May 2006

Connections **Library News for Library Staff**

Inside this issue:

Open All Hours: UT Arlington Library's Chat Service

As our libraries strive to keep up with the ever-changing world of technology and student needs, we have yet another way to better serve our students as well as anyone else in search of answers. It is a web-based electronic reference service, a form of virtual reference, called Question-Point (QP). We offer the UT Arlington QuestionPoint services Monday-Thursday 2:00 pm until 10:00 pm.

Our library began offering this form of virtual reference in 2002. UT Arlington Library was one of the first libraries in this area to receive the QP training. Initially the response from students and the public was a little slow in coming, but within the past couple of years it has drastically increased. The questions I receive on my

shifts have doubled. Often I am helping one person while another waits to be assisted. We expect the number of users to continue to grow as we increase the advertising of the service and the newly expanded hours.

QuestionPoint stems from a collaborative development between the Library of Congress and OCLC, with input from the Global Reference Network (www.loc.gov/rr/digref), an international library

group for the advancement of digital reference. The program began in June 2002, with OCLC providing the technical infrastructure and management.

This service is ideal for our fast-paced environment in which time is of the essence, especially for the typical student. Any person, anywhere, with Internet access is able to utilize the QP service.

From our library homepage the user selects the *Ask a Librarian* link under the *Help* section of the page. The next page offers the different means of posing their question; email query, phone query, *Ask a UTA Librarian* are some examples of the options we provide. The *Ask a UTA Librarian* link sends queries to our library staff here at UT Arlington.

Connections

ACRL E-Learning Opportunities

Technology Trends in Academic Libraries
>   **When:** May 10, 2006
>   **Time:** 1:00-2:00 p.m.
>   CDT (Central Daylight
>   Time)
>   **Where:** 315A

In this age of constant and rapid change, with new technologies arriving on our doorstep on a nearly daily basis, we need help to focus on those that are most important to academic libraries. This session will highlight key technological trends, demonstrate working examples of these technologies, and discuss how libraries are beginning to use these technologies to provide useful collections and compelling user services. Advice for making good technology decisions no matter what the future brings will also be included.

The presenter is Roy Tennant, user services architect for the California Digital Library (CDL), University of California. At CDL, he has been instrumental in the development and deployment of the eScholarship Repository and the eScholarship Editions publishing services. He manages the Metasearch Infrastructure Project and participates in the Harvesting Infrastructure Project, as well as a number of other CDL

projects. Prior to his work at CDL, Roy was the digital library project manager for the library at the University of California, Berkeley. He developed and managed UC Berkeley's Digital Library SunSITE (Software, Information and Technology Exchange), sponsored by Sun Microsystems.

With coauthors Anne Lipow and John Ober, Roy wrote one of the first ten Internet books published, *Crossing the Internet Threshold: An Instructional Handbook* (Library Solutions Press, 1992). He has published dozens of articles in library magazines and journals and, since November 1997, has written the monthly column "Digital Libraries" for *Library Journal.* Roy also initiated and manages the electronic discussion list, Web4Lib, which has been

described as one of the most information packed discussion lists on the Net.

Role of the Librarian in Combating Student Plagiarism
>   **When:** May 18, 2006
>   **Time:** 1:00-2:00 p.m.
>   CDT (Central Daylight
>   Time)
>   **Where:** 315A

This new one-hour Webcast from ACRL explores the role of the academic librarian in combating student plagiarism, the *culture of copy* that our students inhabit and why plagiarism poses problems for higher education professionals including academic librarians, why use of discipline based approaches helps combat plagiarism effectively, how to design effective information literacy session assignments to help students understand how they can avoid plagiarism, and more.

. . . and the winner of the April contest is

Dorothy J. Foster in Library Administration.

Dorothy and others knew that the answers to last month's quiz are:

1. Mayans used coco beans for

   b. a form of payment

2. Dr. James Baker started the first chocolate factory in North America to

   a. manufacture remedies for illnesses

3. Professional chocolate tasters are known as

   b. organoleptic analysts

4. The first chocolate bar was manufactured in

   c. 1847 (Joseph Fry & Son discovered a way create a paste that could be molded into the first modern chocolate bar.)

