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Information Edge - Library Newsletter - Spring 2012 Issue

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Information Edge

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Spring 2012

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This issue of *Information Edge* is part of a joint communication, *Academic Excellence & Leadership Development*, that promotes collaboration between members and units of the Pace academic community in support of learning, teaching, scholarship, and innovation.

Patron Driven Acquisition (PDA) of Electronic Books through ebrary

by Noreen McGuire, Assistant University Librarian for Collection Development

We're trying something new!

It's called **Patron Driven Acquisition** (or PDA) of electronic books.

What Does That Mean?

The Pace University Library is piloting a new type of service where you – Library users – choose which e-books (from a large selection of ebrary titles) actually get purchased and added to the collection! Patron Driven Acquisition ensures that the electronic books we purchase are books you are using!

How Does PDA Work?

We've started with just a few major subject areas: Publishing, Social Sciences/ Social Issues, Modern Asia, Gender & Queer Studies, and Performing Arts & Film. Librarian selectors have pre-screened titles to offer you access to over 550 eligible e-books in these subject areas.

When you search in the Library Catalog for books on topics in the subject areas targeted for this pilot, you may come across an [Access the E-book through Ebrary](#) link. Follow the link to see the book. If you want to see if there are eligible titles on a particular topic within these subject areas, add the word "**ebrary**" to your keyword search to see what selections are available. Whichever way you discover a title, click on the [Access the E-book through Ebrary](#) link to see the book you are interested in. Take a look at the item, and if you decide to use it, we decide to buy it! This way we only purchase the ebrary e-books that you actually use.

If you want to see all of the titles that we have made eligible for PDA, do a KEYWORD search in the catalog for "**ebrary**."

**PACE UNIVERSITY LIBRARY'S
INFORMATION EDGE**

Executive Editor: William
Murdock, *University
Librarian*

Assistant Editor: Steven
Feyl, *Associate University
Librarian*

Want to stay on top of library news and events between editions of library newsletters?

“Like” us on Facebook at:

<http://www.facebook.com/Mortola.Library>

and/or

<http://www.facebook.com/Birnbaum.Library>

Also check out our “Lounging Around the Library” blog at:

<http://library.blogs.pace.edu/>

Patron Driven Acquisition (continued)

As of February 23, 2012, the following titles have been selected by Library users:

Studies in Social Inequality : Broke : How Debt Bankrupts the Middle Class

Migration : Changing the World

Book Publishing Industry (2nd Edition)

Books, Bytes and Business : The Promise of Digital Publishing

Understanding China Today : Business and Technology in China

Evolution of American Women's Studies : Reflections on Triumphs, Controversies, and Change

ebrary, acquired by Proquest in 2011, is one of the leading providers of electronic book content to libraries around the world.

Simmons Survey of Media and Markets data is now available on the Web!

by Karen Desantis, Instructional Services Librarian

The library now has access to **Simmons OneView** which replaced the CD-ROM “Simmons Choices 3” database this semester. Simmons OneView can be accessed from both on and off campus, from any computer with Internet access, from the list of Databases on the Library website: <http://www.pace.edu/library/find-resources/database-articles> The database now includes survey results from both the six month and twelve month household and population surveys from 2006 through 2009.

There are several new features available in the database:

- You can make and print out a “Quick Report” with graphs and charts describing the people who chose a particular answer on the survey. For example, you can see quick demographics for all those who answered YES, I own a cellular telephone.
- There is a selection of preset definitions available which allow you to select demographics that have already been combined without having to combine them yourself. For example, combinations of gender and age range, such as MALE 18-24 are more easily chosen now.
- Trends over a number of surveys can be easily run to see how results change over time. The “Highlight & Filter” feature helps you to quickly identify results in a crosstab.

New videos are available on the Pace University Library’s “**Video Tutorials**” page to help you get acquainted with the new interface and features: <http://libguides.pace.edu/videos>

*To access the database, please get a Simmons username and password from the Reference Desk at your home campus library, as there are a limited number of simultaneous users.

ePortfolios: Fact and Fiction

by Sarah Burns Feyl, Assistant University Librarian for Instructional Services



What is an ePortfolio?

ePortfolios are a place to **collect**, **select** and **reflect** on digital versions of your work and achievements. It is not only a place to store items; it is also a place to **reflect** on the process behind each item, what you learned, and how it relates to your coursework or personal development. Creating a robust ePortfolio can not only help you showcase your best work, it

can also help you get into graduate school or land a job! Check out some of your classmates' ePortfolios for inspiration at <http://www.pace.edu/ctl/eportfolio-samples>

Is my ePortfolio more than just an online file cabinet?

