



UTA Library Notes

THE UNIVERSITY OF TEXAS AT ARLINGTON LIBRARIES

fall 2005 • Vol 11 • No 2

LCD—Remote Library Storage Facility Nearly Complete

Early 2006 will see the completion of the new **Library Collection Depository**, located on campus near the intersection of Davis and Mitchell streets. This large open warehouse space gives the UTA Libraries a local option for storing lesser-used materials that need to remain in the collection. Remote storage is a fact of life for many large university libraries—a quick Google search on “university library remote storage” shows that in universities across the country today space is at a premium, storage is an important issue, and there is a science to storing materials so that they may be easily retrieved for the users who request them. The trick is to go from the least dense arrangement of books (on the shelves in the library itself) to the most compressed (in the storage facility).

In 1963 the newly occupied Central Library consisted of a basement and two floors. The university and library grew quickly, and within a year, according to Don Decker, UTA’s Coordinator of Planning, a contract was issued to build the remaining four floors on our main building. Over the next 30 or so years, the library continued to fill the shelves with important books and other materials.

Nearly ten years ago the UTA Libraries celebrated the acquisition of its one millionth volume, an important 1835 broadsheet called *¡¡¡Libertad, Constitucion, y Federacion!!!*, a gift of Jenkins and Virginia Garrett. In library usage, a “volume” is a discrete item that most commonly is assumed to be a bound book or periodical, but could in this case also be a pamphlet, a map, a chart, a recording, a film, in fact, any number of types of things that are typically housed in libraries for the use of researchers.

The UTA Libraries collection has continued to grow, and the specialized Science and Engineering branch and the Architecture and Fine Arts branch helped take some of the pressure from the Central Library—for a while. Today, those branches are bursting at the seams with materials.

Every library determines that a certain number of volumes are redundant or no longer needed, resulting in a regular weeding of materials. But what does one do with the unique, rarely used, but still important works that occupy shelf space needed for more relevant incoming materials? There are four basic alternatives when it comes to book storage, and UTA has tried them all. Open-stack facilities,



The Library Collection Depository, built during 2005, is a simple metal warehouse facility built on a concrete slab with temperature and humidity controls to protect the stored materials. The shelving will be 16’3” tall and will be arranged to accommodate the materials most efficiently. Eventually 300,000 volumes and more than 2000 boxes of archival material will be stored here.



Compact shelving units are compressed together. When the handle is turned they move along tracks, allowing a few wider passages between the tracks.

with fixed rows of shelving on the floor, were joined in the 1980s by compact (movable) open stack shelves, such as on the second, fourth, fifth, and sixth floors of Central and in the Science and Engineering Library. When those were filled, the libraries shipped lesser-used volumes to a regional storage facility, the J .J. Pickle Research Facility Library Storage Facility in Austin, but that space is now filled. The next step in this process is to build and use local

See *Remote Library Storage* on page 2

IN THIS ISSUE

- 2 From the Dean of Libraries
- 3 Librarians Teach
- 3 CPS—A New Learning Tool
- 4 Strategic Planning
- 4 Donors
- 6 Friends of the Libraries
- 7 Some Card Catalogs Still in Use
- 7 Focus on Faculty
- 8 Technology Fair

FROM THE DEAN



Gerald Saxon

The Libraries has a rich planning tradition going back for years and, while the planning process changed to be more inclusive, the staff's desire to develop and enhance services for students and faculty has not changed.

UTA Library Notes is published semi-annually by The University of Texas at Arlington Libraries, Box 19497, Arlington, Texas 76019-0497. ISSN 1083-7620

Library Administration and other staff members who helped produce this issue are: Maggie Dwyer (editor), Tom Lindsey, Kay Punneo, Gerald Saxon, and Lea Worcester. Photos, unless credited, are by Maggie Dwyer.

UTA Library Notes is intended to foster community support and appreciation for Library programs and services and to spotlight grants and contributions. Find this and all library publications online at <http://library.uta.edu/Main/publications.uta>.