5. The yearly consumption of chocolate by the Swiss is

   b. 22 pounds per person (American consumption is approximately 11 pounds yearly)

6. Richard Cadbury decorated the first chocolate box in 1868 with

   a. image of his daughter and a kitten

7. Central America produces the most coco

   b. False (The Ivory Coast and Brazil are today the most productive coco bean areas in the world)

8. Chocolate is good for your heart

   a. True (antioxidants in chocolate -- dark chocolate and cocoa powder -- may increase good (HDL)

cholesterol levels by as much as 10 percent)

9. 16th century nuns and priests

   a. drank chocolate to ease the effects of fasts

10. According to the *Guinness Book of World Records* in 2000 the largest chocolate bar

    a. weighed 5,026 pounds

ACRL E-Learning Opportunities (cont.)

Lynn Lampert, coordinator of information literacy and instruction at California State University-Northridge will lead this Webcast, which is based on her half-day 2006 Midwinter ACRL preconference, *Combating the Culture of Copy: Information Literacy Interven*tions for Plagiarism.

For more information about ACRL e-learning sessions go to http://www.ala.org/ala/acrl/acrlproftools/elearning.htm.

—Antoinette Nelson

Connections

Printed Resources and Digital Information: Conference Report

"The presentations centered on the changing needs and expectations of today's users and the evolving role of libraries and librarians in this digital age."

The University of Oklahoma Libraries held its annual conference on March 2-3, 2006, in Oklahoma City. The conference, *Printed Resources and Digital Information: The Future of Coexistence*, offered the opportunity to discuss the impact of technological advancements on library services and access, physical spaces, information seeking behaviors, and the evolving role of the librarian. The conference was attended by 123 participants from eighteen states. Sul H. Lee, Dean of OU Libraries, moderated the conference. The presenters included: Fred Heath, Vice Provost and Director of UT Austin Libraries; Joan Lippincott, Associate Executive Director of the Coalition for Networked Information; Joseph Branin, Director of Ohio State University Libraries; Michael Spinella, Executive Director of JSTOR; Bernard Reilly, Jr., President of the Center for Research Libraries; Michael Buckland, Professor at UC Berkeley and Co-Director of the Electronic Cultural Atlas Initiative; Dan Hazen, Associate Librarian at Harvard University Libraries; and Karen Hunter, Senior Vice President of Elsevier.

Heath discussed the impact of the digital age on user behaviors and research libraries. He

focused on the repurposing of the Undergraduate Library at UT Austin into the Flawn Academic Center (http://www.utexas.edu/computer/fac/). The FAC was constructed in the 1960s and had since that time lost its coherence and purpose. The decision was made to shift the print collection to the other libraries on campus and repurpose the FAC into a digital learning commons. Heath stressed that today's student is not as interested in mediated services and desires self-reliant access to information and resources. He also stated that the information seeker wants help immediately and encouraged the use of virtual reference services. Heath stressed the importance of collaboration with other units on campus to provide a learning and teaching center focused on supporting the goals of the entire campus community.

Further developing the idea of the research library of the future, Branin discussed the $100 million re-design and renovation of the central research library at Ohio State. He agreed with Heath's assessment concerning the information needs of today's students and emphasized the need for flexible service points and active outreach initiatives. Branin

stressed that the reference librarian should not be sitting behind a desk but that he/she should be connecting with the users and developing user-friendly, accessible tools that the self-reliant information seeker can use to satisfy his or her own information need.

Lippincott discussed ways to find synergies between print resources and digital information. She suggested that print and digital resources be merged to increase the use and value of each other. She discussed examples such as The Valley of the Shadow project from the University of Virginia (http://valley.vcdh.virginia.edu/). Lippincott suggested focusing efforts on a few, high visible courses and introducing curriculum related projects that bring together interrelated documents. Buckland furthered this discussion by sharing his ideas and philosophy behind the development of the Electronic Cultural Atlas Initiative (http://ecai.org). He gave an analogy comparing the advent of the automobile to the development of the online environment; at first the automobile resembled a horseless carriage before it became what we now recognize as an automobile. He explained that one must move away from the online environment being a

Printed Resources and Digital Information: Conference Report (cont.)

replica of the paper equivalent and that we need to expand our perceptions and use this technology to its full potential. Buckland, in concert with Branin and Heath, advocate that students are insisting on self help and that the job of the librarian is to provide the tools.