Yes! Your ePortfolio can help you track your goals, skills and other experiences that you will acquire throughout your college journey. The Introduction page on your ePortfolio is set-up to help you keep track of your goals, as well as your growing list of skills and reflections. In addition to including text, photos and videos in your ePortfolio, you can also pull your Twitter stream into your ePortfolio, and include your own blog posts, link to Storify productions, as well as Instagram photos, Foursquare check-ins and more. One visual tool many students use to enhance the appearance of their ePortfolio is Wordle. Go to <http://wordle.net> and begin creating your own text representation of yourself.

So if ePortfolio is so great, who is using it?

As of the Fall 2011 semester, over 1,080 Pace students had logged onto the ePortfolio system, and have included at least three "artifacts" in their ePortfolio. Almost 70 Pace faculty members are also using ePortfolios in this same way. Students in many UNV 101 classes have been introduced to ePortfolios, and other programs and courses are integrating the system into their activities, including:

- Communication Studies
- Educational Technology
- Educational Leadership
- English & Literature
- Homeland Security & Public Safety
- Media & Communication Arts
- Marketing
- Nursing
- Public Administration
- Publishing
- The Setters Leadership Program
- Career Services

ePortfolios: Fact and Fiction (continued)

Do Faculty Use E-portfolio?

Yes, they certainly do! When not using them in their classes, faculty have begun uploading and sharing their own collections of best practices and research via the ePortfolio system. Many faculty members were prompted to do this as this academic year the ePortfolio platform became the central tool for facilitating the tenure and promotion process.

Okay, so Pace students and faculty are using ePortfolios, but are we the only ones?

No! Many institutions around the world use ePortfolios. Some leaders in the field include Clemson University, LaGuardia Community College, IUPUI, Boston University, Virginia Tech, Hunter College, Florida State University and other institutions throughout the country, and throughout the world! A number of institutions even use the same ePortfolio platform that Pace does. Our ePortfolio system runs on the Mahara platform, and this past year we began hosting the Mahara Users Group (MUG) meetings both on-campus at Pace, and online via Blackboard Collaborate web meetings. Participants in MUG come from schools and colleges in the New York metropolitan region, Alaska, New Zealand, Germany, Canada and Japan, with new members joining often.

Does my ePortfolio “end” when I graduate?

No! Your ePortfolio account is tied to your Pace Gmail account, which means that **you will keep your ePortfolio as long as you keep your Pace email**. Unlike Blackboard course shells, which become inaccessible to you after a course ends, you can keep your ePortfolio forever – think of it as a living space that evolves with you over time.

Where can I get help with my ePortfolio?

On the ePortfolio website <http://www.pace.edu/eportfolio> there are step by step guides, as well as video demonstrations of many ePortfolio features. You can also contact Samantha Egan, Academic Technology Assistant, directly at segan@pace.edu or you can email eportfolio@pace.edu

My ePortfolio is awesome, how can I get some recognition for all my hard work?

Enter the annual ePortfolio Contest! All undergraduate and graduate students in good standing with the University are eligible. Go to <http://eportfolio.pace.edu> and click the Contest button to learn more, and to submit your ePortfolio for consideration. Winners receive a \$100 gift card to Barnes and Noble and will be recognized at the *ePortfolio Student Showcase*. **Deadline to submit is Monday, April 9, 2012.**



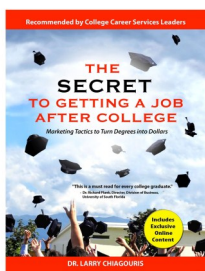
Want some self-guided research help?

Then check out some of the great library research guides and video tutorials!

<http://libguides.pace.edu/>

Pace University Library News and Notes

Need a Job after Graduation?



Join Lubin professor Dr. Larry Chiagouris for a talk on his recent book and learn the best strategies for getting a job after graduation.

