

Inside this issue:

UTA LIBRARIES

TechFair 2004 2

Values We Share 3

Highlighting UTA Libraries 4

November Contest Winner 4

The More Things Change . . . 5

Name That Holiday Song 5

Are We There Yet? 6

Do You Speak the Lingo? 8

Library Larry 9

Britney Spears, Salome... 10

Calendar 12

TechFair 2004—UTA Libraries' GIS Booth



Information Literacy Staff Demonstrating GIS

There was a lot of excitement around the UTA Libraries: GIS Program's booth at this year's UTA Tech Fair. By demonstrating a simple **spatial analysis** (see box below) exercise, there was rarely a moment during the Fair where there was not a line of faculty, students, staff, and community members patiently waiting their turn.

About 100 people at the Fair entered their home address into our program and walked away with a free printout. Their printout showed a high-quality aerial photograph of a 0.25 mile radius around their home, along with a sample set

of statistics for the population within this radius.

The UTA Libraries has been actively developing the data and GIS knowledge to provide special analysis services (see box below), but we are dependent on our users to define the geographic location that is of interest to them. This demonstration gave users the opportunity to examine the geographies closest to their hearts: their homes and surrounding neighborhoods.

Following is a detailed view of the data used at the Tech Fair demo along with an example of the personalized printouts generated at the Fair.

(continued on page 2)

**What is Spatial Analysis?**

Spatial analysis examines and/or compares various attributes or characteristics about particular geographies.

- I. ographic location(s) to study

Spatial Analysis requires:

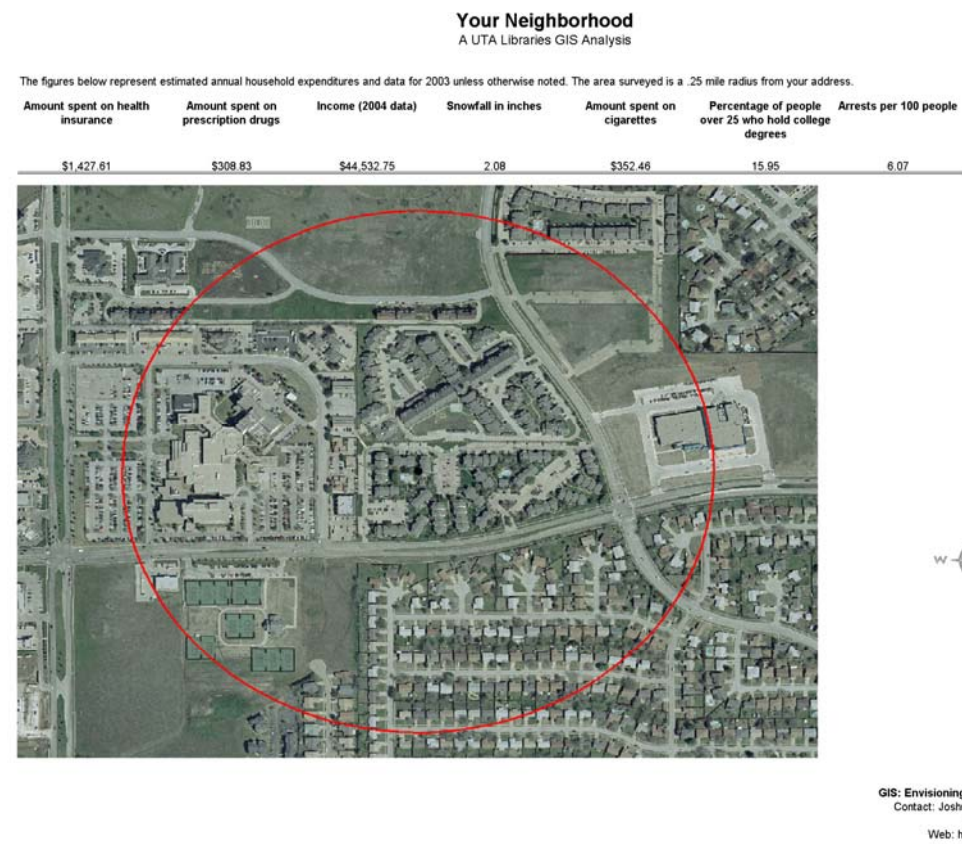
1. Data
2. GIS Knowledge
3. Location(s) to study

