well as others that use other forms of protocol.

So this concept of one stop search and shop that seems to culminate for the moment with the use of OpenURL traces its development way back to other technological endeavors that build, incrementally, to produce the present state of the art in searching technology, information processing and delivery that is getting a firm foothold in many libraries and other research institutions and services.

The popularity of the different technologies cited above among libraries owes much to the growing awareness that with the advent of digital technologies, more and more information is being made available on the web. The growing number of information available online, the varying provenance of sources, the multifarious formats of data, make it imperative that somehow the search engines and tools that are used to mine such online wealth of information and then transform them into a much more organized and comprehensible fashion, be made available. They can help give shape and sense to all these collated data in a more integrated fashion, possibly de-duped, logically merged when possible, and perhaps made portable from one platform to another, thereby providing the user with some sensible or comprehensible data that can be easily used, mentally "digested", speedily processed, and when useless, easily discarded.

This "one-stop-shop" technology therefore traces a development continuum that rests on the simple premise that the digital world, while allowing for increased access to a whole lot more of data, has also precipitated an information avalanche, necessitating the development of tools to sort, sift, and find meaning among this mass of knowledge, thus making it more useful to the information consumers while at the same time facilitating the exchange, transport and delivery of information.



"Changing Library Instruction" continued from page 4

All freshmen will be introduced to the library in UNV 101 through a new challenge based activity in which they will work to complete an eight question activity, which requires them to search the catalog and a database, to find a book on the reference shelves, to get their library barcode, to answer a question on the loan policies of the

Library, and to find out the hours of their campus library. Each of these tasks will give the students a quick view of the many facets of the Pace University Library.

Two of the objectives of the ENG 110 curriculum are to: "Learn and use correct MLA documentation format" and "Locate and evaluate a variety of secondary sources, using research tools such as online Library catalogs, electronic Library Databases, Internet search engines, and print sources." Since we will be meeting only a *part* of the freshman population in ENG 110 (since many students will place directly into ENG 120), we will focus on the needs of these students by gearing their library instruction session towards evaluating information resources and providing help with using MLA citation style. The session will involve activities in which students will compare searching the Web vs. searching a library database, students will compare types of periodicals, and students will create MLA citations for a variety of types of sources.

The objective to "Locate and evaluate a variety of secondary sources, using research tools such as online Library catalogs, electronic Library Databases, Internet search engines, and print sources" is also part of the ENG 120 curriculum. In ENG 120, the students will already be expected to "Document sources correctly according to MLA format" so the instruction session will merely review MLA format for those students who might need a refresher, and will delve more deeply into the research skills and strategies of the students so that they can pursue the required research of the course. The session will involve activities in which the students will engage more with the research tools, and will learn search techniques such as Boolean Logic and searching by subject heading.

The Library Instruction Team is looking forward in particular to addressing all ENG 201 classes, as we have not consistently had the opportunity to schedule sessions for upper level classes. This session will begin with a pre-assessment of the student's skills to give the instructor an idea of what the students need to review, as well as to remind students of things they should have learned during previous library sessions. The library session will be integrated into the course syllabus so that they are presented at the best time during the semester: after the students have selected a research topic and have begun searching for information on their own, and before they are stuck within the research process. The session will involve activities such as selecting an appropriate database, using the controlled vocabulary of a particular discipline, and selecting and using the appropriate citation format based on their discipline.

It is our goal to provide instruction that will allow students to utilize all aspects of the library not only for the specific class in which they come to the library, but for any class they are taking that semester and subsequent semesters. To this end, we will attempt to assess the effectiveness of the new instruction programs, as well as measure the satisfaction of the students regarding the sessions, and look forward to sharing the results of the new programs with you in future issues of the *Information Edge*.

and selected respondents (two students one staff member) who chose to participate in the incentive prize drawing each received a \$100 American Express gift card.

The Library was one of 308 libraries participating in the survey project this year as part of a national pilot lead by the Association of Research Libraries (ARL) to establish baseline information about user expectations and ratings of four dimensions of library service quality:

- access to information,
- affect of service,
- library as place,
- personal control.

Twenty-five questions on the survey focused on these four dimensions.

LibQUAL+ is a web-based assessment tool for measuring library users' perceptions of service quality and identifying gaps between desired, perceived, and minimum expectations of service. According to this gap model, users have both minimum and desired levels of service. The difference between the perceived level of service and minimum expectations is measured in terms of a *gap score*, which can be positive or negative. This gap attempts to measure perceived service adequacy.

For the first time during the four-year project, this year Libraries were able to collect data on which library facility respondents used most often. For a multi-campus institution like Pace, this could prove very helpful. This information, however, was not included in the analysis provided to us by the LibQUAL+ project group. We have received the data files, which will be analyzed for additional insight to the information gathered from the survey.

Additionally, many respondents provided us with open-ended comments that address more specific concerns and even offer suggestions. A perusal of these comments has already shed light on some survey results, and we believe that a more systematic qualitative analysis of these comments will be fruitful in helping to guide our responses to what users are telling us.