Date: Tuesday, March 6, 2012

Time: 5:00-6:00 pm

Where: Henry Birnbaum Library Collaborative Learning Room, 2nd Floor

Light refreshments will be served

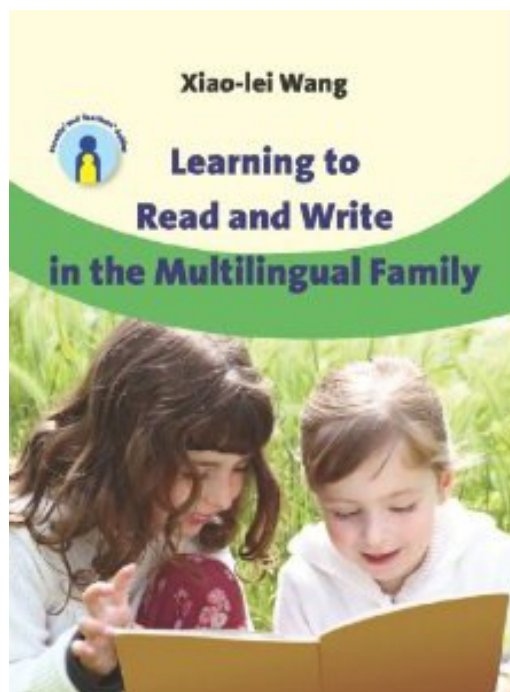
Birnbaum Library Book Talk

Looking for a job? Join Marketing professor Larry Chiagouris for a talk on his recent book, *The Secret to Getting a Job After College* and learn the best strategies for finding a job after graduation.

Tuesday, March 6, 2012, 5-6 pm

Henry Birnbaum Library Collaborative Learning Room, 2nd floor

Any questions contact Jennifer Rosenstein,
rosenstein@pace.edu



Mortola Library Book Talk

On **Thursday, April 19, 2:30-3:30 p.m.** Dr. Xiao-lei Wang will give a talk on her new book, *Learning to Read and Write in the Multilingual Family*, at Mortola Library, Pace University, Pleasantville. Dr. Xiao-lei Wang is a tenured, full Professor of Education at Pace University.

“How do I teach my child to read and write in our minority languages? Most parents raising multilingual children find themselves asking this question at one point or another. Here is a book chock full with practical advice to help us on this quest! The book offers a wide palette of strategies, ideas, practical activities, reading lists, and real-life examples of how other families did it. The ultimate aim is to help parents develop and implement a literacy plan that meets the needs of their personal multilingual situation. The author covers all ages, from infancy to early and middle

childhood to adolescence. In short: there is something in there for everyone!” Alice Lapuerta, mother of three trilingual children, and former editor of Multilingual Living Magazine

“Dr. Wang has taken us on a wondrous journey into the challenges and rewards of developing literacy in reading and writing in more than one language. With her prolific research and international network, Dr. Wang has demonstrated how children can become multi-literate and expand their capabilities and understanding of the world. Intended to encourage and support

Pace University Library News and Notes (continued)

Mortola Library Book Talk (continued)

multi-lingual families, whose children are growing up in non-heritage language environments, this book reaches beyond heritage speakers. Dr. Wang has written a book to be read by all those who want to take that exciting leap to develop proficiency not only in speaking, but in reading and writing in more than one language." Joan S. Kass, Pace University, School of Education, Formerly Coordinator of Languages and Secondary ESOL, White Plains Public Schools

"This excellent book draws on the latest research to explain how multilingual literacy learning can be fostered at different ages from early childhood to adolescence. Parents will discover how to work together with their child to devise a range of creative activities that bring literacy alive through games, role play, literature and multimedia. The author shows that literacy development in more than one language is intellectually challenging and expands children's cultural knowledge, thus enhancing their learning. Real-life examples from families around the world stimulate the reader's thinking throughout." Dr. Charmain Kenner, Goldsmiths University of London

The event is free and is sponsored by Mortola Library of Pace University, Pleasantville, New York. Light refreshments will be served. For more information, contact Harriet Huang at hhuang@pace.edu

On Display in the Mortola Library: Handmade/Homemade Book Exhibit

The Mortola Library has recently installed a new permanent special collection, the Handmade/**Homemade Collection**. The collection has been donated by Dr. Deborah Poe, Assistant Professor of English at Pace, Pleasantville, and her fellow artists and writers. It is a "*collection of handmade, homemade and letterpress chapbooks, one-of-a-kind editions and broadsides. The special collection began in 2011 and includes books by artists and writers working in the twenty-first century.*" Each year after the Annual Exhibition of new books in March, a few items will be selected and added to this collection.