# Connections

## TechFair 2004—UTA Libraries' GIS Booth (cont)

The table and printout below illustrate how data, GIS knowledge, and location can be used to create an informative handout.

| Data   | GIS Knowledge  | Locations                   |
|--|--|-----------------------------|
| (2003/2004 household estimates)  |  |                             |
| <ul style="list-style-type: none"> <li>• \$ Spent on Health Insurance</li> <li>• \$ Spent on Prescription Drugs</li> <li>• \$ Spent on Cigarettes</li> <li>• Income</li> <li>• % Adults Have College Degree</li> <li>• Arrests</li> <li>• Snowfall (inches)</li> <li>• Aerial Imagery</li> </ul> | <p>A script (macro) was developed to automate the process. Information Literacy staff was always present to explain the process and the data sources used.</p> | <p>Users' home address.</p> |



## Values We Share

The staff input is in and the Library Executive Team is reviewing the values, mission, and vision statements for updating and revisions. In the beginning strategic planning sessions, 56 staff members identified and discussed personal and library values and suggestions for revisions to planning documents. Adding the Library Management Team members who participated in similar exercises in March, approximately two thirds of the staff participated in the first phase of strategic planning.

The group conversations and individual written contributions produced a range of ideas, values, and suggestions. After reading all of the input, the common values, interests, and beliefs of library staff began to emerge. Examination of the most frequently cited values and concepts draws a picture of our staff as a whole.

Our library staff embrace change and variety in their position responsibilities as a welcome part of work. They see every day as an opportunity to learn more about providing



services and resources within an academic environment. Staff highly value the process of learning and the opportunities of working in a “learning environment.” They are eager to share their knowledge with each other as well as with library customers.

Staff value working in a flexible environment where individual personal needs are taken into consideration for work schedules and job responsibilities. Repeatedly staff expressed gratitude for administrative support and availability of training opportunities and continued education. The opportunities to grow beyond assigned responsibilities are viewed as opportunities for personal growth and continued learning.

The most frequently cited reason for liking working at the UTA Libraries is self-fulfillment while helping others in their learning pursuits. The library staff values and is committed to service to each other and our user community. There is

a recognition and appreciation of the unique contributions other staff members

bring to the organization. Staff also appreciate each other as people. Friendships, abilities, and knowledge of other staff members are all valued. Meaningful work with appreciative coworkers also contributes to work being “fun.”

Staff value the sense of belonging within the organization and being a part of the library and university community. Relationships with each other, students and faculty are highly valued. Creating and valuing community within the organization is also reflected in the staff support for providing a community environment for the library constituents. Staff view the library as a place of community and coming together for learning for everyone on campus.

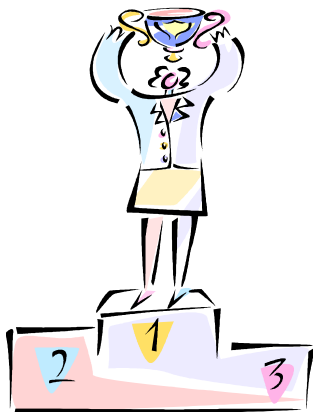
These are the things that we have in common and are reflections of the values we hold as library staff members. Most of us can see some of ourselves in this composite. As we move together in strategically designing our future we know we are united in our community through a commitment to service and the desire to continue to learn.