The conference concluded with Hunter discussing the end of print journals. She approached the topic by presenting the viewpoints of various stakeholders such as librarians, authors, publishers, and archivists. She seemed to have more questions than answers but did make the point that she is starting to hear requests from librarians about ending print journals. She discussed the need to stop supporting two media to the same end and, as a result, the possible lowering of subscription costs. However, she emphasized the fact that print is still seen as definitive and as long as print is available people will want it as comparison and that readers are looking for reliability, affordability, and accessibility. For publishers, she discussed that the cost savings of only needing one production process should result in savings for customers but that brand identity may be weakened or lost with electronic only journals.

And finally, she put forth for discussion some of the unresolved archiving questions such as where will the funding come from, what constitutes a *trusted archive* at the national or international level, what is the role of academic libraries, who gets access to what resources, what should be archived, and how will future access and integrity be maintained.

Overall, the conference was extremely informative and provided many thought provoking ideas. The presentations centered on the changing needs and expectations of today's users and the evolving role of libraries and librarians in this digital age. To maintain its relevance, the academic library must stay on the cutting-edge of technology, thoughtfully apply new strategies to meet the expectations of its users, and focus on our purpose "not to circulate books, but to ensure that the circulation of knowledge produces learning" (Bennett, 2006, p. 7). Many of the presenters stressed the importance of responding to the needs of the millennial generation through collaborative space design, self-reliant resources, and readily accessible services. Sweeney (2005) describes the millennial generation as expecting more choices, desiring instant gratifi-

cation, wanting more personalization, valuing education, and learning experientially in collaborative environments. UT Arlington Library is responding to these expectations by providing extended service hours at the reference desk and QuestionPoint, providing helpful online guides and tutorials, updating the subject resource pages to offer more self-reliant assistance, offering alternative service points through such initiatives as Papers Due Drop Inn and Librarian on the Loose, reevaluating and improving the Library's signage and exhibit areas, arranging for more group study space, and establishing community building events such as Jazz on the Lawn. Through these and other important initiatives, UT Arlington Library continues to respond to the needs of its users and support the goals and mission of the campus community.

—Diane Shepelwich

Sources

Bennett, Scott. (2006). The choice for learning. *The Journal of Academic Librarianship*, 32(1): 3-13.

Sweeney, Richard T. (2005). Reinventing library buildings and services for the millennial generation. *Library Administration & Management*, 19(4): 165 – 175.

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Texas Traditions: UT Arlington Library Staff Challenge

Horns, ears, claws, and pistols? Savvy university fans know that they are all traditional hand signs representing mascots at Texas universities. Texas A & M started the tradition a century ago by using a term from frog hunting, "Gig 'em", and a thumbs up gesture. Not to be out done, other Texas universities soon developed hand signs and slogans to use at sporting events or school rallies. This month's library staff challenge is to match up the name of the university with their hand sign.

1. Southern Methodist University .
   Hand sign_____

2. Texas A & M University.
   Hand sign_____

3. University of Texas at Austin
   Hand sign_____

4. University of Texas Arlington.
   Hand sign_____

5. University of Houston.
   Hand sign_____

6. Baylor University.
   Hand sign_____

7. Texas Tech University
   Hand sign_____

A.

E.

B.

F.

C.

G.

D.

H.

CONTEST: Take the quiz above and send your answers to Lea Worcester at lworcester@uta.edu with *Contest* in the Subject line or via campus mail. The prize is a mug with the new UT Arlington logo so that you can show your school pride.   If there are multiple correct entries, the winner will be selected by putting all of the answers in a hat and randomly drawing a winner.

Open All Hours: UT Arlington Library's Chat Service (cont.)

Another option for the user is the *Ask a UT System Librarian*. This option links the user to a library staff person at any of the participating UT System campus libraries. The UT System QuestionPoint is available Monday-Thursday 12:00 pm until 6:00 pm, and Friday 12:00 pm until 4:00 pm.

After selecting the *Ask a UTA Librarian* (the local UT Arlington Library service) the next page will prompt the user to enter their name and email address. Upon clicking the *Start a Chat Session* button below the form, the chat session will open up in a new browser window. Our QP service is meant for users to pose short factual questions, as well as questions regarding the Library's resources, services, and facilities.