Pace University Library News and Notes (continued)

What's new in the Mortola Library

by Steven Feyl, Associate University Librarian

Since the Fall semester began, the Mortola Library has been a hub of activity with many changes taking place. Some highlighted changes that you may have noticed include:

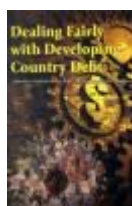
Infrastructure/technology changes:

- Color printers were added in to library in late Fall 2011 through a appropriation from the Student Technology Fee.
- New circulating laptops were added to via the Student Technology Fee
- Buildings and Grounds completed library façade and entrance lighting work late Fall 2011.
- Buildings and Grounds came in during the January intersession and shampooed all the carpeting on the first and second floors.
- 10 new quiet study carrels were added in the "N" section of the circulating collection on the 2nd floor of the library
- We are close to completing a "short term" workspace aimed at faculty, staff, and graduate students who might need an area that can be reserved for more productive work time (such as for staff that are not on their "home" campus and need a place to work after their meetings are done). For more information contact Steve Feyl at sfeyl@pace.edu.

A few recently added books:



Before and after 9/11 : a philosophical examination of globalization, terror, and history /
by Tom Rockmore, c2011



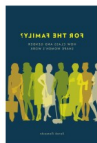
Dealing fairly with developing country debt / edited by Christian Barry, Barry Herman,
and Lydia Tomitova, c2007



2012 and the end of the world : the Western roots of the Maya apocalypse / Matthew
Restall and Amara Solari, c2011



Mayoral control of the New York City schools / David Rogers, c2009

Pace University Library News and Notes (continued)

For the family? : how class and gender shape women's work / Sarah Damaske, c2011



Enough : why the world's poorest starve in an age of plenty / Roger Thurow and Scott Kilman, c2009

Office of Planning, Assessment, and Institutional Research News and Notes

by Barbara Pennipede, Assistant Vice President for Planning, Assessment and Institutional Research

Attention Faculty and Staff:

NSSE 2012 is currently available to First-year and Senior Students

Ask the First-year students and Seniors that you come in contact with to share their Pace Experience through **NSSE 2012**

Each year the National Survey of Student Engagement (NSSE) asks students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked to previous research on student success in college.

Results from NSSE can provide prospective students with insights into how they might learn and develop at a given college. To help in the college exploration process, NSSE developed *A Pocket Guide to Choosing a College* to provide students and their families key questions to ask during campus visits.

The following responses were provided by 590 randomly selected Pace students on the 2011 NSSE survey. (FY=First-year student)

Academic Challenge

To what degree is studying and spending time on academic work emphasized?

78% of FY students felt that this institution placed substantial emphasis on academics.¹

Do faculty hold students to high standards?

58% of FY students frequently worked harder than they thought they could to meet faculty expectations.²

Office of Planning, Assessment, and Institutional Research News and Notes (continued)**How much time do students spend on homework each week?**

36% of FY students spent more than 15 hours per week preparing for class. 18% spent 5 hours or less.

What types of thinking do assignments require?

First-year students reported substantial emphasis on the following activities:

Memorizing facts, ideas, or methods: 68%

Analyzing basic elements of an idea or theory: 84%

Synthesizing and organizing ideas: 70%

Making judgments about value of information: 71%

Applying theories or concepts: 76%

How much writing is expected?

8% of FY students wrote more than 10 papers between 5 and 19 pages and 21% wrote at least one paper more than 20 pages in length.

How much reading is expected during the school year?

37% of FY students read more than 10 assigned books and packs of course readings. 21% read fewer than 5.

Do exams require students to do their best work?

43% of FY students reported that their exams strongly challenged them to do their best work.³

Active Learning**How often are topics from class discussed outside of the classroom?**

59% of FY students frequently discussed readings or ideas from coursework outside of class.

