



## A DAY IN THE LIFE OF THE UNIVERSITY LIBRARY

The University Library is usually thought of as the place where students and faculty check out books or study quietly. Perhaps not so obvious, however, is the bustling array of activity that keeps the library, its services, and its stored information both vital and accessible.



**7:30am:** One of the library's Circulation supervisors begins the day by turning on the lights and activating the computers at the Circulation Desk.

**8:00am:** The library opens its door to the university community. Several students enter the library and head in different directions: One goes to a computer

terminal, another heads to the Interlibrary Loan office to return a book, and yet another stakes out a comfortable chair and begins reading a chapter in a textbook.

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**8:45am:** A library staff member adds a URL to a bibliographic record to provide electronic access to a journal; meanwhile a student prints an electronic journal article from a library database.

**9:15am:** The librarians meet to discuss technical issues involving the library's electronic journal collection. Meanwhile, in the Interlibrary Loan office, a staff member starts downloading over 60 online

requests from other libraries and then begins processing a document received from Denmark.



**10:42am:** One student assistant re-shelves books in the juvenile collection, while another points a student in the direction of the video collection.

**11:25 am:** In the Library Administration office, a new library student assistant receives help completing paperwork for the payroll office; an order is being placed for more library ID cards; and a phone call is transferred to the Circulation Desk.



**11:58am:** In one of the library's classrooms, a librarian provides instruction on APA citation style to a group of Social Work graduate students .



**12:37pm:** Campus Office of Information Technology notifies the Library's Systems team that an infected computer is broadcasting over the campus network using one of the Library's wireless hubs. An ITC (Information Technology Consultant) heads out to track down the errant computer. Meanwhile, another ITC continues working to develop a special database that will enable the Library's cataloging staff to more efficiently track and maintain bibliographic control of electronic resources.



**3:38pm:** A librarian and two staff members work on a display featuring recent faculty publications, while nearby, three students practice their roles for a group presentation.

**4:30pm:** A library staff member continues to organize a large collection of historical plat maps housed in the library's archival collection.

**4:42pm:** At the Circulation Desk, one staff member assists a faculty member in placing a video on reserve, while another helps a student use a microfilm reader.

**5:15pm:** A librarian receives a call in her office from a faculty member asking about the availability of a California legislative document dating from 1899.

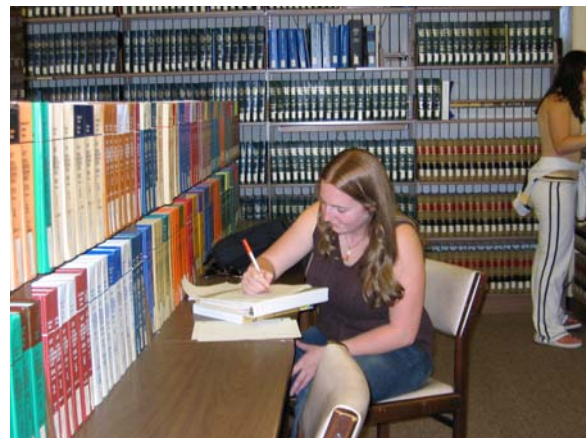
**7:12pm:** At the reference desk, the on-duty reference librarian helps a student locate literary analyses of D.H. Lawrence's 'A Rocking Horse Winner.'



**8:05pm:** A class of paralegal students comes into the library to begin working on an assignment that requires the use of the library's print law collection. In another part of the library, two students meet over coffee and discuss their plans for Friday night.

**8:38pm:** Students begin to pack up their belongings and check out last-minute materials.

**9:00pm:** The Library's closing announcements are made, the Circulation supervisor completes a check-list for closing procedures, turns off the lights, and locks the doors...



...University Library has witnessed a long day of studying, reference questions, library instruction, workshops, processing, cataloguing, technical troubleshooting, and interlibrary loans. It is now time to rest and recuperate before starting another full day of activity.

## MESSAGE FROM THE DEAN OF LIBRARY SERVICES

### *Hard Times Mean Difficult Choices for the Library*



Regretfully I must report to you that despite the restoration of \$265,000 in proposed cuts to the library budget, it appears that the final outcome of a 2-year campus wide budget reduction process will virtually erase the 15% gain of the four preceding years. The remaining \$200,000 shortfall,

which includes funding for two permanent positions, will seriously jeopardize the ability of the University Library to meet the teaching and research needs of students and faculty on this campus.

However, the news is not all bad and better times may be on the way. Support for the University Library among campus faculty, staff and administrators is at an all-time high. The Library has been allocated a new tenure-track faculty position for the 2005/06 academic year, based on anticipated enrollment growth, and a nation wide search is under way. A temporary reassignment of permanent staff and an accumulation of savings in library salaries and benefits that enabled a vacancy to be filled with a temporary employee will mitigate the current shortage of permanent staff and help us get the work done.

There is hope that the current freeze on permanent hires will be lifted in the near future, and restoration of funding for student library employees has minimized the need to reduce library hours on evenings and weekends. Furthermore, it appears that the current budget situation, with its cuts and restorations, will have a dramatic and potentially positive impact on library collections in the long term. Let me try to explain how that might possibly be the case.