—Karen Hopkins



# Connections

## Highlighting UTA Libraries— Employee Recognition Awards



UTA Libraries has a strong tradition of recognizing and rewarding excellence through staff awards. This year there are exciting new categories such as Celebrating You! created in response to suggestions from the Employee Recognition Task Force. Whether recognizing exemplary service or thanking co-workers, the following list of new and continuing awards offer many opportunities for acknowledging the contributions of fellow employees:

- The Applause Award – given throughout the year at staff meetings for noteworthy performance of an activity, special project, outreach pursuit, or short-term group endeavor
- The Bright Ideas Award --

given throughout the year at staff meetings to recognize innovation and enhanced service

- Celebrating You! – given at library staff meetings to thank co-workers for acts or activities on the job
- The Customer Commitment Award – given throughout the year to recognize great customer service
- The Hidden Heroes Award – given throughout the year for exemplary work behind the scenes to support colleagues
- The Outstanding Student Assistant Award – given at December and April staff meetings to recognize excellence and performance of tasks

- The Star Award – presented annually at the Spring Reception for outstanding achievement, performance, or service to the Libraries

If you are considering submitting someone’s name for an award, additional information about criteria and awards is available at <http://libraries.uta.edu/erc/> along with an easy-to-use online submission form. The UTA Libraries’ Employee Recognition Committee, Mary Castle, Debbie Cornell, Brenda McClurkin, Delores Morgan, and Catherine Pica (chair), reviews submissions and makes recommendations for the awards to the Dean of Libraries.

—Lea Worcester

### ... and the winner of the Who am I? Contest is

Michael Hang in Information Technologies who knew that it was Carleen Dolan.

Thanks to Carleen for the baby pictures and great clues!

## Contributors to December Issue

- Evelyn Barker
- Josh Been
- Karen Hopkins
- Mark Mustacchio
- Diane Neal
- Sunday Phillips
- Kevin Robbins
- Lea Worcester



## The more things change...

### New DMC plotter procedures require planning ahead

If you've visited the Digital Media Classroom lately, you may have noticed that the plotter is gone. But don't worry; it didn't disappear with the Democrat's hopes of winning back the White House. DMC has a new procedure for use of the plotter to print out banners and posters. The biggest change is that there is now a 24-hour turn-around to have your poster/banner printed - but more on that later.

All orders for a poster/banner need to be submitted through a DMC workstation. Each one has an icon on the desktop that reads "Order a Poster"

that takes you to a Web-based form when clicked.

- The first page summarizes the rules for printing a poster/banner in the DMC.
- On the next page, you can browse for your file and upload it (we recommend you save a copy on the Desktop to find it easily).
- Then on to the third page where you fill out a form with the specific job info and submit.
- Finally, a page will then appear giving the latest possible time that your poster/banner will be available.

Now, about that 24-hour thing. Any job submitted on a weekday by 3 p.m. will be

available the next weekday we are open after 3 p.m. This gives us enough time to print the jobs and allows you to spend less time waiting around for your poster to print and get on with more important stuff. It also helps free up the workstations for others to use.

Feel free to contact Doug Lewis @ 2-1475 or myself @ 2-5217 if you have any questions about the new procedures or your future project needs.

—Kevin Robbins  
Supervisor – Digital Media  
Classroom



## Name That Winter Holiday Song

Winter holiday songs are played constantly throughout December in malls and on radio and TV. While the lyrics of many are familiar, do you know their history? Take a minute to review the following clues:

1. What hit song was originally written as a story by Robert May for Montgom-

ery Ward as a promotional gimmick?

2. Can you identify the winter holiday song that was sold with "Here Comes Peter Cottontail" to Gene Autry in 1950 by Nelson and Rollins?
3. Long regarded as a winter holiday song, this tune was really written to de-

scribe the "cutter" races in Boston where young men would race between Medford and Malden Squares.

If you know the answers, send your answers to Lea Worcester at [lworcester@uta.edu](mailto:lworcester@uta.edu) with Contest as the subject by December 22.