While manning the QP service, Information Services staff is online awaiting users to initiate the chat session. When a user enters their information and launches a chat session a small box appears and a chime sounds to alert the library staff member of the user's presence. The staff person then clicks on the user name which begins the session. Each session begins with the staff per-

son sending their greeting and asking how they might help the user that day. For instance, my greeting is "Hello, my name is Elizabeth. How may I help you today?" A library staff person can create their own greetings and some responses in advance with what is called a script. One of my scripts is the example I gave above.

There are also institutional scripts unique to each campus and formed out of frequently asked or used questions and responses. The rest of the interaction is very similar to chatting in a chat room or with any type of Instant Messenger format. The user poses their question and the staff member begins working on the response. A really useful feature of QP is one that allows the staff member doing a search to do what is called *pushing* a page. For example, if the staff person wants the user to see the results they got from searching the catalog they would highlight that page's URL, copy it, and then paste it into the chat dialogue box. When this is done that *pushed* page opens on the user's PC in another window and they are able to view exactly what the staff person is seeing on their end. With the help of pushing pages the staff person is able to walk the user through step

by step of the process of the search. The users seem to appreciate this feature and it allows the library staff members to not only provide the answer, but to teach the user how they might find the answer on their own.

If the question is too in-depth for the QP chat format, the library staff member can recommend the user come in to the UT Arlington Library, in the case of a UT Arlington students or local users, or make a referral to a librarian. In the case of non-student users a staff person might recommend that the user visit their local library to find more information, or in certain cases again make a referral to a UT Arlington Librarian.

I find my QP chat sessions to be very rewarding and that the students appreciate this service as well. The library staff receives much gratitude from QP users; they are very appreciative of the knowledge instilled during these reference interactions. I have received many a "thank you" or "Wow, I didn't even know that you could do that". A prime example of the value of our QP service is one in which I helped a lady who had just returned to school

"I find my QP chat sessions to be very rewarding ..."

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Believe in Yourself!

"Don't think that publishing is a difficult task best left to others . . . "

Job related projects and research are excellent topics for publication and/or conference presentations. New voices are needed in a profession that is experiencing rapid technological changes, shifting user expectations, and financial challenges.

On a personal note, publishing is a way to promote ideas, yourself, or your institution. Writing for publication encourages research and reflection as well as increasing the scope and depth of understanding of a topic that is personally interesting and worthwhile to explore. The final published article is a useful addition to your resume and reflects positively on our Library.

Don't think that publishing is a difficult task best left to others; there are many helpful resources available. First and foremost, fellow staff members are potential mentors, editors, or partners in publishing. In addition, there are books and online articles for potential authors. A free, online column *Publish Don't Perish* by Rachel Singer Gordon, author of the *Librarians Guide to Writing for Publication,* guides new writers through the writing process. Novice and experienced writers will discover practical advice on selecting potential journals to submit articles to, overcoming self-imposed obstacles, presenting articles, and banishing rejection.

Believe in the value of your ideas and experiences. Opportunities for publication are out there!

—Lea Worcester

Resource:

Rachel Singer Gordon, *Publish Don't Perish* at http://www.emeraldinsight.com/info/librarians/How_to_get_Published/index.jsp

Open All Hours: UT Arlington Library's Chat Service (cont.)

after being out of school for about 15 years. She was overwhelmed and ready to give up, and even said she was ready to quit school. I encouraged her not to give up and assured her that we could find what she was looking for. Via the QP service, I walked her through different searches and we found the articles she was seeking. However, that was not the end of her problem. She also needed books and said she knew nothing about navigating our library, catalog, etc. I offered to meet her at 8:00 am the next morning at the 2nd floor reference desk to help her with finding the books she needed in the catalog and their location within the library. We met that next morning and we found her plenty of books and I helped her remember how to use a call number when locating books. She was very grateful and thanked me immensely and I could just see a glimmer of optimism in her eyes which wasn't there before.

Our extended QP service hours will be a step in the right

UT Arlington Library Services: Geographic Information Systems

Joshua Been
GIS Librarian

Kaushal Gala
Graduate Research Assistant

Heather Perkins
Student Assistant

Hello. We are the UT Arlington Library's Geographic Information Systems (GIS) Services team within the Information Literacy Program Area. We had a most exciting spring 2006 semester and want to use this opportunity to show you who we are and what we have been up to.