Fifteen years ago, after many years of shifting the balance away from books to pay for ever more expensive subscriptions, this library spent about 70% of its materials budget on subscriptions and only 30% on books. By the early 1990's, the balance had tipped even further, with 75% spent for the same number of subscriptions (about 2,300), leaving only 25% of the materials budget for books. In 2002/03, 12% of the materials budget was spent on books (about 7,000 volumes) and 88% on ongoing commitments, including only 1,800 print subscriptions, plus electronic subscriptions and standing orders. This year, in the absence of a budget restoration, only about 8% of the library acquisitions budget would have been available for books. That would have bought less than 1,500 volumes.

In order to combat this trend and a rather bleak outlook for library collections, and after consultation with faculty in the academic departments and programs, we took the following steps last year:

- Microfilm subscriptions for most periodical back files, excluding newspapers, were discontinued. Instead, only print or electronic back files will be retained for current periodicals.
- Print subscriptions that duplicate titles received electronically were cancelled.
- All print subscriptions were reviewed by faculty, and those that were determined no longer to be critical for the current curriculum were cancelled.
- The number of standing orders was reduced by nearly 35%.

These strategies resulted this year in a 22% reduction in the cost of sustaining our ongoing library collection commitments (subscriptions and standing orders) and enabled the Library to meet its 2004/05 budget reduction target.

What could not be predicted last year, nor can it be in the uncertain budget years ahead, was the partial restoration of the library budget this year. The result of this uncertainty is that the bulk of the restored funds, which represent nearly 32% of the total funds available this year for library materials, can be used to build the book collection. So, in spite of (or because of) the nearly 20% reduction in the total library budget over this year and last, which necessitated a 35% reduction in the expenditure for library materials and information resources, the balance between books and subscriptions has tipped back to a ratio that will provide more flexibility in uncertain budgetary times, more stability for library collections in the long term, and the ability to build a book collection that is more responsive to the needs of students and faculty for teaching and learning. The hard choices have been made, for the time being, and I am confident that they will pay off down the road.

Carl Bengston  
Dean, University Library

## RESEARCH TIPS

**Boole's Better Way to Search**

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Has this ever happened to you? You need to search for information on the Internet, or in one of the library's online databases. After you type your search terms into an Internet search engine, or into a database search box, you retrieve hundreds, if not thousands of results. Many of these results have absolutely nothing to do with your research topic. This experience is one of the most frustrating aspects of searching for information in today's electronic environment.

The use of three very simple words will help you to become a more effective and efficient researcher. The Boolean operators AND, OR, NOT can be used to join concepts in a search to retrieve more precise and relevant results.

George Boole, a British mathematician from the nineteenth century (1815-1864), did pioneering work on logic and relationships. His work is used in mathematics (Boolean algebra, named for George Boole), computer science, and library science. In library science, the relationship between concepts is defined. Let's take a look at how to use each Boolean operator.

When you are seeking information on reading instruction AND assessment, using AND between these two concepts will retrieve results that must contain both concepts. Using AND helps you to find more precise results than if you searched for information about reading instruction separately from assessment. If you are finding too many irrelevant results, try using AND to connect the key concepts in your search.

If you are having difficulty finding information on your topic, your search may be too narrow. Using OR will help you to cast a wider net and find more information. Using the same example as above, our search terms are reading instruction AND (assessments OR tests).

The first concept, reading instruction, will be joined with the second concept, which is a combination of synonyms, assessments OR tests. The search terms assessments OR tests are placed in parentheses because the search engine or database needs to join assessments OR tests as a first step, much like a mathematical operation. Our search results provide information on reading instruction, information on assessments OR tests, as well as information that is a combination of these concepts. If you are having trouble locating information on your topic, think of synonyms for the key concepts in your search, then try using OR to connect these synonyms to broaden your search.

NOT is used to carve a concept out of the "search pie" that may be skewing your results. For example, you are searching for information about dolphins and research studies. You keep finding results that pertain to the Miami Dolphins football team. Using NOT will solve that problem. Searching for (dolphins NOT football) and studies will retrieve research studies on dolphins that exclude any reference to football.

The library has an online guide that provides a visual representation of the use of Boolean operators.

[http://www.library.csustan.edu/lboyer/instruction/boolean\\_operators.htm](http://www.library.csustan.edu/lboyer/instruction/boolean_operators.htm)

Remember, if you need any assistance with your research, please ask a librarian. We are available to assist you in Turlock, Stockton, by telephone, via e-mail and interactive chat.

<http://www.library.csustan.edu/refdesk/webref.html>

## References

Boole, George. (2004). *Encyclopædia Britannica*. Retrieved September 14, 2004, from Encyclopædia Britannica Online database.

Boyer, L. (n.d.) *Boolean Operators*. Retrieved September 14, 2004, from [http://www.library.csustan.edu/lboyer/instruction/boolean\\_operators.htm](http://www.library.csustan.edu/lboyer/instruction/boolean_operators.htm)

**Library Statistics****At-A-Glance**

*Here is a quick look at some of the library's annual statistics for the 2003-2004 academic year:*

- Reference Desk transactions: 1,632
- Cost of lost/damaged items: \$2,099
- Gate count: 227,502
- Books checked out: 80,564
- Interlibrary loans (received): 6,295
- Interlibrary loans (sent to other libraries): 8,691
- Instruction sessions for individual classes: 158
- Number of students who received library instruction: 3,556
- Items cataloged: 5,434 (by title)