*The winners of this and other contests in Connections will be determined by putting all of the correct answers in a "hat" and randomly drawing the winner. Winners will be announced in the next publication and treated to a lunch at the end of the year where they qualify for entry in the grand prize drawing.—the Editor*

# Connections

## Are We There Yet? A One-Year Update on the Organizational Excellence Report



In 2001, the UTA Libraries undertook a large-scale reorganization. Two years later, the Libraries conducted a staff survey to assess the outcomes. The Organizational Excellence Committee was formed to review the results of the June 2003 Libraries staff survey.

On Dec. 19, 2003, the Organizational Excellence Committee submitted its final report with recommendations to UTA Libraries administration. After a year, what has changed and what remains to be done?

### **Recommendations**

Briefly, the committee made the following recommendations (the full report is located at Q:\MIS\Reports\ADHOC\Organizational Excellence Recommendations.doc):

- Provide a way for staff to evaluate their supervisor.
- Address issues regarding fair pay and compensation.

- Assess our quality of service.
- Develop an intranet.
- Restart the Libraries' newsletter.
- Create an employee bulletin board in the lounge.
- Clarify how information is communicated to audiences outside of the Libraries.
- Improve department communications and work relationships.

### **Results**

#### **Supervisor Evaluations**

Regarding supervisor evaluations, the Office of Human Resources said that part of our population cannot be segmented for a separate evaluation; therefore, no way exists for staff to evaluate their supervisor. The committee believed that problematic work relationships and internal communications were at the heart of the request to evaluate supervisors. To address these underlying concerns, the Libraries hired Jim Clingan, consultant for JC3T. Mr. Clingan has led supervisors' workshops, training sessions, and mission and vision workshops.

He has also worked individually with some coordinators to address specific issues.

#### **Fair Pay**

Though salaries have increased for both classified and professional staff over the past two years, the 2003 survey revealed that fair pay was a significant issue. Committee recommendations included the following steps:

1. Assess the accuracy of the fair pay issue by gathering and publishing updated salary comparison information. The goal of this recommendation was to compare UTA Libraries salaries with those at other comparable institutions.
2. Collect more in-depth information about specific fair pay grievances.
3. Educate staff about the mechanism for obtaining raises and promotions.
4. Clarify and codify the Libraries' flex-time policy.
5. Explore ways for classified staff to engage in career movement.
6. Review the professional career ladder to see if it is still functioning properly

## Are We There Yet? (cont.)

or if it needs to be updated.

None of these recommendations has been completed; however, the Libraries plans to hire a Human Resources person after the current budget issues are resolved. According to Gerald Saxon, this new position will take an active role in addressing the fair pay issues.

### Quality of Service

In Spring 2005, the UTA Libraries will conduct LibQUAL—a large-scale survey of library services. LibQUAL will help the Libraries see how the campus community views our quality of service.

### Intranet

The Libraries' 2004-2005 action plans include a plan for developing an intranet (Q:\MIS\Operational plans\PROGRAM PLANS\FY2004-2005\System Wide Action Plans\intranet 04-05.doc). Work on this action plan has not started.

### Libraries' Newsletter

The first issue of *Connections* was published in March 2004.

### Employee Bulletin Board

The bulletin boards in the Central Library staff lounge were redecorated as a result of the Lounge Shower, hosted

by the Library Staff Association.

### Communication to Outside Audiences

The committee recommended that the Libraries write procedures for how departments should handle publicity. These procedures have not been written. The committee also recommended designating one person to channel publicity through. According to Julie Alexander, that person is Maggie Dwyer.

### Department Communications and Relationships

The committee did not make any specific recommendations about these topics. Again, workshops by Jim Clingan are one way the Libraries' administration has tried to promote communication between departments and improve staff and supervisor relationships.

