Pace University
DigitalCommons@Pace

University Library Newsletter | Pace University Library System

11-1-1998

The Information Edge - LIbrary Newsletter - Fall 1998 Issue

William J. Murdock ed.
Pace University

Follow this and additional works at: http://digitalcommons.pace.edu/lib_bulletin

Recommended Citation
Murdock, William J. ed., "The Information Edge - LIbrary Newsletter - Fall 1998 Issue" (1998). *University Library Newsletter.* Paper 14.
http://digitalcommons.pace.edu/lib_bulletin/14

This Article is brought to you for free and open access by the Pace University Library System at DigitalCommons@Pace. It has been accepted for inclusion in University Library Newsletter by an authorized administrator of DigitalCommons@Pace. For more information, please contact rracelis@pace.edu.

The INFORMATION EDGE
A Newsletter of the Puce University Libraries

Fall 1998 Vol. 3, No. 1

INNOSPEAK

By Rey P. Racelis

Speed-Up Bibliography and the LIBROS OPAC

It was not very long ago when, even in the age of word processing software, the preparation of bibliographies or end notes, entailed a painstaking labor of documentation involving handwritten notes and index cards. The translation of these notes into typewritten entries to make up a bibliographic list was a time-consuming process exacerbated sometimes by one's unskillful bungling on the keyboard.

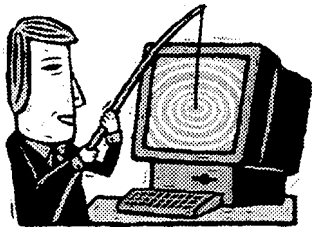
The LIBROS (Library Information Books and Resources Online System) catalog, also known as the Innopac (Online Public Access Catalog from Innovative Interfaces, Inc.) is the online bibliographic system of Pace University Libraries. It consists of more than 800,000 individual volumes or about 600,000 bibliographic titles. It contains a highly sophisticated database structure that allows users to customize their searches and prepare bibliographies online. These bibliographies can either be emailed to one's personal email account, sent to a networked printer, or downloaded to one's own disk for later editing. This feature is available in both the TEXT-based and the WEB-based OPAC .

For those interested in doing the text-based search, which is faster and more versatile because it is not GUI-based (graphic user interface) and therefore imposes less on the computer's memory, a detailed guide is available in the LIBROS text-based menu. To get into this mode, either open location under FILE or type in the command telnet://innopac.pace.edu in the URL box or click on the telnet option available in the WEB OPAC to log into the catalog.

–Continued on page 7

Holding the Ocean in a Paper Cup': The Dilemma of Instruction at Pace's Mortola Library

By Rebecca C. Albrecht, Instructional Services Librarian (Westchester)



Assignments meet deadlines and schedules and then speak to expectation. Stand quietly in the busiest area of the library, by the Reference workstations, and listen. It won't take long for you to hear what I too often do. Panic. Pure and simple. There you'll often see the computer-glazed eyes and postures of defeat lost in a sea of information and searching for oars. Rational thinking erodes in the presence of too many options.

In the past few years, access to information at most university libraries has grown by leaps and bounds. At Pace University, with over 70 databases from which to make a choice, users of the library need guidance more than ever. Each new online tool meant to enhance the user's research instead potentially increases the anxiety, confusion, and frustration of many searchers instead.

Pace's response to this increasingly challenging situation follows suit with universities across the country where positions for librarians specializing in instruction have become a staple. The need for a strong pedagogical approach, an understanding of educational theories and a clear definable mission has guided the Instructional Services Team at Mortola to a new awareness of our role in the educational process. Our mission is, ultimately, to help students ask focused questions, not merely to find answers.

By the end of October, the Instructional Services team at Mortola alone will have interacted with at least 1500 students in over 45 sessions. As we work to help the members of the Pace community understand their own information needs, we invite you to work with us in moving towards campus-wide information literacy.

"There is nothing either good *or* bad but thinking makes it so"
(Hamlet II, 2)

Perspective is everything. We hope that by giving you some idea of the challenges we face in terms of user education, you will be more in tune with the solutions we are working towards, There are several ways to help us help you to help our students. First, be aware of our mission for instruction. It provides us with a touchstone for designing and coordinating instruction at Mortola.