The Fall 2005 issue of *UTA Library Notes* reflects a library system that is dynamic and changing to meet the needs of its users. In this issue, readers will learn about the strategic planning process that library staff and our constituents have used to develop and write a new strategic plan for the UTA Libraries. This plan, like all such plans, is an organic document that, with some tweaks and revisions along the way, will take us through 2008. As Karen Hopkins reports in her article, the plan is a product of library staff input, surveys that have been conducted with the library's many user communities, and focus group sessions with users. The Libraries has a rich planning tradition going back for years and, while the planning process changed to be more inclusive, the staff's desire to develop and enhance services for students and faculty has not changed. For the plan see: <http://library.uta.edu/planning/strategicPlan.jsp>.

Space, or more appropriately lack of the right kind of space, has been a perennial issue for the Libraries for more than a decade. As is pointed out in the article about the Library Collection Depository, we have tried to extend the lives of all library facilities by adding compact shelving where the buildings can accommodate it, using a remote UT System facility in Austin for storage of some library materials, and now building a storage facility on campus for low-use materials that are still relevant to our collection but are not accessed very much. Our goals with the new building are to de-compact library spaces, eventually relocate 300,000 volumes and 2,000-plus boxes of archival materials into the facility, and re-program space in the Central Library and the branches so that they can house new services and materials. We hope to do this and not compromise quick and easy access to the materials being stored in the new facility. As I write this column there is a massive effort going on in the Libraries to determine what is going into the facility, measure and mark the thousands of items that will be sent over first, and prepare to change their records in our online system.

Tom Lindsey, in his article about U.S. government documents, reminds us that not everything in the 21st century library is high-tech. Indeed, Lindsey resurrects a term that many of our students might not even recognize—"card catalog." Like phonograph records and eight track tapes, card catalogs are relics from the past to many of our students. Most college students have been raised when library catalogs were online and web searchable. Paper cards arranged by author, title, and subject have not been a part of their library experience. Lindsey points out that while many government documents are cataloged electronically by no means are all of them. This fact forces students and faculty to use the shelf list of government publications to access older documents—a shelf list with its own unique classification system. There is a wealth of information that can be found in government documents, and Lindsey's article is a reminder that one has to search in many places and in many ways to access all of it.

The fact that librarians and archivists teach should not be a surprise to anyone at UTA. We have librarians and library staff teaching classes on their own, working collaboratively with faculty in undergraduate and graduate classes, and giving instruction on reference desks and electronically through email. Evelyn Barker describes the new Classroom Performance System (CPS) developed by eInstruction and used in the library. This is an exciting new technology that encourages active participation in the classroom and has broad application across the curriculum. Barker talks about its use recently in the Central Library with a group of middle school students. She discusses the excitement the use of the software generated among the students.

The Friends of the UTA Libraries' organization has started its fall season with several outstanding programs as reported below. Perhaps even more importantly, the Friends Advisory Council has decided to create an endowment to support the Friends' McNair Scholars Award. This award recognizes students in the McNair Program for outstanding research achievement. The McNair Program assists promising students from low income/first generation or underrepresented backgrounds to enter graduate school. The Friends Award will be given annually to at least two McNair students. The award will include a \$500 cash prize and a plaque.

The reporting in this newsletter represents the proverbial "tip of the iceberg" in the UTA Libraries. There is so much going on in the library and with library staff that it would take many newsletters just to skim the surface. I encourage you to use the library, engage our staff in collaborative projects, and make your needs known. If I can ever be of any help please feel free to call or write. I can be reached at 817-272-5318 or saxon@uta.edu

Gerald D. Saxon, *Dean of Libraries*

Remote Library Storage

continued from page 1

storage, offsite from the Libraries but still on the UTA campus.

Putting in local remote storage is not the same as building another branch of the library. The facility is closed to the public and the materials housed there are positioned in the most efficient compact storage format possible, arranged by size and location number instead of call number, and in this dynamic library system, volumes that experience increased usage will be returned to the collection. Materials will be stored in optimum temperature and humidity settings, and its proximity to the Libraries will make it very easy to retrieve materials and reduce the cost of transporting them to and from remote storage.

