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University Library Newsletter

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4-1-2011

# Information Edge - Library Newsletter - Spring 2011 Issue

Steve Feyl, editor

*University Library, Pace University*

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# Information Edge

SPECIAL LEARNING COMMONS ISSUE

Volume 16, Number 2

Spring 2011

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

## Student Learning, Faculty Leadership, and Outcomes Assessment

In our network of support for teaching and learning, there is a place with growing centrality in the diverse academic community as an information/knowledge/learning resources center, that is, the University Library. By virtue of the dramatic changes brought about by information technology, this place is at the forefront of an uncharted territory of the 21st century, leading the transformation of the University into a new learning community. The library itself is dramatically changing as well, no longer a place merely for holding books and journals, but increasingly a special kind of "third place" on campus, i.e., a learning environment distinct from work spaces (such as classrooms/labs) and domestic environments (dormitories). The place, previously called information commons and now "[learning commons](#)" is becoming a national trend attracting students and others. I hold the same dream as our information/knowledge specialists as you can sense from this issue of the *Information Edge*.

Faculty teaching plays an important role in student success, which is why CTLT has been tirelessly promoting excellence in teaching via a wide array of supportive services. In collaboration with the Library and ITS, CTLT also plays a leading role in applying instructional technology. In addition to a series of comprehensive faculty development and support programs from new faculty orientation to tenure and promotion and beyond, CTLT will be celebrating the 10<sup>th</sup> anniversary of the Faculty Institute on May 24-25. I invite all faculty and staff to join this wonderful event including [workshops on teaching, research scholarship, and faculty leadership](#).

After publishing the first issue of the *Assessment News* this year, OPAIR continues its effort to promote a culture of assessment for continuous improvement. The DE Council led by CTLT is also taking action under the [Guidelines for the Evaluation of Distance Education \(Online Learning\)](#). Based on recent feedback from the Middle States Commission on Higher Education, a progress report from the University is due November 1, 2011, documenting full implementation of the use of assessment evidence that is linked to strategic goals to inform strategic plans. We look forward to working with the University community on enhancing our assessment efforts and reporting our progress.

Best wishes.

Sheying Chen, PhD

Associate Provost for Academic Affairs

PACE UNIVERSITY LIBRARY'S  
INFORMATION EDGE

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University Librarian

**Assistant Editor:** Steven Feyl, Associate University Librarian for Planning, Outreach, and Development

## ***From the University Librarian***

by William Murdock, *University Librarian*

Few quarters in higher education have changed as dramatically over the past few decades as the academic library. Digitization and the ubiquitous, unmediated nature of information in a networked environment have altered models for delivering scholarly information and reinforced perceptions of the library's diminishing importance as a physical space. Meanwhile, the library's ability to ensure information literacy, provide space conducive to collaboration and learning, and satisfy faculty demands for collections across a range of disciplines and formats is comprised by increased competition for institutional resources.

Since 1996, the Librarians have been discussing and planning for the creation of a

common service point to better serve the information needs of Pace University's students, faculty and staff. The result of these meetings is a plan for a Learning Commons within the Mortola and Birnbaum Libraries. A Learning Commons is a joint service point and is a collaborative venture where the resources of the traditional library are integrated with a wide range of advanced technologies, along with corresponding support services. The Learning Commons supports both curricular and research needs and demands, nurturing and advancing an educational and personal development environment for all Pace University community members, enhancing both individual and collaborative achievement. With professional staffing by both the Library and Information Technology Services, we will work to satisfy both the information and technology-based needs of the University. The mission of the LEARNING Commons is to support and advance both the educational mission of Pace University and the research needs and personal growth of the students, faculty and staff, by facilitating access to, and professional assistance with, scholarly collections and information resources.

The Council of Librarians believes that with the current level of funding, the Library is ill prepared to meet the challenges inherent in the transformation to 21<sup>st</sup> Century library. Prompt action is needed to address challenges along two parallel fronts. One front focuses on the necessity to provide continuing support for collections, staff and facilities as the evolution of the library continues; the other focuses on the development of the proposed Learning

Commons. Additional funding support is needed along both fronts.

## ***What is a Learning Commons?***

by Steven Feyl, *Associate University Librarian*

The Learning Commons is a reinterpretation of library space that seeks to better meet the learning needs of modern university students. The "traditional" library focuses primarily on the solitary learner as characterized by the plethora of individual study carrels present in a "traditional" library. Although the solitary learner is still important in the Learning Commons, the Commons promotes collaboration and groups of students learning together. In a 21<sup>st</sup> century university, collaborative learning has taken on an ever increasing role. The Learning Commons seeks to foster the needs of this collaborative culture while at the same time still respecting the needs/importance of the solitary learner.