The mission of the Westchester instructional Services Team is to:

1. Support the library's mission to "provide guidance" and "promote information literacy" through instruction and with attention to the diverse learning styles and technological skill levels of members of the Pace University community (consisting of students, faculty, staff and alumni).

-Continued on page 2

-Continued from page 1

2. Provide each participant, through the acquisition of transferable information literacy skills, the ability to adapt intellectually and technologically to an increasingly dynamic environment.

3. Empower Pace University students to become critical thinkers and competent users of information resources so that they are able to identify, retrieve, and evaluate information for use in curricular pursuits as well as lifelong learning.

Second, work with us. Give us suggestions and try out some of ours. Here are the ABCs of how we can work together:

Accept fear. We all encounter it as a natural response to expectation. Students will generally experience more of it when they approach research. By talking to them about their research strategies and by making the steps of the critical thinking process evident, you will encourage students to map out a plan for conducting research.

Brainstorm with students. Integrate brainstorming into your conversations with students and get them in the habit of talking out their research issues. Suggest search terms and ask them to list possible terms when choosing a topic.

Collaborate with librarians on your assignments. Once assigments have been written, send them to us via fax, email or intercampus mail. Let us know what assignments you are considering. If you would like a hand, remember that we specialize in creating assignments that are accessible and take our collection into account. Even if you do not plan to bring your class in for instruction, remember that we will see many of your students. If we know your assignment, we can clarify questions and prepare to reduce competition for resources. Detour Fishtailing. If you are bringing your class in for instruction, encourage students to choose their topics early and stick to them. When students have a clear idea of the subject of their papers, they are more committed to the instruction session and use available hands-on time to make headway with research or ask questions that help them create their own research strategies.

Expose yourself. The set of skills required to conduct sound academic research provides us all with the unique opportunity to learn side by side with students, exposing them to the truth that research is a process that is always demanding and dynamic. No one person could intimately know each and every online resource. We have a uniquely even playing ground that allows students to see us struggle with the complexities of information as well.

Fix your dates. Set up your dates for library instruction as early as possible. The changes we have made to our instruction sessions and the increasing popularity of the electronic classroom have made scheduling instruction sessions a challenge. To schedule an instruction session, email Rebecca C. Albrecht at *ralbrecht@pace.edu* , call 773-3505, or fill out the online form at http://*library.pace.edu/instruct/westreq.html*

Keeping Pace ***with Library Instruction Changes***

One of the changes that we have made to our instruction is to move to more theoretical ground. When we discuss the issue of databases, we encourage students to think about what they have already done with their research and why. Of course, we still attempt to give all of our classes some hands-on experience using the materials that they will encounter in the library. Many classes work with actual print sources, determining how they are organized and what information they contain. But what we now try to stress in the face of an increasingly electronic emphasis is that choosing materials, whether print or electronic, is a process that students will need to hone and be tenacious about.

Despite the fact that searching for information has demanded an entirely new set of skills, the library has attempted to keep instruction sessions to the traditional 50-minute format. Recently, we have broken that mold. We have randomly selected and encouraged a small group of professors to work with us towards a two-session format for instruction. These classes have been purely introductory (ENG 101) and the two lesson plans split the focus between the catalog and the databases/indexes available in the library. We feel the shift has been a successful one. Students seem to be more clear on the different functions of the catalog (which gives access only to those items owned by Pace) and the databases (which provide access to citations of articles regardless of whether or not we own the journals in which they appear). Furthermore, students get to work with the lead teaching librarian twice. That helps us to create a dynamic with the students that was otherwise very difficult. Students seem to feel more comfortable approaching the librarians and that is, in and of itself, immensely important to their success as participants in introductory courses.

In the coming months, we hope to study the effects of changing instruction to this two-session format. We invite you to talk with us about these or any changes in instruction at the Mortola Library and perhaps determine if your class might benefit from this approach or a different one. Your perspective, input and collaboration are key to our ultimate success in encouraging a student body that is both information literate and excited about lifelong learning.