Workshops & Seminars

Workshops are our primary outreach mechanism. For folks new to geospatial technologies, these workshops demonstrate how mathematics and statistics are a lot of fun, especially when combined with geography. For more experi-

enced folks, we always include a new resource (such as a new dataset) or a new analysis procedure (such as geostatistical analysis).

We held the following three workshops this semester, with an average of 14 folks attending each workshop:

- *To Catch a Thief*
- *Create Your Own Google Maps Mashup*
- *Where to Open a New Pizzeria in the Metroplex*

We experimented this semester with broadcasting publicly available ESRI live webcasts.

Sixteen faculty and students attended our two webcasts and we will definitely continue to offer them in the fall.

Class Instruction & Assistance

We held 20 class instruction sessions this semester in 9 disciplines including a new one, Criminal Justice.

We offer 12.5 hours of walk-in assistance each week. As of April 26, we assisted 499 students during this semester (including phone and email questions). This is up from the

Open All Hours: UT Arlington Library's Chat Service (cont.)

direction in fostering the libraries' relationship with students and users from, one could say, around the world. When the staff member is able
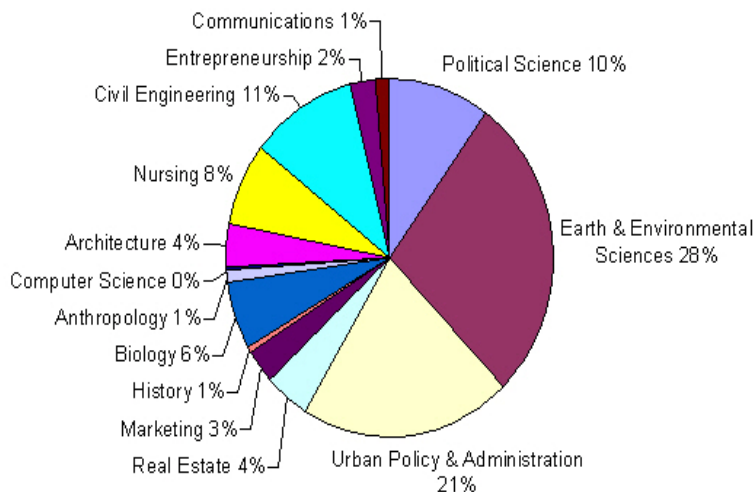
to walk the user through the research process and the user takes away with them the knowledge of how to perform the searches on their own, it

empowers them to become better students and researchers.

—Elizabeth E. Swift

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UT Arlington Library Services: Geographic Information Systems (cont.)

GIS Reference Statistics

474 questions we answered last fall. We do not record the number of unique students/faculty who seek our help, but the average student returns once, and so we have helped approximately 250 students. The pie chart above shows the percentage of the 499 students in each major seeking assistance.

New Outreach

We began working with numerous new faculty and students this semester, but the main accomplishment is our growing relationship with the Criminal Justice department. After previous unsuccessful attempts to build relationships with this department, this semester's workshop, *To Catch a Thief* was incredibly effective. After this work- shop, we were invited to provide 4 instruction sessions for criminal justice classes. Hopefully, this is just the beginning.

New Datasets

This semester we acquired the entire premium AGS Demographic Dataset (http://www.appliedgeographic.com/data.html) for the state of Texas. This provides block-group level (*approximately neighborhood level*) statistics for demographics, purchase patterns, crime, environmental factors, personal finance, and other business information.

Development of the UT Arlington Library Geospatial Catalog (GeoSpat)

We have been working hard on the geospatial catalog this semester. This summer, we are planning to release a much improved version of our geospatial catalog (http://gis.uta.edu/geospat). This new version will include improved and more complete metadata records, the ability to save and edit searches, and much more. It is not much to look at right now, but the development version can be found here: http://gis.uta.edu/geospat4.

Applications & Scripts

In addition to working on GeoSpat (above), we have developed numerous smaller applications and scripts.