The Learning Commons has three primary components at its core; technology, spaces, and support:

### **Technology**

The Learning Commons seeks to put technology directly into the hands of users in order to support their collaborative efforts. Technology enhanced learning is key to learning both within the classroom as well as outside of it. A Learning Commons can provide an array of technology to enhance collaborative learning such as mobile computing carts, laptops/tablet devices, digital voice recorders, digital cameras, camcorders, and "smart" style interactive technologies. By putting the technology directly into the hands of faculty and students it facilitates external classroom learning through more productive group work. Students also gain hands on experience in the use of these technologies which is often expected of them in the working world.



[Bissett Collaborative Area](#), Mann Library, Cornell

## What is a Learning Commons? (continued)

### Spaces

The creative use of space is essential in a Learning Commons. Rather than looking for designated “one use” spaces, the Commons seeks to create many uses from the same space through the use of flexible furnishings and technology. This flexibility allows users to create their own work areas based upon the type of work they are doing and the number of people participating. Rather than having defined table and chairs arrangements, users can often move arrangements to suit their needs. To amplify this flexibility, support items are readily made available. These may include various sized mobile whiteboards, privacy panels, and computing carts. Spaces can also be quickly reconfigured to host small special events or lectures. Another advantage of this flexibility is it can potentially support making your Commons “larger” when needed (during high use periods) by increasing the number of furnishings, and “smaller” (low use times) by removing furnishings and thereby increasing a user’s available space.



[Draughton Learning Commons](#), Auburn University

Along with open flexible use spaces are group use rooms. These group rooms are often found scattered throughout a Learning Commons. They support the needs of users that need more privacy than general spaces provide. The group use rooms still share an inherent flexible nature. Users can utilize the rooms for group projects, video conferencing purposes, presentation practice, tutoring, holding office hours, as well as student meetings.

Many Learning Commons also realize the importance of food in bringing people together. A café of some sort is found in most all renditions of a Commons. A separate café area allows users to collaborate in a more casual setting. The availability of food allows users to continue their work without having to formally break and reconvene. The Learning Commons seeks to provide as many of the resources needed (food being one of them) to allow users to continue their work without having to leave the building.

### Support

Student and faculty support services also play a central role in a Learning Commons. In the past, support services were often viewed as disparate operations. Libraries offered library support, technical services offered technology support, tutoring offered tutorial help and so on. In a 21<sup>st</sup> century university, the lines between these supporting roles are blurred and are now often viewed as complementary to one another. A librarian helping a student with their research often finds that student needing writing support. A Writing Center tutor often encounters a student needing technical assistance. A technologist helping a user with their laptop may find them needing research help. The frequency of these crossovers is addressed in a Learning Commons by situating support services in close proximity to one another in a services zone so as to provide more seamless help for users. Services often found within a Learning Commons are library help, technology support, Writing Centers, Tutorial Services, faculty support services, and sometimes an “open” support area for services that may only be needed at certain times during the semester (i.e. Registrar or Student Activities.) By bringing these support services in closer proximity, students find much more in the way of a “one stop shop” for their academic support needs.



Loyola New Orleans [Learning Commons](#)

Through these three elements the Learning Commons seeks to reinvent library space to better meet the collaborative needs of modern students. Rather than viewing the library as just a warehouse for materials, the Commons seeks to transform the library “from warehouse to meetinghouse.”

## ***The Learning Commons Initiative at Pace***

by Steven Feyl, *Associate University Librarian*

The Learning Commons at Pace has been advocated for many years (see article later in this issue). Because the Learning Commons is scalable, its realization at Pace depends upon the level at which the university administration supports this transformation.

Ideally the library and its partner departments would like to see a full renovation and possible expansion of both the Mortola and Birnbaum Libraries. This scale of a project would be necessary in order to realize all the potential of a Learning Commons described here. Although this effort would be expensive, in light of the campus master planning taking place this would be the best time to undertake this initiative and to integrate it into the larger master plans of the Pleasantville and New York City campuses.

If these larger renovations are not possible however, the Learning Commons can be implemented in coordinated phases. Components deemed to be the most important can be creatively implemented through strategic renovations. This has already begun with the 2009 addition of the Collaborative Learning Room to the Birnbaum Library on the New York City campus. The project took print periodical storage space and transformed it into a vibrant zone within the Birnbaum Library that fosters cooperative learning by infusing collaborative technology and group spaces into this area of the library. The approach taken with this project could be expanded with phases dedicated to specific components of a larger Learning Commons (a phase for creating general flexible use spaces, a phase for creating support services zones, a phase for creating group study rooms, a phase for faculty/student collaboration, etc.) Although this would not be the ideal approach, a comprehensive Learning Commons can be reached through this sustained institutional support as well.