Quoted from Ani DiFranco's "Hour Follows Hour" on the album Not a Pretty Girl.

Taking it to the Web: Faculty and Librarians Collaborate to Provide **Remote Access to Course information**

By Sarah Bums, Head of instructional Services (Westchester)

Collaboration with librarians on the use of new instructional technologies is not something new to members of the Pace community. For a number of years faculty and staff, as well as student assistants, had worked with Dirk Klingner, formerly Assistant University Librarian for Systems, to create World Wide Web pages and to use WebBoard, the online conferencing system supported by the Pace University Library, During the Spring and Summer 1998 semesters Dirk continued to support faculty and staff in their World Wide Web endeavors; in addition, Sarah Burns, now Head of Instructional Services, began consulting with faculty, staff and students on the creation of Web pages and the use of WebBoard.

Previous to the Spring 1998 semester most faculty - librarian collaboration took place as informal meetings. These informal meetings were productive and exciting, and as word spread, interest in course web pages and course WebBoards grew. At the urging of a number of faculty members, and in conjunction with the Pforzheimer Center for Faculty Development, workshops on how to create an online syllabus using Page Composer and how to use and manage WebBoard were offered for the first time in May. Sarah Burns facilitated these workshops, which were filled to capacity with faculty from both Pleasantville and New York City, representing the Dyson College, the Lienhard School of Nursing and the Lubin School of Business. Linda Anstendig and Jim Stenerson, both avid users of the WebBoard, shared their experiences with their colleagues. Evaluations indicate that most attendees thought the sessions were both valuable and helpful. The success of the May workshops led to another round of workshops offered at the end of August. Though there were fewer attendees at the August workshops, most likely due to vacation schedules, the faculty again provided feedback, both formally on evaluations and informally in conversation, on how useful the workshops were. A third round of workshops took place the last week of October.

In another opportunity for faculty – librarian collaboration, Sarah served as an assistant to Linda Anstendig and Jane Collins in their two-day technology workshop this July for faculty interested in incorporating the use of web pages and WebBoard into their courses. This workshop focused not only on the technical ins and outs of creating web pages and managing a WebBoard, but also on the pedagogical issues and considerations of incorporating these new technologies into the teaching and learning process.

Faculty members use the World Wide Web in various ways. A number of faculty members use their course web pages as places where they provide access to not only the course syllabus and materials, but where they can post important announcements and last-minute changes. Others have incorporated the conferencing capabilities of WebBoard into their class sessions, allowing small groups to collaborate on topics, as well as providing a place for students to post short essays which can then be read and evaluated by their peers. Linda Anstendig mentioned in the WebBoard workshops that some of her students have actually started citing in their papers posts made by a classmate on the WebBoard. A small number of faculty members have used web pages and WebBoards to facilitate entire

–Continued on page 4

TECH TIPS

Retrieve Deleted Voicemail Messages

- If you inadvertently delete a voice mail message while using the Pace University voice messaging system, press the star (*) key to immediately retrieve the message.

Open Multiple Netscape Windows

- To open multiple Netscape windows, click on the **File** pull-down menu, select New, then select **Navigator Window.**
- Or, hold down the **Ctrl** key and the N key at the same time to open an additional Netscape window.
- Toggle back and forth between multiple windows by holding down the **Alt** key and tapping the Tab key.

Set Your Netscape "Home" Button

- You can set your Netscape "Home" button to go to the web page of your choice.
- Click on the Edit pull-down menu, then go into **Preferences.**
- From the Preferences menu, select **Navigator.**
- In the "Location" box, type the web address of your choice, http://library.pace.edu, for example, will set the library web page as your Home page.

Edit Bookmark Titles

- You can change or edit a Bookmark title in your list of bookmarks when using Netscape Navigator.
- Click on **Bookmarks** from the tool bar at the top of your screen, then select **Edit Bookmarks.**
- Use the *right* mouse button and click on the title of the Bookmark that you would like to edit.
- Select **Bookmark Properties** from the menu that comes up on your screen. Edit the name in the Name field accordingly.