ArcMap2GMap (http://gis.uta.edu/download/arcmap2gmap/ArcMap2GMap.exe, GIS software required to run). This script exports GIS data into Google Maps. Here are some samples:

- New HIV occurrences in Texas (2004) http://gis.uta.edu/arcmap2gmap/samples/hiv.html
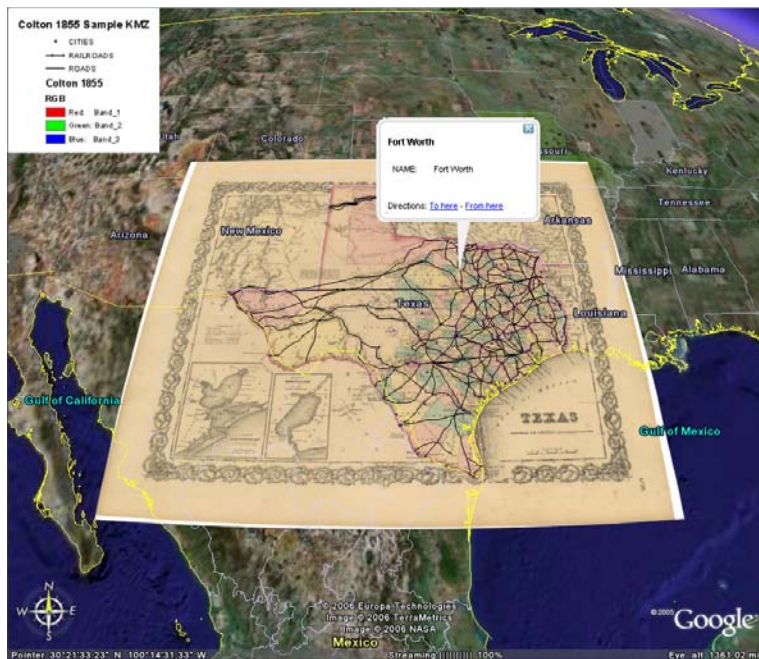
UT Arlington Library Services: Geographic Information Systems (cont.)

- Fluoride content of wells in Texas (2006) http://gis.uta.edu/ arcmap2gmap/samples/ arlingtonwells.html

Paleomapper Script

- Developed a script that will take any GIS map and show you how that map would look during the geologic time period of your choice. This script was developed in cooperation with the Earth & Environmental Sciences department.

Geospatial Digitization of Historic Maps

This semester we referenced and digitized (vectorized) 11 scanned maps from SPCO's map collection. This gives us a total of 25 completed maps. The process of referencing and digitizing these maps enables digital replications to be used with geospatial technologies. Over the summer, our students and faculty (and off-campus friends) will be able to interact with these maps within GIS software, Google Earth, and online via mapping applications such as Google/ Yahoo! Maps. The image above shows the Colton 1855 Map of Texas Overlaying

Colton 1855 Map of Texas overlaying Google Earth.

Google Earth. If you are a Google Earth user you can download this KMZ file of the Colton 1855 map to view-within Google Earth: http:// gis.uta.edu/download/kmz/ colton1855.kmz.

Professional Paper Presentation

Joshua Been and Dr. Jose Gutierrez (political science) co-wrote a paper on our collaborative work creating online maps displaying the Hispanic population projections in Texas through 2040. We presented this paper at the American Political Science Association: Teaching & Learning Conference last February. The paper can be found here: Q:\Program Area Folders/

Information Literacy\GIS\ tandl06_proceeding_ 101326.pdf

—Josh Been

Want to Keep Up With Our GIS Activities??

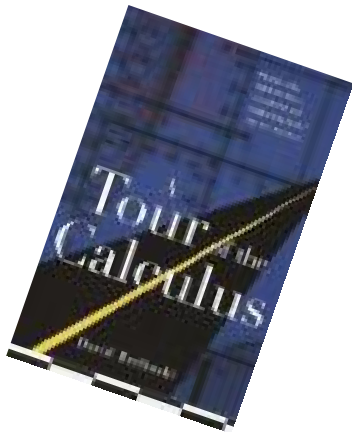**UT Arlington Library GIS Services**

Workshops (http:// library.uta.edu/gis/ gisSeminars.jsp)

ESRI Live Training Seminars (http://library.uta.edu/ gis/esriTraining.jsp)

GIS Blog

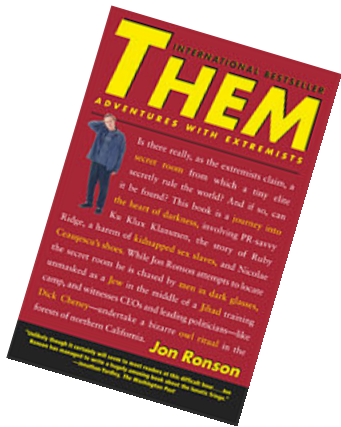mapz: a gis librarian (http://mapzlibrarian .blogspot.com/).