What we are seeking from the Pace administration is approval of the concept of the Learning Commons and to either lend support to full Learning Commons renovations and expansion, or the support of a sustained effort for implementation over a length of time. After receiving this support we could work with all the constituent groups (particularly students) to create the Learning Commons that best suits the needs of each campus location given the context of what the Learning Commons is all about. During this time funds could also be solicited to support the effort. Given that the campus master planning that is currently taking place, this is the ideal time for the University to make this commitment and to place the Learning Commons as a core component in the greater campus master plans.

### **Under construction - feedback invited**

The **Pace University Academic Commons** is a virtual environment that compiles in one place resources useful for teaching, research, and service while providing a professional social space for faculty as scholars through forums and blogs by eliminating the distances between campuses. View the template at <http://academiccommons.pace.edu> and send comments and suggestions to Dr. Chen at [schen@pace.edu](mailto:schen@pace.edu). The team would love to hear from you!

### **Recommended Learning**

#### **Commons videos:**

[University of Wisconsin Milwaukee Learning Commons](#)

[North Carolina State University Learning Commons](#)

[University of Saskatchewan Learning Commons](#)

[Virginia Commonwealth University Learning Commons](#)

[University of North Carolina Wilmington Learning Commons](#)

[University of Massachusetts at Amherst Learning Commons](#)

### **Recommended Learning**

#### **Commons web sites:**

Umass Amherst Learning Commons:  
<http://www.umass.edu/learningcommons/>

Abilene Christian University Learning Commons:  
<http://www.acu.edu/academics/library/learningcommons/index.html>

Plymouth State University Learning Commons:  
<http://www.plymouth.edu/learningcommons/index.html>

Colorado College Learning Commons:  
<http://www.coloradocollege.edu/learningcommons/>

## ***The Learning Commons as the “Third Place”***

by Steven Feyl, *Associate University Librarian*

What does a Learning Commons have in common with a barber shop? Or perhaps a coffee shop? Or a gym? Outwardly they might not look like they have much in common but when examined closely they do share a very important role that has come to be called “the third place.” According to Ray Oldenburg the society refers to these locations as “third places.” They are characterized as “a setting beyond home and work (the “first” and “second” places respectively) in which people relax in good company and do so on a regular basis.”<sup>1</sup> In Oldenburg’s *Celebrating the Third Place* he laments the erosion of the third place in larger society and how it has isolated people from one another.

The university campus is a microcosm of this larger world. The Learning Commons is the “third place” for students on campus. For students their “first” and “second” places are represented by the classroom and the dorm room. The aspect that often goes un-nurtured on a college campus is that all important “third place” where students spend their unstructured time socializing, learning, and interacting with one another in pursuit of their academic ambitions. The Learning Commons fills this void and provides students with a stimulating environment from which they learn outside the classroom and dorm room.

<sup>1</sup>Oldenburg, Ray ed. *Celebrating the Third Place: Inspiring Stories About the “Great Good Places” at the Heart of Our Communities*. New York: Marlowe & Company, 2001, p. 2.

## ***The Learning Commons as Envisioned 8 Years Ago...As True Now as it Was Back Then***

by Steven Feyl, *Associate University Librarian*

The effort to implement a Learning Commons at Pace University began many years ago under the pioneering leadership of then Associate University Librarian David Leighton. David tirelessly promoted the Commons as the future of the Pace University Library. Unfortunately David passed away suddenly in October 2006 without that dream being realized. David left us however with a wonderful vision to work from. His articulate nature left us with some wonderful prose as demonstrated in his Fall 2003 library newsletter article titled “The Information Commons: A Conceptualization and Vision for Collaborative & Interactive Learning.” In this article (for full article click [here](#)) David eloquently described many of the components of the Learning Commons that we seek today:

David’s description of access to multifunctional technology:

“As the centerpiece of the Library’s transformation into the “virtual” library, flexible and multifunctional workstations throughout the Commons provide seamless and ubiquitous access to bibliographic and full text information, data, video [still and live], voice, application tools, and graphics.”

David’s vision for a flexible use electronic classroom:

“The new “smart” classroom is equipped with 30 mobile wireless laptops, modular and reconfigurable furniture, a ceiling mounted presentation system, cable hookup and videoconferencing capability to accommodate diverse teaching and learning styles.”

### **Recommended Learning Commons**

#### **readings**

**(Pace authentication required):**

Browse the [January 2010 and Feb/Mar 2010 issues of the \*Journal of Library Administration\*](#). Both issues were dedicated to profiling institutions that have implemented a Learning Commons.

Steiner, Heidi M., and Robert P. Holley. "[The Past, Present, and Possibilities of Commons in the Academic Library.](#)" *Reference Librarian* 50.4 (2009): 309-332. *Academic Search Premier*. EBSCO. Web. 28 Mar. 2011.