Download **Images** *from the Internet*

- To download an image from the Internet and save it on disk, place your mouse over the image and click on the right mouse button.
- Select Save **image As** from the menu that comes up.
- Select the appropriate drive and directory, and click on the **Save** button.
- *Before saving any image from the Internet be aware of copyright considerations!*

TAKING IT TO THE WEB
-Continued *from* page 3

asynchronous courses. To see examples of faculty web pages and WebBoards, you can search the Online Reserve Room at the library home page (http://library.pace.edu).

Though certainly a successful and continuously challenging and exciting endeavor, collaboration between faculty and librarians isn't limited to the use of instructional technology. Work continues on the creation of a Faculty Development Collection focused on subjects of interest to faculty, such as how to incorporate critical thinking into instruction, the use of educational technology, methods of evaluating instruction, and more (see Nancy Bobrek's article in this issue of The Information Edge). The Faculty Library Liaison Committee is in full swing, with input from faculty being solicited and used to evaluate the existing print and electronic collections, as well as to assist the librarians in recommending print and multimedia titles for future purchase. In addition, faculty and instructional librarians have been working together to better incorporate library resources and instruction into course assignments.

The staff members of the Pace University Library welcome collaboration with university faculty and staff, and we encourage you to contact a librarian if you have ideas for collaboration that aren't currently being addressed. You can find the library's staff listing, with live e-mail links to all staff members, on the Services and Policies page at the library home page – http://library.pace.edu.

One of the things to come out of the time Dirk and Sarah have spent working with faculty on using new technologies is a list of some "tech tips" that people have found helpful. On page 3 are a few tips for you to clip and save. Look in future Newsletters for additional tips and hints. •

Selecting the Best Library Resources...
Collection Development at Pace University

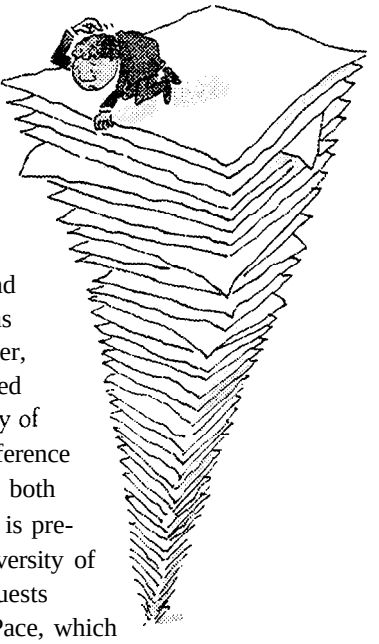
PART 1

By Nancy Bobrek

INFORMED SELECTION OF RESOURCES LAYS A STRONG FOUNDATION...

At the Pace University Library, we believe that effective research is dependent upon an informed and creative selection of resource material in a variety of formats, which are then utilized and combined in a fashion which ensures a high probability of success, whether one is trying to answer a simple query or is attempting a comprehensive literature review of a complex and scholarly subject. The first responsibility, for informed identification and acquisition of resource material which supports the University's instructional program, is a collaborative effort between library management, professional library staff and the faculty and academic staff of the University. Formal accountability for the success of the Collection Development Program rests with the Office of the University Librarian, William Murdock. Responsibility for coordinating collection activities between the two campuses, developing synergistic projects which make maximum use of available funds, consulting with faculty library liaisons in the formulation of long-range collection management plans for their discipline, and conducting formal assessments of the collection, fall under the domain of my office, as the Assistant University Librarian for Collection Development. With its many simultaneous projects, this is a position with immense challenges.

The second activity – combining both print and electronic resources in a creative and informed manner for the resolution of specific research needs, is encompassed under the category of Reference and lnformation Services. This activity is formally under the direction of Michelle Fanelli at the Birnbaum Library in New York and Christa Burns in Westchester, but is a shared responsibility of all of the Reference Librarians at both campuses. It is precisely the diversity of research requests received at Pace, which makes the research and instructional process, and the accompanying collection development activities so challenging and varied. However, it is clearly at the Reference Desk that the results of our efforts are tested; for it is here that we find out on a daily basis how well all of the pieces fit together. It is also here, in our numerous interactions with students and faculty, that new areas in need of development may first be brought to light.