We are pleased to report that users indicate satisfaction with the Affect of Service dimension that looks at employees and how they interact with users and how they deal with user needs.

Most respondents, though not quite all, are also satisfied with the degree of personal control afforded to them when using the library. This dimension includes items such as how easy-to-use access tools and the library web site allow users to find information on their own. There were some concerns about "modern equipment that lets me easily access needed information" and "making electronic resources accessible from my home or office."

The second of these areas of concern, "making electronic resources accessible from my home or office" is an example of where the survey is telling us that we need to get the word out

more about a service that we know in fact we are providing at a high level, and that some users perceive we are not. We can hope that the perception is driven by the reality that we can do nothing about firewalls in people's offices that prohibit them from reaching our resources from their office, but we need to find out if this is the case. It may just be that some people don't know about remote access. We need to find out and address the concern.

The area or dimension wherein we are most clearly not meeting the expectations of some users is that of Library as Place. This is particularly so in regards to the need for a quiet space for individual activities. We have already seen from a cursory perusal of open-ended comments that there are real concerns with noise, and particularly with the use of cell phones in the library. Even self-policing efforts on the part of students have not proved up to this challenge, and we need to continue to look for ways to make the library a place where users can and want to come for studying and learning.

In the dimension of Access to Information, a couple of areas stand out as areas requiring additional attention. The first concerns "printed library materials I need for my work." A closer analysis of survey results data by user group and discipline are warranted here to see if the gap between minimum and perceived expectation is widespread or whether this concern rests largely in specific disciplines. This analysis while not yet done is anticipated to be part of our closer analysis of the data provided by LibQUAL+.

The second concern in the dimension of Access to Information was with "print and/or electronic journal collections I require for my work." To put this item in perspective, we are glad to be able to say that across the boards, in four iterations of the LibQUAL+ survey over the last four years, this is an area where gap scores are consistently low. It is in fact the example item that LibQUAL+ people use to illustrate the value of norm tables that a total market survey such as LibQUAL+ affords its participants. We may not look so good, but when few others look good, that can help us put the results into a comparative perspective and give us another way to look at the results.

This being said, we also know that we are providing access to an incredible number of scholarly and specialized journals through library databases and further through the library-subsidized document delivery services *Ingenta* and *Infotrieve* and we believe that this tells us that we need to further publicize these services. To use either of the services, one must create a profile and request a password, and once this is done, between Ingenta and Infotrieve, students and faculty can access articles from over 10,000 unique journal titles without the intervention of a staff member!

The Pace Library is committed to *listening* to users and taking steps to better meet user expectations. Further analysis and careful follow-up will help clarify expectations and perceptions of groups of library users and assure that we are focusing efforts and resources, as well as better publicizing current services, where you have told us you expect more.

Gone Fishin'



Librarian Thomas Snyder Retires After 30 Years of Service:

By Mel Isaacson, Associate University Librarian for NYC

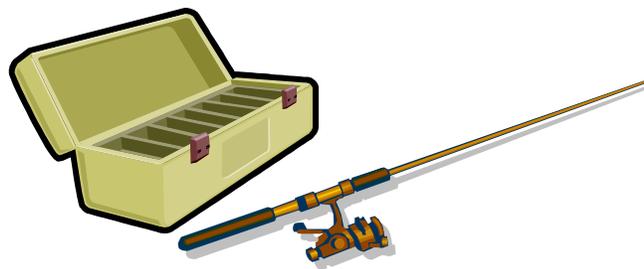
If you were a Pace University student, a faculty member, or a member of the staff in 1973, and you required reference assistance at the Civic Center Library on the New York City campus, it is likely that you encountered Reference Librarian Thomas Snyder. If you were a Pace student, faculty or staff member in 2003, you were likely assisted at the Reference desk of the Henry Birnbaum Library by Reference Librarian Thomas Snyder. For thirty years, Tom Snyder offered pleasant, high quality reference assistance to library patrons on the New York City campus. However, on August 29, 2003, Tom handed in his keys to the Birnbaum Library and settled into a well-earned retirement. "Gone fishin'" is a sign that could be placed on his desk, because that's exactly what Tom is planning to do. Instead of dressing and heading downtown to Pace, he's heading toward the water with fishing rod and bait in hand in pursuit of a big catch. Our long-term, dedicated librarian has left, and the Birnbaum Library will not be quite the same without him.

Tom began his career with the Civic Center Library (renamed the Henry Birnbaum Library in 1989) of Pace University (which went from being a college to a university just a few weeks after Tom's arrival) on February 1, 1973. He was hired to serve as Reference/Documents Librarian, a position that he retained until his retirement. Tom, a graduate of the University of Hawaii (BS) and Columbia University (MLS), assumed his new responsibilities in what was then the relatively new campus library located in the recently opened Civic Center building at One Pace Plaza. He was one of a small staff of reference librarians who provided coverage at the Reference desk and assisted students and faculty in locating needed information and conducting research. Tom also had responsibility for ordering federal documents from the extensive Government Printing Offices' Monthly Catalog of Government Publications, along with building the Library's collection of state documents. He also assumed some bibliographic instruction duties as the Library began to offer sessions to students on how to locate information in

library-maintained resources (most in print during a significant portion of his tenure). In addition, he maintained the now gone pamphlet file, and routinely clipped articles from the New York Times on topics of interest to students for what was then called the "clippings file."