Dewey, Barbara I. "[Social, Intellectual, and Cultural Spaces: Creating Compelling Library Environments for the Digital Age.](#)" *Journal of Library Administration* 48.1 (2008): 85-94. *Academic Search Premier*. EBSCO. Web. 28 Mar. 2011.

### ***The Learning Commons as Envisioned 8 Years Ago...As True Back Then as it is Now (continued)***

David's vision for a 24/7 café:

"Within the 24/7 cyber café, a student can use a laptop, while sipping a cup of coffee and munching a sandwich. Finally, variegated seating, including carrels, group study tables and upholstered lounge furniture with power and network connections are strategically placed throughout the building, affording a pleasant and comfortable ambiance conducive to serendipitous exploration, quite reflective study, and group social interaction."

And his conclusion on the future of the Commons at Pace:

"It seems particularly appropriate to celebrate the Library's steady transformation from archival repository to digital library and to acknowledge its "rendezvous with destiny" to be the central hub of technology-based instruction and collaborative learning on the Westchester campus. The Information Commons concept is rapidly gaining momentum and the vision may soon become reality."

Although David left us too soon, his vision is still the core part of the Learning Commons initiative today. David paved the way for the 2006 Mortola Library "[Learning Commons Conceptual Design Plan](#)" prepared by architects Perry, Dean, and Rogers. The conceptual plan got the library closer to realizing what a Learning Commons might look like and how it might be implemented in the Mortola Library.



Image from conceptual design plan

As we continue on the road towards achieving a Pace University Learning Commons, it is important to take a step back and appreciate the hard work and dedication of those that paved the way for where we are today.

### ***The Learning Commons in support of the Pace University Strategic Plan 2010-15***

by Steven Feyl, *Associate University Librarian*

The future of the Pace University Library is in the Learning Commons. By fully realizing the Learning Commons the University will not only establish a vibrant, service oriented, technologically sophisticated, and collaborative work environment for students, faculty, and staff, it also will take great strides in ensuring the success of the ***Pace University Strategic Plan 2010-15***. Aspects of the Learning Commons are represented in supporting the success of all six of the core tenets of the plan. Through the comprehensive implementation of the Learning Commons, Pace University will be taking great strides in concretely furthering the success of the university through the implementation of the Strategic Plan. It is vital for the success of the larger Strategic Plan and the continued future success of the library that the Learning Commons be systematically implemented throughout the term of the 2010-15 Strategic Plan.

#### **I. Advance Pace University's Academic Programs**

The Learning Commons will be an important player in supporting and furthering the programmatic goals and aspirations of the university. All schools within Pace will have resources and services available for utilization in the Commons. Whether through library resources, technologically enhanced workspaces, collaboration zones, or flexible work environments, all departments and their users will find a place to further their academic pursuits in the Commons.

## ***The Learning Commons in Support of the Pace University Strategic Plan 2010-15 (continued)***

The newly formed Centers for Excellence will also have an important place in the Commons. Working closely with those establishing these Centers, the Commons will work to ensure that they have resources that would not only be available to directly support their success, but that would also promote the success of departments with common interests.

### **II. Build a Culture of Community**

The core of the Learning Commons is the concept of “community.” The Learning Commons will bring together distinct service points, students from all areas of study, and faculty/staff with their individual areas of expertise. The interactions in the Commons will range from casual personal interactions, to serious collaboration in the pursuit of knowledge, to the ever increasing digital connections that are fostered through the creative use of technology. The Commons will truly be the campus crossroads in establishing “community” on campus.

### **III. Create Vibrant, Distinctive, and Collegial Campus Identities**

The Learning Commons will support and further the unique identities of the Pace University campuses. As a highly adaptable model that makes use of the specific needs of distinct locations, components will be added that will make the Learning Commons the “place to be” on campus. Availability of cutting edge technology, use of flexible furniture to create personalized workspaces, integrated support services, and the creative use of color and space planning will all make the Learning Commons the central and distinct point on campus.

### **IV. Build a Strong Financial Foundation and an Efficient Infrastructure**

As a core part of the Learning Commons model, the Learning Commons will provide an efficient approach to providing support services for users. Users will seamlessly be able to get support from the library, technology services, writing help, tutoring, and faculty support services in the Commons areas. Support will be cross identified by each area and users will be referred to the direct and local support service that is needed.

### **V. Enhance Pace’s Visibility**

The Learning Commons will be a model for intellectual and personal growth within a University. Spaces for external collaboration, events, and virtual interactions, will be a beacon for others to emulate. The unique synergy between the use of technology, space, and integrated support services will be something the external community will take note of.