RESOURCES ON-SITE AND *"AT A DISTANCE"...

Any individual entering the Pace University Library to conduct research on subjects relating to our instructional program, should do so with the expectation that he or she will be able to identify discipline-specific information in the four major categories of: electronic databases, journal articles, reference and circulating books, and Web-based resources. Depending on the discipline, a variety of specialized resource material may also have been acquired in

-continued 0" page 5

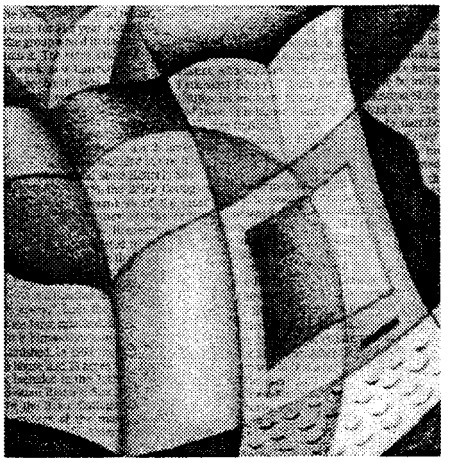
Continued from page 4

various formats, such as curriculum guides, maps, or videotapes, to name only a few.

The patron may also have the expectation that a certain portion of this resource material, specifically electronic databases offering selected full-text delivery of journal articles, will be accessible by dialing into the library's computers from remote locations. In fact, of the 57 databases currently available through the library, 49 are now accessible remotely to members of the Pace community. This accomplishment is the result of numerous advances in telecommunications at Pace, in conjunction with the tireless efforts of the Assistant University Librarian for Systems, Dirk Klingner, and the artful trouble-shooting activities of Erik Jantzen in Pleasantville and Rey Racelis in our New York library

FORMAT DETERMINES COLLECTION DEVELOPMENT STRUCTURE...

The vast amount of resource material being published in all formats today, and the necessity to intelligently select the best from among this plethora of choices, renders the collection development activity both time-consuming and labor-intensive. Yet, this activity is whole-heartedly embraced by the library's professional staff, all of whom have multiple responsibilities in addition to their accountability for selecting in specific disciplines. However, because of the constraints on staff time, it is critical that we continually look for ways to streamline our collection development activities, without compromising their quality. The introduction of videoconferencing at Pace has already proved expeditious to our collection development efforts, as we explore new approaches to coordinated buying between the two campus libraries. Collection Development Task Force meetings are now routinely conducted electronically, and this past



September, the Library held its first Collection Development Videoconference to review the results of the Library's significant purchasing efforts over the summer, and to share concerns between the two campuses relating to the collection development process. It was a solid beginning to build on.

ROLE OF THE ELECTRONIC RESOURCES TASK FORCE...

Each type of resource material selected for the Pace Library collections is subject to different selection criteria; consequently, our collection development activities need to be structured in a manner which takes cognizance of this fact. Whether the selection and evaluation process involves a formal Task Force, a focus group, or individual consultation with a faculty member in the discipline, our objective is to accomplish the maximum amount of targeted, cost-effective buying within any given purchasing cycle, given the funds allotted.

In the identification of electronic resources for the collection, we find that utilizing a task force consisting of librarians and library management drawn from both campuses, is most effective. In part, this is because electronic resources, and specifically commercial databases, are among the most expensive type of resource acquired by the library and contracts once signed with a vendor may be complicated to break. In addition, because of the requirement that all of the Reference and Instructional Librarians feel comfortable using and instructing others in the use of these databases, it is imperative that the selection process be as inclusive as possible. While membership on the Electronic Resources Task Force is voluntary in nature, and may rotate from time to time, all of the Reference Librarians participate in the identification of potential databases for purchase, as well as in the hands-on evaluation of these databases, which generally extends for a trial period of 30 days.