### Conclusion

The UTA Libraries has actively tried to address issues noted in the Organizational Excellence report. Other recommendations, like fair pay and the intranet, must still be addressed.

—Evelyn Barker



# Connections

## Do You Speak the Lingo? On Classification Systems

### LC Classification system

UTA Libraries as well as most academic libraries use the Library of Congress classification scheme. This scheme classifies material based on their subject. The general collection including SPCO materials and Texas documents are classified in the LC classification. In this scheme a letter-number combination is used. Letters are assigned to 21 broad subjects or disciplines. A second letter is provided to further specify the subject. Numbers are provided for various subject subdivisions. The longer the number, the more specific it is describing the subject.

Examples:

H—Social Sciences  
(general)  
HA—Statistics  
HB—Economic Theory  
HD—Economic history and conditions  
HD 28-88 Production, including industrial management  
HD 1401-2210 Agriculture  
HD 2321-4730.9 Industry

To complete the classification, a Cutter number assigned to the main bibliographic entry (author or title) indexes the materials to be shelved alphabetically within the same given subject.

### Other classification systems

The sound recording (music CD) collection at AFA is assigned a 4 digit number and the prefix CD-S for single disc title, or the prefix CD-M for a multiple disc title. This classification is solely based on accession order.

Examples:

CD-S0007 Danny boy:  
songs and dancing  
ballads  
CD-M0130 Cello sonatas /  
Beethoven

The textbooks on the 2<sup>nd</sup> floor Reading Resource Room are assigned mostly numbers and some letters based on the Texas Education Agency numbering system. The first number stands for the grade level, followed by 2 groups of numbers that represent the subject, and then followed by the last year through which the textbook will be used or reviewed for continued use. The letter that follows the year stands for the version of the material (T = teacher's manual, S = student manual, etc.) Secondary textbooks begin with the number 9 since the subjects may be taught at different grade levels (10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup>). This classification allows textbook of the same discipline to

be grouped together. The curriculum guides also in the Reading Resource Room are classified under the name of the discipline.

Examples:

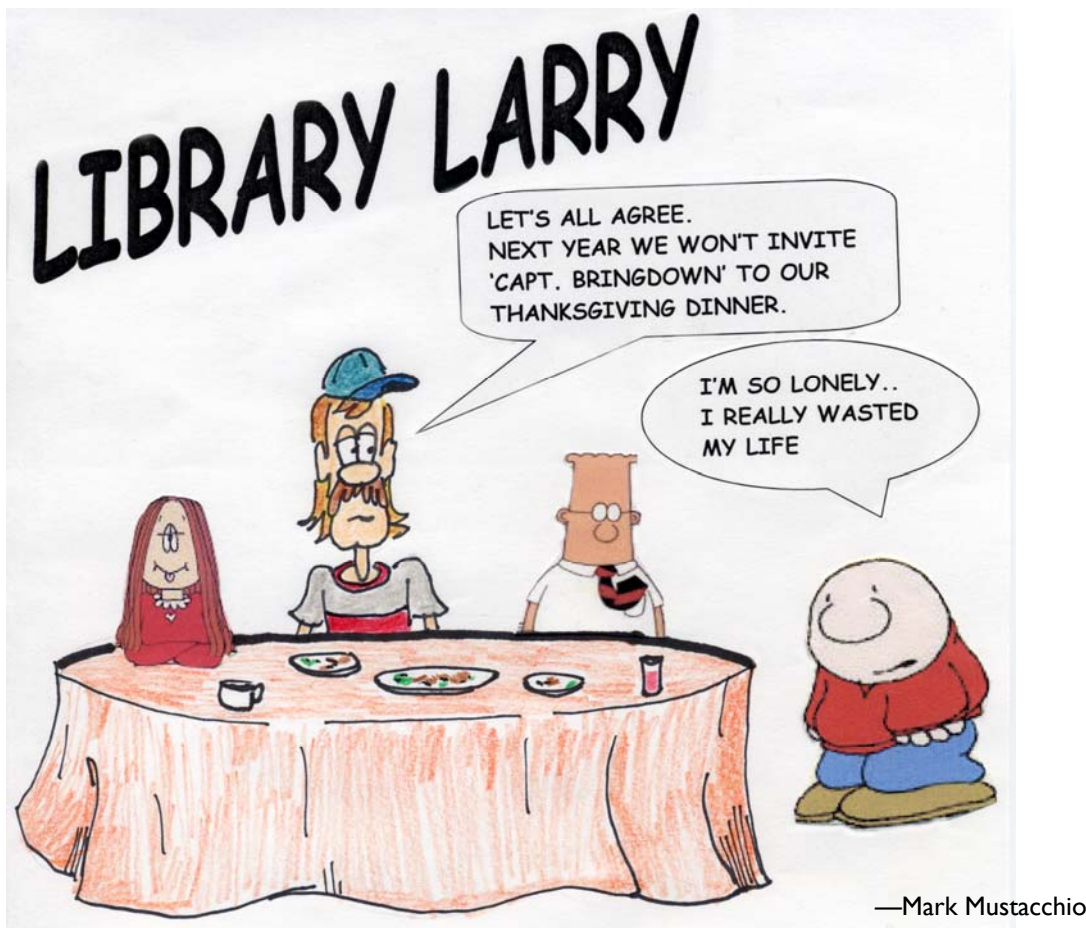
(textbook) 8-23-002 2001T  
SciencePlus :  
technology and  
society  
(curriculum) Physical education  
curriculum  
guide