For more information, contact Mary Castle, Coordinator of Information Resources at 817-272-3405 or castle@uta.edu.

Librarians Teach

When librarian Diane Neal of Information Technologies (now called Library Systems) was offered a teaching position at the library school of Texas Woman's University in the summer of 2005 we in the UTA Libraries were both pleased and sad. Sad to lose one of our own, but proud that we have the caliber of librarians working here who would be asked to teach future librarians in a library school. To those closely associated with university libraries, it comes as no surprise that librarians do much more than order books and find things for people. Librarians do teach, and not just in library school.

Examples of this are easy to come by in the UTA Libraries. Many of the librarians have at least one subject area in which they specialize. They work closely with department chairs and faculty to meet their reference needs. Helen Hough, for example, is the nursing librarian. For a number of years she has written reference materials and team-taught classes with Lorrie Hegsted in the UTA Nursing school. In 2002 the pair won the UTA Libraries Learning Partnership Award. Others who teach include Michael Doran and Peter Zhang, though sometimes those they reach are not here in the library but are peers around the world. At Voyager's April 2002 National EndUser Conference, Michael Doran was presented an Award of Merit "For Extraordinary Service to the Voyager User Community." In 2002 Peter Zhang received the Bright Ideas Award in part for his work to design an access query that retrieves withdrawn materials from Voyager each week,



allowing the process to be automated. This results in fewer errors and reduces time spent on the task. Both men have made these programs available to libraries around the world that use Voyager.

A more recent example of teaching within the oeuvre of UTA librarians comes out of the Information Literacy program area in the Central Library basement. Evelyn Barker and Lea Worcester and others have been developing teacher packets to go with Special Collections materials and as the article below shows, have been looking into interactive devices to help students participate more actively in the library classroom. The following article was written by Evelyn Barker to describe a recent demonstration of the new Classroom Performance System (CPS) software and equipment.

UTA librarians can find themselves teaching in library, classroom, or museum venues, depending on the requests they receive. Here, Evelyn Barker (right) is on location at the Fort Worth Museum of Science and History, with Jane Dees, museum research librarian. Evelyn was there as part of a project to create lesson plans to accompany materials from UTA Libraries' Special Collections.

CPS—A New Learning Tool

BY EVELYN BARKER

Imagine teaching a library class where the students are really eager to learn. Their whole focus is at the front of the classroom and they are having so much fun, they hate to leave. A pipe dream? Well, maybe not. When DeSoto Middle School students visited Central Library on Sept. 27, 2005, during Banned Books Week, this was the scene that unfolded. The students were using the new **Classroom Performance System (CPS)** developed by **eInstruction** to answer questions about banned and challenged books. The competition was fierce between the teams and students actually learned something at the end.

CPS is, according to the eInstruction web site, a real-time, interactive wireless response technology. It uses infrared response pads (similar to television remote controls) to communicate with a receiver attached to a computer through a USB port. UTA Libraries bought 32 of the pads for the system, but the system supports over 500 pads.

To use the CPS system, the instructor first installs software on the computer used for the presentation (for example, the instructor's laptop). Other than the computer and any projection equipment normally needed for the session, the instructor needs only to bring the CPS pads and receiver. To set CPS up, simply plug the receiver into the computer's USB port, start the CPS software, and distribute the pads to the students.

What does one do with CPS?

CPS is designed to be used with true/false, yes/no, or multiple choice questions. When conducting instruction sessions, teachers can use CPS for pre and post testing. Using the CPS system has the advantage of encouraging answers. When asking for a show of hands, students may ignore the question and not participate. With CPS, the instructor sees how many



The buttons on the CPS remote control unit are assigned a value according to the instructor's needs.

See A New Learning Tool on page 6

Donors

The UTA Libraries receive many donations throughout the year, in the forms of books and journals and other materials, membership dues to the Friends of the UTA Libraries, and through the Adopt-A-Journal program. These individuals help the Libraries serve all users. This list represents donations and Friends membership dues made to the Libraries from April 2005 through October 2005.