This task force convenes approximately every six weeks, and meetings frequently cover an agenda which is several pages long. While we rarely achieve complete consensus on a trial product, we feel comfortable with the fact that we have solicited the widest spectrum of viewpoints possible, incorporating expert opinion from our own faculty, as well as outside media reviewers, whenever feasible. In fact, all faculty are encouraged to periodically check the Library Home Page to review the databases which are on trial at any given time. This can be accomplished by simply clicking on "Databases" and scrolling down until you see "Trial Databases." Once you have experimented with several sample searches and reviewed the retrieval, we hope that you will share your feedback with Mr. Murdock, University Librarian at Pace, via the electronic evaluation form which is posted there. •

Part II of this article *will feature* more on the important role of the Faculty Library Liaison Committee, the *Library's* Print Collection Task Force, and the contributions of individual librarians to the collection development process. Watch for it in our next issue...

FACULTY DEVELOPMENT BOOK COLLECTION ENHANCES COLLEGE TEACHING IN AN ELECTRONIC AGE...

By Nancy Bobrek

> "Effectiveness *in* teaching depends *not on* a single characteristic, but on the appropriate fit among many *variables...Effective* teachers monitor and manage all of these variables, *ensure* their consistency, and fashion them into a pleasing whole. The result of this complex process is the creation of circumstances in which appropriate learning is increasingly likely *to occur"* (Robert Menges, 1981).

Inspire and motivate, direct and indoctrinate, coach and demonstrate, guide and facilitate...serve as a role model...an authority figure...an agent of socialization. All of the above characterizations have at one time or another been used to describe the role of the teacher and the effects that teachers have on students. Laboring under these extraordinary, and occasionally contradictory expectations, it comes as no surprise that all teachers, from time to time, need advice about the problems and challenges of their work. In fact, research-based advice on teaching enjoys a venerable history in this country, dating back to the year 1899 when William James published his first "Talks to Teachers." Since that time, the literature of higher education in the United States has been nurtured, developed and continues to flourish, and many sound principles of good practice for college teachers can be identified therein.

An excellent opportunity for acquiring a portion of this newer literature was presented to the library late last Spring, when Dr. Sandra Flank, Co-Chair of the Faculty Development Committee, approached the library administration about creating a small, focused Faculty Development Collection at the Pace University Library. Working with Nancy Bobrek, Assistant University Librarian for Collection Development, and Sarah Burns, Head of Library Instructional Services in Westchester and the Library's representative to the Faculty Development Committee, Dr. Flank outlined several key areas that she felt it was imperative for this collection to address. Specifically, Dr. Flank asked the library to identify titles which discuss effective techniques for teaching at the college level, a portion of which would specifically address effective methods for teaching with the newer technologies, such as those employed in distance education, mediated and Web-based instruction. A second critical area of need was to identify resources which address the important subject of culturally responsive teaching in a diverse society, with practical suggestions for creating an inclusive and respectful learning environment. Emphasis was to be placed on titles published within the last five years, by reputable publishers in the fields of higher education and educational technology

Scope and Content of the Collection... Pedagogy, Practice and Passion....

While still small, the collection is varied, including a mix of theoretical works, which offer an impressive conceptual and empirical base, and works which offer practical advice for teaching in both traditional and virtual classroom settings. Titles selected address the universal problems and challenges facing those who teach at the college level today, encompassing issues which range from the teaching of controversial subjects in a diverse society, to the multitude of new issues posed by student learning in the Information Age. Frequently addressed are the pressures placed on faculty to make the instructional process more learner-centered by including greater amounts of active and problem-centered learning, and to teach in new configurations, such as in interdisciplinary teams or incorporating the use of the Web. In some disciplines, additional concerns are created by the requirement that faculty develop and offer courses "at a distance," and feel comfortable operating the sophisticated technology encountered in electronic classrooms and academic videoconferencing facilities world-wide. Such expectations frequently require extensive course redesign, as well as completely new assessment methods of the learning that is taking place. Guidance for planning instruction, strategies for course redesign, and descriptions and evaluations of particular instructional techniques are provided in many of the titles dealing with Distance Learning and Educational Technology. Other titles provide stimulating discussions of related issues such as needs assessment, training for complex cognitive skills, and open learning courses for adults.