Do students work together on projects – inside and outside of class?

37% of FY students frequently worked with other students on projects in class, 40% worked with peers on assignments outside of class.

How often do students make class presentations?

43% of FY students reported that they made frequent presentations in class.

How many students participate in community-based projects in regular courses?

17% of FY students frequently participated in service-learning or community-based projects during a given year. 57% never took part in such activities.

How many students apply their classroom learning to real life through internships or off-campus field experiences?

Office of Planning, Assessment, and Institutional Research News and Notes (continued)

By their senior year, 65% of students participated in some form of practicum, internship, field experience, co-op, or clinical assignment.

Do students have opportunities to tutor or teach other students?

26% of seniors frequently assisted their fellow students by tutoring or teaching.

Student-Faculty Interaction**Are faculty members accessible and supportive?**

46% of FY students said their faculty were available, helpful and sympathetic.

How many students work on research projects with faculty?

By their senior year, 25% of students had done research with a faculty member.

Do students receive prompt feedback on academic performance?

58% of FY students indicated that they frequently received prompt verbal or written feedback from faculty members.

How often do students talk with advisors or faculty members about their career plans?

82% of seniors at least occasionally discussed career plans with faculty.⁴ 18% never talked with faculty members about career plans.

Do students and faculty members work together on committees and projects outside of course work?

47% of FY students at least occasionally spent time with faculty members on activities other than coursework.

**Enriching Educational Experiences****What types of honors courses, learning communities, and other distinctive programs are offered?**

During their first year, 54% of students participated in a learning community. By their senior year, 18% of students had taken an independent study class.

How often do students interact with peers with different social, political, or religious views?

58% of FY students said they frequently had serious conversations with students who are different from themselves in terms of their religious, political, or

Office of Planning, Assessment, and Institutional Research News and Notes (continued)

personal beliefs.

How often do students interact with peers from different racial or ethnic backgrounds?

61% of FY students frequently had serious conversations with those of a different race.

How many students study in other countries?

By their senior year, 15% of students had studied abroad.

Do students participate in activities that enhance their spirituality?

20% of FY students frequently engaged in spiritually enhancing activities such as worship, meditation, or prayer.

What percentage of students participate in community service?

By the time they were seniors, 68% of students had participated in community service or volunteer work.

Supportive Campus Environment**How well do students get along with other students?**

50% of FY students reported that their peers were friendly, supportive, and helped them feel as if they belonged.

Are students satisfied with their overall educational experience?

77% of FY students reported a favorable image of this institution; 71% of seniors would have chosen this school again if they could start their college career over.

How much time do students devote to co-curricular activities?

6% of FY students spent more than 15 hours a week participating in co-curricular activities. 41% spent no time participating in co-curricular activities.

How well do students get along with administrators and staff?

32% of FY students found the administrative personnel and offices helpful, considerate, and flexible.

To what extent does the school help students deal with their academic and social needs?

72% of FY students felt that this institution had a substantial commitment to their academic success. 46% felt well-supported by the institution regarding their social needs.

A Pocket Guide to Choosing a College is available at nsse.iub.edu/html/pocket_guide.cfm

Office of Planning, Assessment, and Institutional Research News and Notes (continued)**Notes:**

"Substantial" emphasis is defined by combining the responses of "Very much" and "Quite a bit."

"Frequently" is defined by combining the responses of "Very often" and "Often."

"Strongly challenge" is defined by combining responses of "6" and "7" on a one-to-seven point scale where 1 is "Very little" and 7 is "Very much."

"Occasionally" is defined by combining the responses of "Very often," "Often," and "Sometimes."

Data source: National Survey of Student Engagement 2011



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Web: <http://www.nsse.iub.edu>



SAVE THE DATE!

Due to popular demand, The Good Dog Foundation therapy dogs will be back! On Wednesday, April 25 from 11AM-2PM, the Mortola Library will be hosting visits by therapy dogs as a way to help our users de-stress prior to the start of final exams. Can't make it between 11-2? Then stop by the Kessell Campus Center and visit some of the dogs there from 2-5!

For more information on items covered in this issue, please contact Steve Feyl, Associate University Librarian for Planning, Outreach, and Development at sfeyl@pace.edu