Penny & Gary Acrey
Keith & Mary Alcorn
Julie Alexander
Barrie Alguire
Harriett Amster
Richard & Lois Ankele
Beth Anschuetz
Sandra Asebedo
Clyde & Juanita Ashworth
Richard Atkins, Jr.
Dana Austin
Mack & Pamela Bagby
Mary Baugh
Gordon Bleuler
Richard & Jeanie Browning
Betty Bob Buckley
James Callicutt
Fred & Kim Carney
Mary Cash
Ty Cashion
Nathan Cedars
Dayle & Betty Ann Clark
Lloyd & Jean Clark
Thomas & Elena Cogdell
Donald & Judith Cohen
Laurel Collins
Shirley Cooper
Nita Cox
George & Pat Crowley, Jr.
Paul Curtis
Mark David & Sherry Tucker
Jack & Carolyn Davis
Charles & Melissa Deur
James & Louis Ditto
Charles & Joan Duke
William & Sherry Dunaway
Maggie Dwyer
Jerry Edmondson
Gloria Edwards
Clayton & Nancy Eichelberger
Beverly Elbert
Vladimir & Christine Eliseev
Glen Ely & Melinda Veatch
James & Mary Ellen Emery
Jerry & Elizabeth Fagerstrom
Robert & Carole Findlay
James & Beth Fitzgerald
Richard & Ellen Francaviglia
Robert Gamble
William & Ruthann Geer
Jeanne & Roger Gerlach
Frank & Dorothy Gilstrap
Terry & Ramona Gratton
Bobbie Griffin
Nancy Hadaway
Adelia Hale-Stanley
Dan Hampton
Steven & Mary Hayes
Michael Heaston
Lila Hedrick
Thomas & Evelyn Hellier, Jr.
Daniel Hobbins
Alex & Amber Hough-Stow
Jenny Hudson
W. L. & Barbara Hughes, Jr.

Strategic Planning in the UTA Libraries

BY KAREN HOPKINS

Strategic planning in the UTA Libraries is more or less an ongoing process as new needs are identified, but in the last two years the intersection of several events gave it a large push forward. The last library Strategic Plan was due for revision, James Spaniolo joined the University as President in February 2004, and the libraries gained a Dean position that was filled by Dr. Gerald Saxon shortly before the retirement of Director of Libraries Tom Wilding in July 2004. As new University administration members are installed the Libraries are presented with "new opportunities to tell the library story" and to move forward with strategic planning. The Libraries also see this as a prime time to communicate with our campus constituencies with a clear marketing message about our services.

The new Dean felt involvement by the library staff and the university community were essential to identify strategic directions and specific actions that the Libraries **will** accomplish.

To bring everyone up to speed, the Library Management Team (LMT) began evaluating emerging trends and issues and in 2004 issued several "white papers" to help staff prepare for the development of the UTA Libraries' 2005-2008 Strategic Plan.

This new plan needed to reflect not only the Libraries' plan, but also its support of the new vision reflected in the University mission statement, revised in 2003. In late 2004 nearly all of the Libraries' staff participated in discussions and offered written comments, leading to the revision of the Libraries' Value and Mission Statements. The staff reaffirmed the organizational values of trust, respect, commitment, and purposefulness in our mission of service, community, and knowledge and learning.

In late 2004 the Libraries' Program Area Coordinators hosted open meetings for reviewing their discussion papers with staff and answering questions. The papers and notes from the meetings were made available to all staff to read and review to prepare for the more intensive sessions to come.

Five planning sessions with library staff in early 2005 highlighted several areas needing attention in the next three years.

In particular, staff recognized that the Libraries need to continue to find ways to "provide more of everything" to accommodate the needs of both students and faculty. The transition to digital resources is expensive, yet we need to provide both print and digital resources in all subject area collections. Add to this issues in scholarly communication that compel a dialog with publishers, faculty, and the University administration.