Lastly, no Faculty Development Collection could be considered complete without the inclusion of a few representative titles containing anecdotal descriptions by successful teachers of how they think about teaching and how they practice their craft and their art. While these accounts are less likely to be based on extensive research, they offer in its place the strengths of immediacy and often passion.

–Continued on page 7

BOOK COLLECTION
-Continued from page 6

IDENTIFYING TITLES IN THE COLLECTION

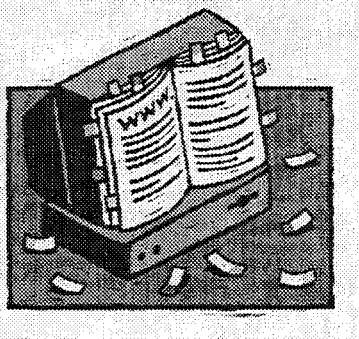
A separate listing of books in the Faculty Development Collection has been prepared for ease in identifying titles of interest, or you may simply wish to search the Pace University Catalog, which is accessible from the Library's Home Page. The following Library of Congress Subject Headings will be most successful in retrieving pertinent titles when you select the Subject searching option from the Library Catalog menu: College Teaching, Multicultural Education, Educational Technology, Instructional Systems – Design, and Distance Education.

A WORK IN PROGRESS...
New books, videos, journal articles...

The Faculty Development Collection remains a work in progress. Future plans call for maintaining an up-to-date file of journal articles relating to this topic, as well as expanding the collection to encompass additional formats, beginning with the acquisition of appropriate videos. The Library also hopes to develop an annotated Webliography of resources on Faculty Development, to include books, journal articles, web sites, videos and other pertinent resources.

We hope you will enjoy using these resources and will make time to stop by the Mortola Library to peruse these titles and borrow any which are of interest. A special display area will be established on the first floor across from the Circulation Window, where new additions to this collection can be easily browsed or borrowed. Please share your suggestions regarding additional acquisitions for this special collection, as well as your comments and suggestions, with Dr. Sandra Flank, of the Education Department, or with Nancy Bobrek or Sarah Burns at the Pace University Library, PPV or Michelle Fanelli at the Pace University Library, PNY. •

INNOSPEAK
–Continued from page 1



Just type in "LIBRARY" as login (uppercase or lowercase) and you will be defaulted to a screen with different search options. Choose B "Library Information" and then choose item no. 9 "Exporting Bibliographic Records". A step by step guide on how to do a search, mark or tag the search results and finally export the chosen bibliographic entries is given.

In the WEB-based OPAC, the procedure is a little different. A search is done by going into the WEB OPAC screen and choosing any of the search options available (e.g. author, title, journal title, etc). It is worthwhile checking whether the search has been limited to Pace University Libraries since the pull down menu for location can be set on "All Location" thereby accidentally including non-PACE University Libraries in the process.

Since the WEB OPAC uses a 2-frame format (command buttons in the first frame and bibliographic citation plus location in the second frame) be sure that you check whether the pulldown location button shows up as it is sometimes hidden behind the mid-line frame divider.

Once this has been set to the right scope (meaning Pace University Libraries), one can go ahead and mark the chosen entries. A button to "Save Marked Records" can be found in the bottom of the frame containing the posted search results. Once this is clicked on, a 2-column frame pops up with the option to choose where to send the list – either to one's email account or to a local disk. The format option on how the search results are supposed to be sent – either in full bibliographic records or in machine-readable cataloging format (MARC) – appears on the second column. In many instances, the marc format will not be needed. This is an option normally used only by the staff of the library. Users emailing the results or downloading it to their hard drive or any local drives must remember to retrieve or open the file through their word processor. Since the records saved and exported are plain ASCII (American Standard Code for Information Interchange) they can be opened easily as text file. Within the word processor environment, be it Microsoft Word or Word Perfect, one can cut and paste, sort or edit the generated list. How easy the editing that is do be done depends on the features of individual word processors.