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C.D.'s Picks

Science for Everyone
A Tour of the Calculus.
David Berlinski
SEL Books: QA303 .B488 1995

I wish my instructors had assigned this book those many years ago when I was taking calculus. My grades may have risen above C's. I learned to take derivatives, but I never really understood the concepts behind the formulas I was working.

If reading a book on calculus sounds dry and dull, you may be pleasantly surprised. This book is written for the general public. And aside from his acumen in mathematics, Berlinski is a gifted writer. Don't take my word for it; read a bit of his prose for yourself:

"Before the seventeenth century, everything is squid ink and ocean ooze and dark clotted intuitions; but afterward, a strange symbolic system erupts into existence and floods the intellectual landscape with a hard flat nacreous light. Communing with the powers of the night and the dark undulating rhythms that flow across the sky, the mathematician—of all people!—emerges as the unexpected master of those symbols, the calculus his treasure chest of chants and incantations, fabulous formulas, wormholes into the forbidden heart of things."

This book combines a history of calculus with a primer on its concepts. Aside from the Appendix, which contains proofs, the book contains few formulas and a few graphs. It is full of stories used to illustrate otherwise difficult concepts.

It is that most wonderful of textbooks—one that conveys a lot of useful information and entertains along the way.

On the Lighter Side
Non-scientific reading available from UTA Libraries

Them: Adventures with Extremists. Jon Ronson
Central Books: HN49.R33 R66 2002

This book is an odd combination of humor and terror. I found myself laughing out loud and then strangely reluctant to turn out the lights.

Jon Ronson spent many years tailing around different extremist leaders. Most of these people do not describe themselves as extremists—in fact, some of them deride extremists. Ronson's criterion for selecting subjects was that other people had called them extremists.

On the surface, this group seems a motley collection. We meet various KKK members, a Northern Ireland Unionist minister, an Islamic extremist, survivors of Ruby Ridge (where the FBI surrounded a family, killing the mother and a 14-year-old boy), members of the Aryan Nation, and more. We even meet a man who believes that the world is run by a group of alien lizards in human form.
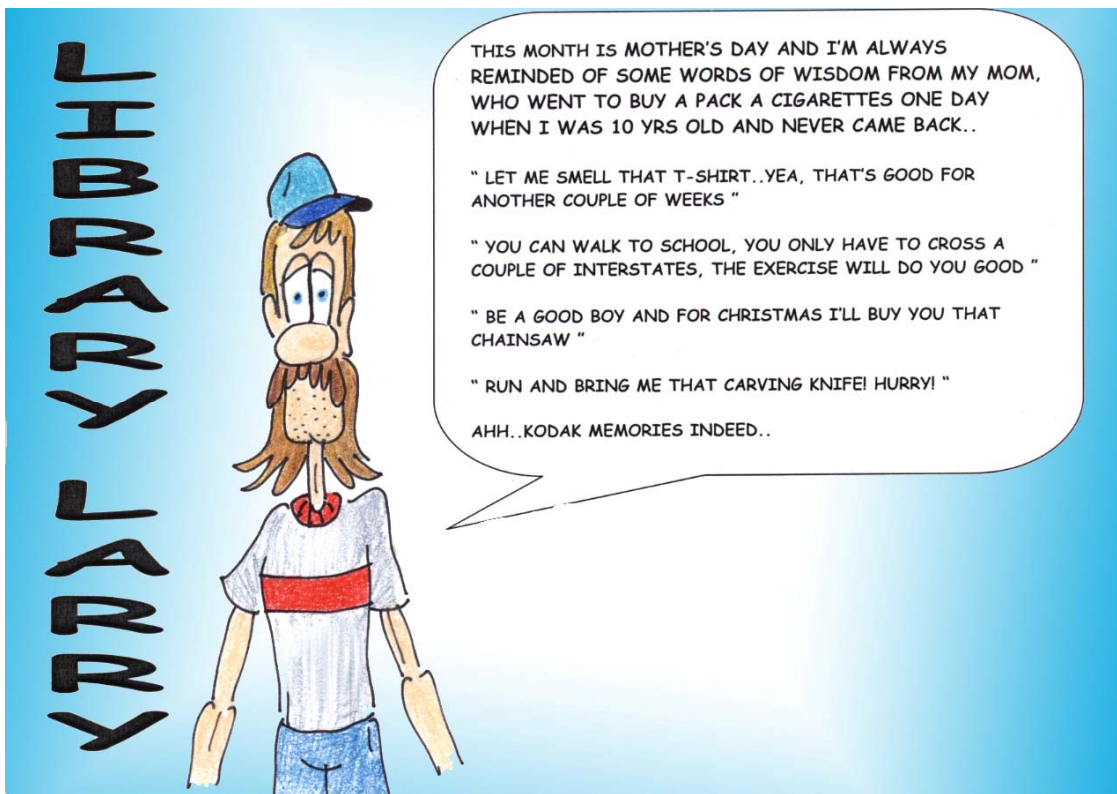
But they do have at least one thing in common—each one believes that the world is run by a small group of people who will use any means necessary to increase its power and achieve its ends. Our extremists merely disagree upon who is part of this powerful group. And Ronson decides that, if this secret group exists, then maybe he can find it. This journey takes him to a Bilderberg meeting at a Portuguese resort and an owl-burning ceremony attended by George Bush, Sr., and Dick Cheney.