With increased enrollment comes more demand for computer access, solo and group study areas,

laptop circulation, facility use, and printing. Widespread wireless technology has made laptop circulation one of our most popular services. Students have had unlimited free printing for several years, but excessive use of print services that are paid for with the use of student fees had to be reigned in. Space utilization of increasingly full facilities is becoming a critical issue.

To further our understanding of critical issues within the campus environment and the information world, the Libraries surveyed our users to see what we could learn of their expectations, needs and experiences. Students and faculty participated in the LibQUAL+ Survey between February 21 and March 31, 2005. This standardized survey, developed and refined in collaboration between the Association of Research Libraries and Texas A&M University Libraries attempts to measure library services quality. The web based survey consists of twenty-two basic questions, measuring the gaps between expectations, perceptions and minimum acceptance levels of service, and offers a chance for free text comments. The results of the survey were received in April.

Simultaneous with the LibQUAL+ Survey, focus group meetings were held with the Graduate Student Senate, representatives of the Student Congress, and the University Library Committee (composed primarily of faculty representatives).

What we learned our users was the following: The undergraduate and graduate students enjoy the online materials but expressed the need for more current print materials. Both groups highly value the library instruction they receive. Undergraduate students wish they had library instruction earlier in their academic experience, and graduate students want more advanced instruction than they are receiving. Graduate students expressed the need for more quiet study spaces, while undergraduate students need more places to meet and study in groups.

Undergraduate students expressed the difficulties in navigating the library facilities, and expressed the need for more maps and better signage. Graduate students' concerns centered on their research needs. They expressed the need for more access to computers for research and their frustration with locating information on the library website and in the library catalog. They also were very concerned with circulation and reserve policies.

Faculty concerns were as diverse as the disciplines represented. Depending on their discipline, faculty saw the Libraries as "a place to get stuff," and not necessarily a destination. Depending on their discipline, faculty believe the Libraries need more electronic and/or print materials.

UTA Libraries' Strategic Plan

September 1, 2005- August 31, 2008

GOAL 1: Strengthen information resources, including locally created content, to support the University's curriculum, research mission, and Tier One aspirations.

Objective 1

Expand library collections to support Tier One status.

Objective 2

Collaborate with other campus units to establish an institutional repository making digital content readily accessible.

Objective 3

Improve the relevance and currency of library resources as they relate to existing and anticipated curricula and research efforts.

Objective 4

Users will have access to digital content created by the library.

GOAL 2: Simplify access to and use of information and services.

Objective 1

The Libraries' web site will be user-centered and easy to navigate.

Objective 2

Simplify the process of research for users.

Objective 3

Improve the user interface of the online catalog to make it more intuitive and easier to use.

Objective 4

Ensure library policies and services facilitate use of the Libraries' resources.

GOAL 3: Respond to the changing needs of the Libraries' users and staff through emerging technologies.

Objective 1

Users will have expanded and enhanced access to computers.

Objective 2

Optimize the utilization of the library service fee.

Objective 3

Improve staff processes through the implementation of appropriate technologies.

GOAL 4: Support the teaching and learning needs of faculty and students.

Objective 1

Increase services that support the teaching and learning needs of faculty and students.

Objective 2

Increase library integration into course content.

Objective 3

Increase support to faculty and students through the development of instructional tools.

GOAL 5: Provide an accessible, welcoming and safe environment that fosters teaching, research, and study.

Objective 1

Users will have improved assistance during the hours the Libraries are open.

Objective 2

Users and staff will work in a clean, navigable facility where services and resources are easily located.

Objective 3

Library users and staff will have appropriate spaces for work and study.

GOAL 6: Promote the mission and role of the Libraries in the academic enterprise.

Objective 1

Users will recognize the UTA Libraries' brand.

Objective 2

Members of the University community will be aware of the products and services offered by the Libraries and know how to avail themselves of those products and services.

Generally speaking, faculty believe that students do not always recognize the Libraries as a valuable resource.

Many of these issues reflected staff concerns, and the results of the LibQUAL+ Survey emphasized many of these points made by the three focus groups. After examining the results from LibQUAL+, the staff sessions, and the focus groups of students and faculty, the Library Management Team worked in an all day planning session on April 22 to clarify the major initiatives for the new strategic plan. Small groups of LMT members worked into the summer months identifying specific initiatives to address the issues identified by staff, students and faculty.