One question that has always been asked about the online catalog is whether batch printing can be done. That is, after generating search results and marking the chosen entries, is it possible to print all the desired records including all pertinent bibliographic information (meaning the complete bibliographic citation) in one print command. The answer is no. The INNOPAC requires that a bibliographic record be retrieved and called on the screen one entry at a time and then printed. In the WEB OPAC a record is printed by activating the print option simply by touching or tapping the screen where the bibliographic record appears. This limitation however is bypassed by emailing or downloading records. Following the procedure for marking and tagging and then saving the needed records as mentioned in the preceding paragraphs, one can easily export a batched bibliographic list to other hosts (like your email server or your own local hard or floppy drive). From there you can manipulate your records including printing and editing.

The INNOPAC is, indeed, a powerful system that has become the online cataloging medium of choice for more than 600 libraries worldwide. It is a complex, unix-based software that is user friendly. Many of the library automation processes can be carried out by menu driven commands. Using it to search the library catalog and create customized bibliography makes library research a less tedious process. For any other questions related to this feature you can email the INNOPAC system administrator by clicking on this choice at the bottom of the WEB OPAC screen or calling 212-346-1598. Happy searching!

[2] *Rey is the Innopac Systems Administrator – the ONLINE Bibliographic Catalog of Pace University Library System.*

HENRY **BIRNBAUM** LIBRARY, 1 PACE PLAZA, NEW YORK

Fall 1998 Hours

Circulation Desk/General Information (212) 346-1332

Monday-Thursday	8:30am - 11:00 p m
Friday	8:OOam - 9:00 pm
Saturday	8:30am - 5:00 pm
Sunday	1:00pm - 9:00 pm

GRADUATE CENTER LIBRARY, 1 **MARTINE** AVENUE, WHITE PLAINS

Fall 1998 Hours

Reference and Research Services (914) 422-4384

Monday - Thursday	12:00pm - 10:00pm
Friday	12:00pm - 7:00pm
Saturday	10:00am - 5:00pm
Sunday	1:00pm - 6:00pm

EDWARD AND DORIS MORTOLA LIBRARY, 861 BEDFORD ROAD, **PLEASANTVILLE**

Fail 1998 Hours

Circulation Desk/General Information (914) 7733380

Monday - Thursday	8:30 am - 11:00 pm
Friday	8:30 am - 9:00 pm
Saturday	10:00 am - 5:00 pm
Sunday	1:00 pm - 11:00 pm

NOTE: Holiday, Intersession, *Summer* Session and Final *Exam* hours vary and *are* posted in advance.

http://library.pace.edu - Your Gateway to Information

The Pace University Library unveiled the newest incarnation of its World Wide Web home page in September. Much thought and work on the part of many members of the library staff went into the redesign of the library's web presence.

Some highlights:

In order to help members of the Pace community use their time and the library resources more efficiently, more in-depth descriptions of library services and resources are now available directly from the library's front page.

The library began making reserve materials available electronically for classes held at the Westchester campuses this semester using the E-Res Electronic Reserves system. Users may access these materials in the Online Reserve Room.

The Internet Resources section of the library's web page has been redesigned and is now maintained by a number of library staff members. Internet Resources are now arranged by general subject area, some areas are further broken down by more narrow topics, and then each resource is annotated by a member of the library staff so the user can determine the value and use of a site in advance.

The library continues to subscribe to a number of online periodical indexes and databases which provide access to citations, abstracts and the selected full text of journal, magazine and newspaper articles, book chapters, conference proceedings and more. By entering the Databases section of the library's web page, the user can see lists of databases available which cover certain subject areas, or they can go directly to a particular resource by selecting it from the alphabetical list of databases.

Added to the Pace University navigation bar at the top of each library web page is a Quick Jump pull-down menu which allows the user to quickly go to one of the five main areas of the library web page.

The library implemented a new remote access system this summer, instructions for which are available in the Remote Access area of the library home page. Users who are connected to the Internet through an Internet service provider other than Pace (AOL, AT&T, IBM, etc.) can now search the library's proprietary databases with the use of their library bar code as an authentication device.

The Pace University Library strives to provide excellent service. To send feedback to the library staff, users can click on the Comments link on the navigation bar at the top of any library home page. The library staff welcomes comments, questions and suggestions regarding library services, policies and the library home page. •