### SuDoc classification system

Superintendent of Documents classification applies to the Government documents housed on the 2nd floor. The UTA Libraries has been a federal depository since 1963. Classification groups the publications of each government author. The classification stem is composed of a combination of the author designation and series designation. The classification starts with a letter or letters that stands for the government agency or department (A = Agriculture Department, NS = National Science Foundation). The letters X and Y are designated for Congress publications. Subordinate offices under the departments are distinguished by numbers after the author letter/s (A.13 Forest Service under the Agricul-



## Library Larry



## Do You Speak the Lingo? On Classification Systems (cont.)

ture Dept.). Various common publications (series) are designated by numbers followed by a colon (punctuation)

Examples: 3: Bulletins  
4: Circulars

Related series are added to the common publications by a backward slash and a letter (4/A Separates from Circulars or 4/2: administrative Circulars).

Examples of classification stem:  
A1.10: Agriculture Yearbook  
A 57.38: Soil Survey Reports

After the classification stem, a

unique alpha-numeric identifier completes the classification assigned to individual documents. Such identifier includes book numbers, last digit of the year for annuals, principal subject word of the title for unnumbered publications, etc.

—Sunday Phillips

*An Explanation of the Superintendent of Documents Classification System.*

[www.access.gpo.gov/su\\_docs/fdlp/pubs/explain.html](http://www.access.gpo.gov/su_docs/fdlp/pubs/explain.html)

*LC Classification Outline, 6th Edition: Contents.*

[www.itsmarc.com/crs/LCSO0001.htm](http://www.itsmarc.com/crs/LCSO0001.htm)

### References:

## Connections

### Britney Spears, Salome... oh, what's the difference?



As you may have read in the preview that Jason Neal wrote for last month's *Connections*, Oscar Wilde's and Richard Strauss' *Salome* played at Bass Hall in November.

As a brief review, *Salome* was the adolescent (or pre-teen, in this interpretation) princess who developed an instant obsession with John the Baptist and eventually asked for (and got possession of) his severed head on a silver platter, after which her stepfather ordered her destruction. (Yes, some light Friday night entertainment for the Neals...)