Finally, over half of the Libraries' staff worked with planning teams that developed timelines and measurements for initiatives for 2005-2006. Many of the initiatives began in September, 2005, and several are scheduled to begin in January 2006. Opportunities to participate in the implementation will continue, and will evolve as the strategies are put in place. Our new strategic plan has provided us an opening for a continued discussion among ourselves and with our users, as well as provided us with a plan for execution. Because these strategies are based upon the ideas and concerns of students and faculty, we will continue to seek input from them in regarding improvements and developing new services.

Donors

Gene Hull
Ella Hunnicutt
W. A. Hunnicutt & Jeff Robbins
L. M. Hunt
Mary Louise Jensen
James & Bansy Johnson
Dorothy & Herbert Jones
Daniel Kauth
Thomas & Margaret Kennedy
Donald Kyle
Dallas & Jo Lacy
Ken Lawrence
Carol & Michael Lehman
Daniel & Lorraine Levine
David & Elizabeth Lowrance
Stephen Maizlish
Reed & Susie Marshall
Nancy McAdams
James McKean
Ruth Metcalf
Alan & Betty Miller
Don & Pamela Morris
Emily Moss
Jason Myers
Wendell & Betty Nedderman
Brent & Pam Nicholson
Sam Nix
Michael & Pat O'Neill
Lisann Peters
Kenneth & Marjory Philp
Elizabeth Pitstick
Vasant & Barbara Prabhu
Harold & Lynne Prater
Mark Price
James & Sheri Quick
Steven Reinhardt
Dennis & Judy Reinhart
Dorothy Rencurrel
Joyce Roach
Jerry & Shirley Rodnitzky
Jane Salis
Gerald & Janis Saxon
Sharon & Richard Schoech
Dwayne Schrag
Helen & Gene Schrickel
Lisa Schwartz
Caryl Segal
John & Shirley Sheets
Clifton & Helen Shumate
Rajko Simic
Kenneth Sisserson
James & Sally Spaniolo
William Stallings
Nancy & Peter Stakosky
William & Claydell Stone, Jr.
Lee & Patricia Taylor
Gordon & Carolyn Teague
Benedict & Trudy Termini
Roy & Patricia Thompson
Bruce Tibbits
Virginia Turner
Ernest & Fay Van Dam
Gloria VanZandt
Peter & Melinda Van't Slot
Philip & Evelyn Vogel
Tom Waldrop
Martha Walker
Gus White
James Williams
Margaret Willoughby
Anne Wilson
Vern Wiltse
Tommie Wingfield
Joe & Dean Womble
James & Nancy Wood
Betty Yarbrough
Karen Yeh



Professor John Ridgen signed a book for Nosike Nwankwo at the reception following his Einstein talk at the September Friends' meeting.



Professor John Ridgen discussed Einstein with retired math educator Jerry Fagerstrom.



McNair Scholars: Faith Nibbs (left) and Rachel Hansen (right) were present at the November Friends of the Libraries meeting to describe the focus of their scholarship. They were introduced by Dorothy Rencurel.



Olyve Abbott's talk to the Friends of the UTA Libraries about *Ghosts in the Graveyard* brought in enthusiasts who share her interest in the paranormal. Carl Hullett (center) of Fort Worth is a mechanic and a ghost hunter. Abbott (left) signed books for fans after her talk.

Friends of the Libraries Update

This fall semester the UTA Libraries joined in the International Year of Physics celebration of the 100th anniversary of Albert Einstein's "magical year" by hosting speakers in an Einstein lecture series. The year of 1905 was when he wrote several of his most important papers that changed the way we look at the world. The Friends of the UTA Libraries participated in this event on September 16 by sponsoring an evening with **Professor John Ridgen**, whose talk "Einstein: Man or Superman?" provided a lucid description of the remarkable ideas contained in those papers. Dr. Ridgen is the author of numerous books, including his most recent *Einstein 1905: The Standard of Greatness* (Harvard University Press, 2005). As is usual at Friends meetings, a book signing followed Dr. Ridgen's talk.