### **VI. Strengthen and Reinforce a Culture of Accountability**

The Learning Commons will be a model for working across departmental lines. Representation from each departmental area will help govern and direct needed improvements and changes to the Commons support services.

## **Library Service Quality (LibQual+) Survey**

### **Is the library meeting your needs?**

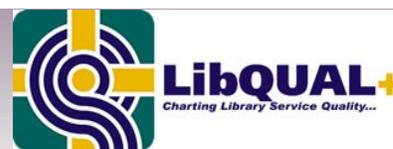
As we plan for the future of the Pace Library, it is important that we understand your perceptions and expectations so that we can provide the services you need most.

Recently, we [provided you with a link to a library service quality survey](#) (LibQUAL+™). By responding, you will provide us with essential information to use in planning our future. Give us your responses, and we will give you results:

**In 2003, survey takers told us they wanted better, more reliable remote access to Library resources. We changed authentication systems and service was greatly improved.**

**In 2003 and 2006, Birnbaum Library users told us they needed quiet and group study rooms. We built two rooms, one for quiet study and one for group study. We now also have a Collaborative Learning Room.**

Please respond by **April 15.**



## Pace University Library News and Notes

### Virtual Library Tour & Orientation

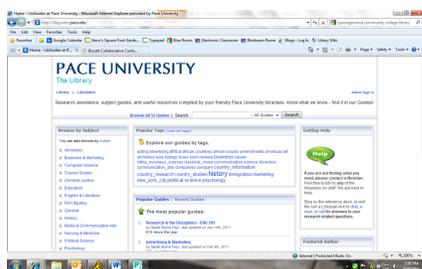
by Sarah Burns Feyl, *Assistant University Librarian for Instructional Services*

In Fall 2010, over fifty sections of UNV 101 on the New York campus participated in the Virtual Library Tour & Orientation pilot program. Students watched online videos which described the Birnbaum Library and which demonstrated how to search two of our most basic research tools. Survey results show that 97% of students found the online tour helpful. Due to the ever-increasing number of UNV 101 students each Fall, the lack of computer classroom space on campus, and the static nature of staffing levels in the Libraries, starting in Fall 2011, *all* UNV 101 classes on the New York campus will take the Virtual Library Tour & Orientation. A version of the Virtual Library Tour & Orientation for the Pleasantville campus will be piloted in Fall 2011.

### LibGuides

by Sarah Burns Feyl, *Assistant University Librarian for Instructional Services*

NEW and improved Research Guides! Access research databases, reference tools, web sites and books recommended by Pace librarians. On the Library home page, below Library Services click **Subject Research Guides**, or go directly to the Guides site at: <http://libguides.pace.edu/>. Browse research guides created for a variety of subjects, majors and courses. Many guides include RSS feeds from relevant organizational blogs, as well links to short instructional videos. LibGuides can be printed, are accessible to screen readers, and are available on mobile devices. Each guide has a Librarian Profile available, so please feel free to contact the librarians with any comments or feedback you have regarding the guides.



**Stay on top of what's happening in the Pace University Library! Friend us on Facebook!**

Mortola Library Facebook page

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

Birnbaum Library Facebook page

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



## Pace University Library Service and “Outstanding Contribution” award recipients for 2010

Congratulations to University Librarian William Murdock and Library Systems Coordinator David Almodovar for their “Outstanding Contribution” award recognitions for 2010. Both have demonstrated outstanding dedication and vision in promoting the Pace Library’s continued success.

Also to be congratulated are those recognized for their years of service at Pace. They include Harriet Huang, Collection Development Librarian (PLV) for her 25 years of service, Erik Jantzen, Library Systems Analyst (PLV) for his 15 years of service, Lynda Hanley, PT Reference Librarian for her 10 years of service, and Igor Botan, IT Support Specialist (PNY) for his 5 years of service. Congratulations to all!

## New Mortola and Graduate Center Library Assessment results

by Steven Feyl, *Associate University Librarian*

The Mortola and Graduate Center Libraries conducted surveys in early March to assess satisfaction with the library Service Desks (Circulation, Reference, and Technical Help) as well as with Interlibrary Loan services. Results of the surveys were very positive:

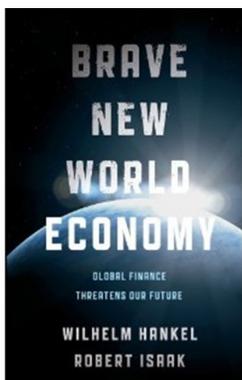
### *Service Desk Satisfaction results:*

106 total surveys completed  
90 respondents (87.3%) “very satisfied” with the help they received  
9 respondents (8.7%) “satisfied” with the help they received  
3 (2.9%) “not satisfied” with the help they received

### *Interlibrary Loan Satisfaction results:*

30 total survey responses  
27 were “very satisfied” (90%)  
2 were “satisfied” (7%)  
1 was “not satisfied” (3%).