Tom witnessed a great deal of change in the Pace Library, especially during the latter years of his career. Print indexes were supplemented with a microfilm index (the "Magazine Index"), which then gave way to CD-ROM indexes and databases. In the 1990's, many of the print indexes and CD-ROM databases were replaced by electronic databases. After 1991, Tom no longer directed students to the card catalog to search for books, for it was replaced by the Innopac Online Public Access Catalog, searchable initially on a "dumb" terminal and ultimately on a computer workstation. Electronic resources proliferated to the extent that there were over 120 electronic databases being subscribed to by the Pace Library by the time Tom reached his retirement date. Many print and microfilm periodicals were replaced by the availability of online full-text articles contained in massive periodicals databases. And of course, the Internet became a major tool for conducting research in the library. Tom now spoke to students and faculty about such things as "search engines," "downloading files," "remote access," and "e-books." Gone were the days of clipping articles from the New York Times, since entire retrospective and current runs of the Times were now available electronically for quick access, downloading or printing. Likewise, government statistics, reports, and documents were being made available via the Web. Tom devoted himself to learning the electronic resources and to adapting to the crazy demands placed on the Reference Librarian in the Electronic Age. And through it all, he continued to provide friendly, distinctive reference and research assistance to the Pace community. That will be his legacy to the Library and to the University.

Thirty years is a long time to devote to an institution. Tom Snyder happily devoted those many years of his professional career as a librarian to the Pace University Library. He has indeed earned his retirement. His plans now include spending time with his wife and two sons (one living in New York City, the other, a Pace graduate, residing in Florida), listening to music, catching up on reading, and of course, fishing. We wish Tom the very best in his new life as a retired man of leisure, and thank him for his many years of commitment, devotion and service to the Pace Library.



ProQuest Update!

New Enhancements & Features – Fall 2003

Sarah Burns, Assistant University Librarian for
Instructional Services

Databases include:

1. *ABI/Inform Global* (including the Archive)
2. *Research Library* (formerly *Periodical Abstracts Research II*)
3. *ProQuest Newspapers* (including full-text coverage of 27 newspapers including *The New York Times*, *Wall Street Journal* and *Washington Post*, plus other U.S. and international newspapers)
4. *New York Times Archive* (PDF full-text back to 1851)

Basic Search Screen

- Quick jump to “Publication Search,” for when you want to browse available issues of a particular publication
- One click to limit to scholarly publications only
- One click to limit to full-text results only
- Date range searching

Advanced Search (formerly called Guided Search)

- “More Search Options” allow you to limit your search by:
 - Publication Title
 - Subject
 - Company
 - Person
 - Article Type
 - Publication Type
- Browse lists of terms in the above categories, and click to add terms to your search

Results Screen

- Results are now categorized by type of source publication, including:
 - Scholarly Journals
 - Magazines
 - Trade Publications
 - Newspapers
 - Reference/Reports

Article Screen

- When viewing an article, use the “More Like This” feature to find additional, similar articles
- Use the “Publisher Information” or “Publication Information” link at the bottom of the article screen to learn more about the publication, sometimes including a link to the publication’s web site

Marked List

- Mark items by clicking in the box to the left of the article title
- Use the “Marked List” button to view marked items, and then print or email items
- Marked Lists can now be exported to bibliography managers, including ProCite, EndNote, Reference Manager and RefWorks
- Create instant bibliographies using the “Print” feature.
 - When viewing a Marked List, follow the “Print your bibliography” link and select the appropriate citation style

My Research Summary

- Capture your research session, including results and searches performed
- Download an HTML page of active links to marked articles, recent searches, and visited publications
 - After clicking the “Download” link, click on File, then Save as... to save the file to your local computer.
- This page can be uploaded to your course web site or Blackboard course shell to create recommended reading lists for your students.
 - These links will let anyone access articles, searches and publications from anywhere for **one week** after they are created. After the first week, the links will only be available to authorized ProQuest users.
 - **REMEMBER!** From off-campus, students will need to authenticate using their Pace Library barcode in order to access links and articles.

HELLO, MY NAME IS...

Helen Lane joins the Birnbaum Library staff this Fall as Instructional Services Librarian. Helen will develop and conduct Information Literacy instructional programs, workshops, and tutorials which will promote critical thinking and problem solving skills necessary for contemporary library research. Helen will also perform reference and collection development activities for the Birnbaum Library. Helen received her Masters in Library and Information Science from the Pratt Institute in 1999. She was previously employed as Supervising Evening Reference Librarian at St. Francis College, Brooklyn and coordinated the Bronx division of the Click On @ the Library program for the New York Public Library. Besides great books, Helen's favorite things are contemporary art, traveling abroad, and getting together with people who like to discuss books, art, and travel.