Having been solely a fan of less intense opera for many years, (Come on! Who doesn't enjoy *The Magic Flute*?), Jason introduced me to the opera in 2002. I was quite taken with the video of the opera that he loaned me. That version was conducted by Giuseppe Sinopoli and starred Catherine Malfitano (a *true* diva, sorry, Britney) as Salome. The opera's intense representation of the sides of ourselves that we are reluctant to recognize blew me away so far that I had to marry the guy that loaned me the video. (It didn't end there, either: last year, we traveled to Atlanta to see the

opera performed there.)

A few scenes in *Salome* exist that bring me to tears every time I hear them. At those points, the soprano starts to "screech" in some people's ears, but I hear Salome's passion, which in my ears transcend all of humankind's desires. Sue Patchell, the star in this production, managed to hit those notes just as I hear them on our CD recordings of the work, but she did so without the passion that Malfitano invokes. (I still cried anyway.)

The "Dance of the Seven Veils" has the power to move me to dance. The bellydance studio at which I take lessons has images of Salome posted throughout, and it's not a coincidence. (Once again, see the Malfitano video to understand.) Fort Worth's interpretation, however, consisted of Patchell simply walking around the stage and occasionally moving her hands from side to side while four guys jumped around her, waving red veils in unison a la *West Side Story* or even Michael Jackson's *Thriller* video. Jason and I could barely contain our laughter during the whole act, especially when they simultaneously got on their knees and clapped.

Perverse plots and campy interpretations aside, take a moment to reflect on a line the final scene, where Salome lectures to John's head in the vocal range that only a soprano could love: "*Nichts in der Welt*" ("Nothing in the world") was as beautiful as John was. About 100 years later, The Cure wrote in their song "Pictures of You": "There was *nothing in the world* that I ever wanted more than to feel you deep in my heart." Hmm... both lines sound like sufficient chicken soup for teenage breakups, don't they?

So, then, why is there the dichotomy – the gum-smackin' Britney culture and the high-falutin' Salome operatic culture? Browsing the Web for Britney lyrics, I find a Britney song entitled "Email My Heart." OK, so that's not as poetic as Salome's musings, who points out that "the mystery of love is greater than the mystery of death". But both women would catch your eye in a Pepsi commercial.

See the *Fort Worth Weekly's* more "fair and balanced" review of the performance at <http://www.fwweekly.com/issues/2004-11-17/stage.asp>.

—Diane Neal



Happy Holidays  
**Happy Holidays**

*UTA Libraries*

**UTA**

**Libraries**

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*Connections* is the library staff newsletter published the first week of each month. The newsletter introduces new staff members, highlights departments, reports on library staff events, and is a forum for items of interest.

Suggestions and contributions are welcome. Please contact:

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817.272.5747  
lworcester@uta.edu

**December 2004**

| Monday                      | Tuesday   | Wednesday               | Thursday   | Friday  | Sat/Sun                       |
|-----------------------------|---|-------------------------|--|---|-------------------------------|
|                             |   | 1                       | 2<br>10:00 to 4:00 p.m.<br>Holiday Bazaar—Staff Lounge<br>12:00 to 1:00 p.m. Managing your Supervisor—315A | 3<br>7:30 p.m. UTA A Cappella Choir—Atrium (RSVP) | 4<br>5<br>Finals Week         |
| 6                           | 7<br>12:30 to 2:00 p.m.<br>UTAAA Christmas Party—Parlor | 8<br>Finals Week        | 9<br>12:00 to 1:00 p.m.<br>Time Management by J. Clingan—315A  | 10  | 11<br>12                      |
| 13<br>Winter Session Begins | 14  | 15                      | 16   | 17  | 18<br>19                      |
| 20                          | 21<br>2:00 to 3:00 p.m. Staff Meeting—Parlor            | 22                      | 23   | 24  | 25<br>26<br>Christmas Holiday |
| 27                          | 28  | 29<br>Christmas Holiday | 30   | 31  |                               |

**Connections is archived online at:**

<http://libraries.uta.edu/connections/index.htm>