Several books were signed at the October meeting. It was standing room only on October 21st when local author **Olyve Abbott** told stories of her research into the paranormal when her publisher asked her to write the book *Ghosts in the Graveyard: Texas Cemetery Tales*. This was just what Friends' members needed to send a shiver up their spines in time for Halloween.

In November the Friends of the Libraries program was different, representing important

growth in the organization's focus. Instead of hosting a speaker, the Nov. 18 meeting marked the presentation of the first annual **McNair Scholars Award** to three outstanding students enrolled in the McNair Scholars program here at UTA. The Friends, with the help of UTA Libraries' development officer **Scott Self**, have pledged to establish an endowment in order to continue presenting these \$500 scholarships to McNair Scholars whose work shows real promise. The winners of this year's award were **Rachel Hansen**, who is studying Bioengineering, **Faith Nibbs**, who is studying Anthropology, and **Bianca Canales**, majoring in Political Science.

The fall season concluded on December 9 with **Tony Arangio** reprising his dramatic reading of Charles Dickens' *A Christmas Carol*, presenting a version of the story abridged by Dickens himself to use when he gave readings of the text.

Anyone wishing to contact Scott Self regarding participation in the McNair Scholars endowment can contact him at sself@uta.edu or 817-272-5235.

For more information about the Friends, visit <http://library.uta.edu/Main/friends.uta> or call 817-272-7421.

A New Learning Tool continued from page 3

students have answered and may encourage the others to participate. Instructors have also found that using CPS during classes helps them to know whether students have understood the material. By asking questions based on the subject just covered, instructors can assess comprehension levels in the classroom. Any time this system is used, shy users need not speak or raise a hand for their opinions to register.

CPS is also useful in other ways, such as getting feedback on programs or services. For example, a user may form a focus group and conduct a survey using CPS. The system tallies the results automatically and stores them for later study.

Games are a great way to get students involved and interested. UTA Libraries' Information Literacy staff used the gaming features of CPS to create a fun Banned Books challenge for middle school students. How about a plagiarism game? Or a timed team challenge to find out who can find information from a database faster?

The CPS system can also be used in a multimedia context. A teacher showing a video can stop the movie and verbally ask questions that the students respond to using CPS. Users may also run PowerPoint presentations within the CPS system, allowing for polling along the way.

CPS users can import content from Microsoft Word or create it within CPS itself. The chalkboard function allows users to project drawn or imported images on the fly.

To help users learn the CPS system, the eInstruction company offers lots of free tools, including a manual in PDF form, live web-based training classes, downloadable training videos, and a community forum.

As with every rose, CPS has a few thorns. CPS itself is not a word editing tool so making formatting changes to questions is time consuming. The CPS games are not easily customized in either appearance or function. Questions cannot have more than one correct answer. True and False (or Yes and No) are not labeled on the pads and must be verbally assigned to students each time (for example, A=Yes and B=No). Sometimes there can be a lot of arm waving and moving about as students try to send an answer to the receiver.

Even with these flaws, if the enthusiastic responses from the DeSoto students are any indication then CPS offers the libraries an engaging new way to reach students. Students get to truly participate in the class rather than be passive listeners. If you have questions about this new technology, contact Evelyn Barker in Information Literacy at ebarker@uta.edu or 817-272-6064.

Some Library Card Catalogs Still in Use

BY TOM LINDSEY

“What’s that card catalog doing on the second floor of the library?” Librarians in the Central Library get that question routinely from visitors to the east side of the second floor who have walked past a card catalog on the way to the drinking fountain. “If the library has an electronic catalog, why does it still need any card catalogs?”

The two cabinets in question aren’t there as curiosities, they are still in use. They are a “shelf list” of U.S. government publications received from the first publications ever received up through early 1997, when shelf-listing on cards was closed.