## Pace University Library News and Notes (continued)



### Upcoming book talk and discussion led by Professor Robert Isaak

On Wednesday, April 13, 12:30-2:00 p.m. Dr. Robert Isaak, the Henry George Professor of International Management at Pace University, will give a talk on his new book, *[Brave New World Economy](#)*, at the Mortola Library, Pace University, Pleasantville.

The book provides an engaging look at the road to a sustained economic recovery.

The event is free and is sponsored by Mortola

Library of Pace University, Pleasantville, New York. Light refreshments will be served. For more information, contact Harriet Huang at [hhuang@pace.edu](mailto:hhuang@pace.edu)

## Hello my name is...

### Sue Hunter

As of March 14, 2011, Sue Hunter is the Head of Information Services & Resources at the Birnbaum Library. For the past four and a half years Sue has worked at the NYU Langone Medical Center, Health Sciences Libraries. She was the Planning & Evaluation Coordinator with the National Network of Libraries of Medicine Middle Atlantic Region, an NYU grant funded program through the National Library of Medicine to support libraries serving consumers and health professionals with access to quality health information in Delaware, New Jersey, New York, and Pennsylvania. Previous to working at NYU she held positions as an academic Reference Librarian in Arizona and Canada. Sue is happy to be back working in the library with students, faculty, and experienced and dedicated co-workers.

### SWANK's Digital Campus: Eliminating Copyright Fears & Making Viewing Interactive and Fun!

by Medaline Philbert, *Assistant University Librarian for Distributive Learning*

Pace University Library continues to keep its "thumb" on the resources and technology pulse that allows faculty to exercise dynamic pedagogy. In its efforts to support teaching and learning, Pace Library is currently piloting Swank's Digital Campus that legally allows students to view course-related movies remotely. Swank's Digital Campus, having direct relationship with major producers, has eliminated the fear of copyright infringement that allows Pace to stream full movie content. Swank's Digital Campus platform offers interactivity that enables faculty to create multiple lesson objectives, and highlight scenes with the time-stamped tool drawing students' attention to specific events. The feature Student Notes located below the movie frame, allows students to take notes and respond to faculty discussion points or questions while viewing the movie. Faculty can share lesson plans with each other, a plus with interdisciplinary courses.

Digital Campus pilot is through WALDO (Westchester Academic Library Directors Organization), the consortia through which the Library purchases its databases. To see and try Digital Campus interactive platform visit, <http://www.swankdigitalcampus.com/waldo>, use **waldo** as the login; Pace site is customized with its logo. When you click "Create Lesson" you're presented with a blank template to create your lesson objectives and timelines. Clicking "View Lesson" presents a completed lesson plan with the edit features. When you've created a lesson plan, you inform Medaline Philbert and she will email you the student view link for posting in your Blackboard course shell. If you opt to continue using Blackboard Discussion and do not wish to utilize the interactive platform, then the plain movie link will be emailed to you once your request is processed, that is, the platform will not be expanded to include lesson objectives, timelines and student note frames. To see the student view platform click on the poster corresponding to a View Lesson, then scroll up to copy the URL below the movie, paste it in Blackboard to view what students will see. We strongly recommend you do not give the link to students, rather post the link in your Blackboard course shell by going through the Control Panel or External Links and making the movie title a hyperlink. To ensure faculty do not accidentally change other faculty lesson plans, the master file will not be shared; rather the blank templates will be emailed to faculty. As stated previously, the faculty informs Medaline when the lesson plans are completed so that they can be synced with the movie file; the student view link is then emailed to faculty to post in Blackboard.

If you need assistance to post the file in Blackboard please contact Joe Seijo, [jseijo@pace.edu](mailto:jseijo@pace.edu). If you experience technical difficulty, you're encouraged to contact the Help Desk, <http://help.pace.edu>, 914-773-3648. To utilize this service for your courses, please contact Medaline Philbert, [mphilbert@pace.edu](mailto:mphilbert@pace.edu), 914-773-3945.

## Leadership Development News

### “Managing Successfully at Pace University”

On March 31 Organizational Learning & Development held a pilot training course titled “Managing Successfully at Pace University”. The course is targeted towards all managers at Pace and will also be available for newly hired and promoted managers. The course provides managers with necessary references for and knowledge of University policies and procedures, as well as an understanding of his/her role as a manager at Pace University.

If you have any questions about this course please contact Susan Donahue at x22766 or [sdonahue@pace.edu](mailto:sdonahue@pace.edu)

### Leadership Development Workshop

On Friday March 4 Pace University hosted a leadership workshop designed specifically for Pace department chairs, academic deans, academic assistant deans and academic associate deans. The keynote presenter, Cy Wakeman, is a noted author, blogger and leadership expert who created the program to address Pace's challenges and opportunities that lie ahead.