Ronson's courage amazed me. I doubt I would be brave enough to infiltrate the ranks of these people. Yet he is Jewish, which means he belongs to a group of people targeted by many of these groups. I held my breath when he was *outted* at a jihadist training camp. I knew he survived to write the book, but I feared for him nonetheless.

This book is fascinating—sort of like a train wreck. You just can't look away.

—C.D Walter

Library Larry

THIS MONTH IS MOTHER'S DAY AND I'M ALWAYS REMINDED OF SOME WORDS OF WISDOM FROM MY MOM, WHO WENT TO BUY A PACK A CIGARETTES ONE DAY WHEN I WAS 10 YRS OLD AND NEVER CAME BACK..

" LET ME SMELL THAT T-SHIRT..YEA, THAT'S GOOD FOR ANOTHER COUPLE OF WEEKS "

" YOU CAN WALK TO SCHOOL, YOU ONLY HAVE TO CROSS A COUPLE OF INTERSTATES, THE EXERCISE WILL DO YOU GOOD "

" BE A GOOD BOY AND FOR CHRISTMAS I'LL BUY YOU THAT CHAINSAW "

" RUN AND BRING ME THAT CARVING KNIFE! HURRY! "

AHH..KODAK MEMORIES INDEED..

Mark Mustacchio

New Faces

Dorothy Foster
Accounting Clerk III

This is my second time at UTA , I worked here in the Tele-Communications Dept back in the 80's. I really enjoy my job working with many super people. I am a native Arlingtonite. I attended Southwestern University majoring in Business. I am a member of Arlington Auxiliary volunteering for Arlington Memorial Hospital and Medical Center of Arlington. I have been married to my wonderful husband Tom for 40 years. We have a son and a daughter and 3 grandchildren. I love taking care of them and my little dog ToTo.

Courtney Grimland
Software Systems Specialist II

Born and raised in Fort Worth, I currently share my home in Arlington with an extroverted great dane and a very possessive cat. I'm a sports fanatic and rarely turn down an opportunity to compete - whether it's golf, chess, rugby, or Pictionary. I've run with the bulls in Pamplona, hunted elk in Norway, led walking tours in Rome, and jumped out of a perfectly good airplane over the Swiss Alps.

I have a B.S. in Interdisciplinary Studies from UT Arlington and plan to start working towards my M.S. in Mathematics later this year. I've been working as a software developer/consultant for the last 6 years.

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:

Lea Worcester, Editor

817.272.5747

lworcester@uta.edu

May 2006

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
1	2 2:00-4:00 Spring Reception—Atrium	3	4	5 Cinco de Mayo	6 7
8	9	10 1:00-2:00. Technology Trends in Academic Libraries. 315A Final Exams	11	12	13 Commencement 14 Mother's Day
15 Maymester begins	16	17	18 1:00-2:00. Role of the Librarian in Combating Student Plagiarism. 315A	19	20 Armed Forces Day 21
22	23	24	25	26	27 28
29 Memorial Day	30	31			