All cards are arranged according to the Superintendent of Documents classification number assigned by the Government Printing Office (G.P.O.) to each publication. The Superintendent of Documents classification is an arrangement by bureau or agency. The first letter is usually based on the highest level cabinet, independent agency, judicial branch, or legislative branch. Some are mnemonic, such as A for Agriculture, C for Commerce, L for Labor, S for State. The number 1 is assigned to the highest level, such as a Cabinet Secretary’s office. As agencies are “improved” by reorganization, the newest bureaus get the next number in the sequence. Under this system, Agriculture has over 110 sequence numbers. The Coast Guard has been shuffled around from T, Treasury Department, to TD, Department of Transportation, and is now in HS, Department of Homeland Security.

The shelf list is our inventory control system for thousands of publications not listed in our electronic catalog. G.P.O. catalog standards and Library of Congress standards were very different until mid-1976, when G.P.O. adopted the Library of Congress rules.

The Library of Congress cataloged only a portion of its federal government documents, so reliance on shelf lists and the G.P.O.’s “Monthly Catalog of Government Publications” was the only way to determine if our library might have received a publication. Most publications in our collection were received on deposit from the government, which retains the rarely exercised right to recall a publication or ask that it be withdrawn from use.

More than 90% of the “government publications” we “receive” today are actually catalog records for a World Wide Web address of a file in a remote computer.

The shelf list helps the library keep track of this early deposited material, much of which has never been cataloged in any other system. The Government Printing Office is working on a project to have all cataloging, from 1789 to the present, re-cataloged according to modern uniform, computer readable standards, but is trying to determine how many records need to be re-cataloged. When uniform cataloging is available, our shelf-list will probably join other old catalogs as surplus property.



The shelf list is our inventory control system for thousands of publications not listed in our electronic catalog.

Focus on Faculty

Focus on Faculty is a Speakers’ Series for UTA faculty. It was established to provide a forum for outstanding faculty to share their research and achievements with students, faculty and staff on this campus and with the citizens of Arlington. Events are free and open to the public. For more information, contact Tommie Wingfield at 817-272-2658 or wingfield@uta.edu.



September 14, 2005. Zdzislaw Musielak, Ph.D., on “Einstein’s Revolutionary View of Time and Space.” Musielak (right), is an award-winning professor of physics at UTA. He discussed science and philosophy with UTA philosophy professor Charles Nussbaum after the talk.



October 12, 2005. Professor John Maruszczak (right) discussed four of his award-winning projects and provided a short introduction to “pulp architecture.” Here he visits with Art and Architecture librarian Mitch Stepanovich.



November 2, 2005. Dr. Diane Cook, UTA professor of computer science and engineering, spoke on “Automation Intelligence for a Smart Environment.” Dr. Cook is one of the directors of the UTA Learning, Planning, and Robotics Laboratory that researches artificial intelligence and focuses on machine learning, data mining, and parallel AI algorithm design. Here she visits with librarian Bradley Guilford.

Technology Fair

The fifth annual UTA Technology Fair represented an opportunity for the exchange of ideas regarding cutting edge technology, software, and hardware. This event is for the entire community, including interested individuals from the North Texas area, university faculty, staff, and students, university department exhibitors, external professional associations, and commercial vendors. All commingled their programs, products, and ideas in the large exhibit area available in the university's Bluebonnet Ballroom. Sponsorship by commercial participants allowed for a luncheon with this year's keynote speaker Stanford Law School professor Lawrence Lessig. University sponsors included the Office of the President, Office of the Provost, Center for Distance Education, UTA Libraries, and the Office of Information Technology.



The Digital Library Services department was represented at the Tech Fair by Candy McCormick (right) and Doug Louis (center), who described the variety of software and equipment available to Library users.



Lessig visits with Richard Francaviglia, chair of the Center for Southwestern Studies and the History of Cartography.



Lessig signs a book for Ellen Baskerville of the UTA Libraries.

UTA Library Notes

The University of Texas at Arlington
UTA Libraries - Box 19497
Arlington, Texas 76019-0497

Change Service Requested

Non-Profit
U.S. Postage
PAID
Arlington, TX
Permit No. 81