### 2011 Leadership Forum

The [2011 Leadership Forum](#) will be held on Friday, June 3, 2011, from 8:30am – 12:30pm. This year’s Forum continues the practice of convening the University’s leadership to discuss key topics and initiatives that have the potential to significantly contribute to our success and align with our five year strategic plan.

This year’s topic, “Adaptive Leadership: Tools and Tactics for Changing Our Organization” builds on last year’s program on transforming strategy into action. We will learn how Adaptive Leadership will help move our institution beyond the status quo and into innovation, one of our core competencies. It is imperative to embrace these concepts and commit to them in how we lead and manage the University.

The Forum will meet in Rooms 206-208, at the Graduate Center, One Martine Avenue, White Plains. Continental breakfast and registration will begin at 8:30am and the program will begin promptly at 9:00am. More details about the meeting, its agenda, speakers, and registration will be forthcoming. In the meantime, please save the June 3<sup>rd</sup> date on your calendars.

## Center for Teaching Learning and Technology News and Notes

The [Center for Teaching, Learning & Technology](#) has always been dedicated to the promotion of faculty development and innovation in teaching practices. Throughout the year, we sponsor many events that support this mission. We would like to showcase a few of our upcoming programs:

### Lunch & Learn Series

Designed as a venue for faculty to showcase course-based instructional technology  
**April 6<sup>th</sup> & 13<sup>th</sup>**

Topic - Disability Services – *Learn about the disability services Pace has to offer*  
<http://www.pace.edu/ctltevents/lunch-learn>

*Center for  
Teaching  
Learning and  
Technology*



*Follow us on  
Twitter  
@PaceCTLT*

**Center for Teaching Learning and Technology News and Notes (continued)****Tenure & Promotion Workshops**

Geared to faculty from Seidenberg, Dyson, Lubin, Healthcare Professions, and School of Education currently at the Associate Professor level wishing to apply to rank of Full Professor

**April 15<sup>th</sup>**

<http://www.pace.edu/ctltevents/tenure-promotion-workshops>

**\*\*Seating is limited\*\***

**NY Times Faculty Exchange Lunch**

An interactive demonstration of online teaching tools available through nytimes.com including discipline specific teaching examples and resources

**April 27<sup>th</sup>**

<http://www.pace.edu/ctltevents/ny-times-exchange-lunch>

**The Faculty Institute**

A celebration of this year's 10<sup>th</sup> Anniversary where we will be looking back at past achievements, address current trends and look forward to where we hope to be

**Many 24<sup>th</sup> & 25<sup>th</sup>**

<http://www.pace.edu/faculty-institute>

**Office of Planning, Assessment, and Institutional Research News and Notes****How Can \$500 Change the Life of a Pace University Student?**

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

In the most recent issue of *Academic Excellence & Leadership Development: Assessment News*, stipends of \$500 each were announced for faculty who were willing to test out a **High Impact Practice** within one of their undergraduate courses during the Fall 2011 Semester. Funded through a *Thinkfinity* grant and representing one important outcome of the Bringing Theory to Practice Project at Pace, these stipends have the potential to provide substantial educational benefits for Pace students, particularly those students who start college further behind in terms of their entering academic test scores.

**What Are High Impact Practices?**

In its 2007 report, *College Learning for a New Global Century*, the Association of American Colleges and Universities (AAC&U) identified 10 promising "high impact" activities including: first-year seminars, common intellectual experiences, learning communities, service learning, writing-intensive courses, collaborative assignments and projects, undergraduate research with faculty, study abroad and other experiences with diversity, internships, and capstone courses.

**Why are High Impact Educational Practices Important?**

In George Kuh's 2008 AAC&U article, *High Impact Practices: What They Are, Who Has Access to Them, and Why They Matter*, he identifies six characteristics of high impact practices that increase the odds that students will:

- Invest time and effort
- Participate in challenging, active learning experiences
- Interact with faculty and peers about substantive matters

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

- Experience diversity
- Get more frequent feedback
- Discover relevance of their learning through real-world applications

These characteristics can turn participation in High Impact Practices into life-changing experiences for students. Research has shown that participation in these high impact practices provides significant educational benefits to all students but the results of participating in these high impact practices are especially striking for students who start further behind in terms of their entering academic test scores. The benefits are similarly positive for students who come from communities that have historically been underserved in higher education (Kuh, 2008).

**Who Participates in High Impact Practices?**

Although research shows that underserved students tend to benefit *more* from engaging in educational purposeful activities than majority students, on a national scale, some groups of historically underserved students are less likely to participate in these practices (Kuh, Cruce, Shoup, Kinzie and Gonyea, 2008). The 2008 Kuh article provides some statistics on participation in high impact practices. Here are some national statistics taken from the article along with Pace University statistics based upon results from the 2007 through 2009 NSSE administrations (N=2059) demonstrating participation by specific groups in a high impact educational practice:

**Research with Faculty – Seniors**

Pace University’s Carnegie Classification is Doctoral Research University (DRU). On a national basis, 17% of seniors in DRUs reported doing research with faculty; 25.5% of Pace seniors report participation in this high impact practice. Here are statistics for selected student groups:

<u>Student Group</u>	<u>Nation-</u>	<u>Pace</u>
First generation	16%	24.4%
Transfer students	14%	15.8%
African-American	17%	22.2%
Hispanic	17%	24.1%
Asian-American	22%	24.5%
Other	19%	26.5%
Adult students (National 24+ years, Pace 25+)	13%	16.1%

**Study Abroad - Seniors**

Seventeen percent of seniors in DRUs report studying abroad; 17.8% of Pace seniors report participation in this high impact practice. Here are the statistics for selected student groups:

<u>Student Group</u>	<u>National</u>	<u>Pace</u>
First generation	9%	14.4%
Transfer students	9%	13.7%
African-American	9%	10.1%
Hispanic	11%	24.1%
Asian-American	14%	16%
Other	18%	18.2%
Adult students (National 24+ years, Pace 25+)	7%	8.3%

**Office of Planning, Assessment, and Institutional Research News and Notes (continued)**Internships – Seniors

Fifty-one percent of seniors in DRUs participated in Internships; 67.8% of Pace seniors participated in this high impact practice. Here are the statistics for selected student groups:

<u>Student Group</u>	<u>National</u>	<u>Pace</u>
First generation	48%	62.7%
Transfer students	43%	60.9%
African-American	45%	58.9%
Hispanic	45%	68.5%
Asian-American	50%	67%
Other	46%	69.3%
Adult students (National 24+ years, Pace 25+)	40%	48.5%

Senior Capstone Courses

Thirty-three percent of seniors in DRUs participated in Senior Capstone Courses; 31.8% of Pace seniors participated in this high impact practice. Here are the statistics for selected student groups:

<u>Student Group</u>	<u>National</u>	<u>Pace</u>
First generation	29%	28.6%
Transfer students	25%	28.4%
African-American	27%	29.2%
Hispanic	26%	33.3%
Asian-American	28%	30.1%
Other	31%	32.3%
Adult students (National 24+ years, Pace 25+)	24%	24.5%

The statistics shown above demonstrate that some high impact practices are alive and well at Pace University. More importantly, several of the groups identified as having less opportunity to participate in high impact practices DO have the opportunity to participate in them at Pace. NSSE research has shown that at institutions where faculty members use effective educational practices more frequently in their classes, students are more engaged overall and gain more from college. The samples provided above are not the only high impact practices that engage students at Pace University. In fact, each of the ten high impact practices is utilized in Pace coursework or Pace first-year student programs.

**What else has been learned about engagement and success from NSSE?**

- Student learning and development are enhanced when students engage in educationally purposeful activities.
- Student engagement is positively related to student grades and to persistence for all students.

**Engagement, Grades and Retention and the Success of Historically Underserved Students:**

- Student engagement is positively related to first-year and senior student grades and to persistence between the first and second year of college at the same institution.
- Engagement has a compensatory effect on first-year grades and persistence to the second year of college for students historically underrepresented in higher education.

***Office of Planning, Assessment, and Institutional Research News and Notes (continued)*****What can faculty members do to ensure that all Pace University students experience high impact practices?**

Pace faculty can explore adopting one of the high impact practices for the fall 2011 Semester and receive a stipend of \$500 for doing so. Each faculty member will also receive support and guidance from a faculty mentor who is already experienced in the high impact practice chosen. Choose a practice from the following group:

- Learning Communities
- Service Learning
- Writing Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research with faculty
- Study Abroad and other experiences with Diversity
- Internships
- Capstone Courses
- First-year Seminar Instructor
- Common Intellectual Experiences

Contact Barbara Pennipede at [bpennipede@pace.edu](mailto:bpennipede@pace.edu) to explore your interest and complete a brief application describing your plan for the fall. If you are interested in teaching a UNV101 First-Year Seminar Course, please contact Sue Maxam at [smaxam@pace.edu](mailto:smaxam@pace.edu). Full-time faculty are particularly needed to teach UNV101 on the New York Campus for the fall.

Increased faculty involvement in using high impact practices is one effective strategy in maintaining the rigor, content and engagement of Pace students in their classes while increasing the probability of achieving expected educational outcomes. Please become involved!

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