

# ◆ DLS Newsletter ◆

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## WE'RE STILL GROWING! A WORD FROM THE CHAIR

One of the greatest advantages of being DLS Chair is that of being the first to see the ACRL Membership Statistics reports because DLS continues to be the fastest growing section of ACRL. As of May 2001, DLS has 1,523 members. This was an increase of 24.02% over the preceding year and makes DLS the 6<sup>th</sup> largest section in ACRL.

It is not a surprise that more librarians are becoming members of DLS every year. More colleges and universities are offering courses and degrees off-campus or through distance learning and expect libraries to provide services to students, often with no additional funds or staff. In addition, course management software and other online applications are becoming more prevalent in traditional on-campus programs, so academic librarians in traditional library services are finding it increasingly necessary to go outside the reference desk and try out many of the methods long used by distance learning

librarians. What better place to learn how to serve students outside the traditional library setting than among the members of the Distance Learning Section?



**Distance Learning Section**

In 2001 DLS members continued to reach out and lead librarians working with distance programs. In addition to the D L S program,

"Integrate, Separate, or Outsource? Models for Distance Learning Services", DLS endorsed and suggested speakers for the LAMA SASS program, "Serving Ghosts: Managing Infrastructure and Delivery of Library Services to Distance Learners" at the ALA Annual Conference in San Francisco. This endorsement arose as a result of the outreach efforts made by the Liaison Committee. Through two calls for participation on DLS committees on the Offcamp list, approximately 25 first time members were recruited to committees and helped to bolster committee rosters. Many of the new members

were able to join committees as a result of the formal adoption of virtual committee membership by DLS earlier in the year, which has made it easier for members to participate on committees without having to commit to being present at conference.

This year DLS members continued to serve as models and mentors for librarians entering into service to distance learners by networking at conferences and presenting and publishing information on program implementation and management. This body of knowledge has served to assist librarians in starting new programs and working out the best methods of distance library delivery for a long time. However, there is still an area in which there is quite a bit of room for growth, that of research in distance learning librarianship. With the continued strong growth in membership in DLS, perhaps now is the time to become more serious about conducting and publishing research on distance learning library services. The Research Committee, whose charge is "to promote and facilitate research and

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## “Integrate, Separate, or Outsource”

The Distance Learning Section presented **“Integrate, Separate, or Outsource: Models for Distance Learning Services”** at the ALA San Francisco conference on Saturday, June 16, from 2-4 p.m. Alexander (Sandy) Slade, coauthor of *Library Services for Open and Distance Learning*, began the program with an excellent overview of current trends, issues, and hot topics in distance learning library services, based on his ongoing and extensive review of the literature. After he introduced and defined models for delivering distance library services, three speakers fleshed out the details of the models and gave examples from their own institutions and enterprises.

Steve Schafer, Director of Library Services at Athabasca University, Canada’s Open University, discussed his library’s 30 years of experience with the integrated services model, that is, providing distance services with the same units that provide in-house services. The library is also well integrated into the university administrative structure, including the budgeting process and institutional, strategic, and curriculum planning. Library services are augmented by agreements and partnerships with other Canadian libraries and by Canadian and international university collaboration.

Anne Marie Casey, Director of Off-Campus Library Services (OCLS) at Central Michigan University (CMU), presented the separated model for DL services, where services are staffed and often funded separately from in-house library service units/staff. OCLS provides full library services exclusively to the students and faculty of CMU’s College of Extended Learning. Although funded by and integrated with the College of Extended Learning, the OCLS is a department of the CMU

library system and reports to the CMU dean of libraries. Anne Marie’s words of wisdom for libraries contemplating the separated services model were to develop and maintain strong working relationships with the entity that administers the DL program, adapt some business strategies and attitudes, particularly related to marketing, and provide quality services that will be seen as a bottom-line recruiting benefit – if you do, she concluded, the funding will come.

The outsourcing model was discussed by Kim Dority, Vice-President of E-Global Library. Ms. Dority outlined the type of services our libraries or commercial service providers should be offering to distance learners, using specific examples of EGL services to illustrate her points. “We are not doing anything that you could not be doing yourself,” she remarked, but asked us to consider how we should be using our often very limited resources when deciding whether and when to outsource distance library services. Her talk concluded with a list of reasons to consider outsourcing: we may have insufficient staff resources to develop new DL library programs, a vendor may be able to provide quality services cheaper/better/faster, it frees up staff time to focus on the high-visibility, high-impact activities associated with marketing services on campus, it allows us to experiment with a service before deciding to adopt it, and it allows us to move more quickly with new service initiatives.

“For many years distance library services have been marginalized, but now they are getting recognition and attention,” commented Sandy Slade in his conclusion to the program. His outline of future trends and a list of issues specifically for library administrators sent the audience off with a great deal to ponder.

--Susan Davis (Gallaudet University)

## Breaking Through the Firewalls

In the Spring 2001 issue of the *DLS Newsletter*, I published a short article about Useful Utilities’ EZproxy software—a software that allows off-campus users easy access to restricted electronic resources. I pointed out two important differences between an EZproxy server and a traditional http proxy server (such as Apache’s and Microsoft’s): first, under EZproxy, users do not have to configure their web browsers to work with the server, and second, users do not have to worry about firewalls. With EZproxy, users have a seamless access to electronic resources, needing only to enter their ID numbers when prompted.

At the DLS Program this summer in San Francisco, the presentations and follow-up discussion included references to a number of access issues related to proxy servers. This article is a follow-up to my first article, and it is a brief response to some of the issues raised at the DLS Program.

First I want to re-emphasize that EZproxy helps alleviate some very serious user-education issues related to proxy servers. Two of the presenters described how user education involving the traditional proxy servers can be very time consuming and very frustrating for both users and librarians. The number of online help screens that each library needs to develop in order to support traditional proxy servers can total well above a dozen. The number of help screens is so large because every web browser (and in many cases, every version of every web browser) requires different instructions for correct configuration procedures. In addition, for cases such as America Online (AOL), the original web browser cannot be re-configured to work with a proxy server, and users are required to

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## RUSA Research Forum "Reference Service to Distance Education Students"

"Reference Service to Distance Education Students in Public and Academic Libraries," by Mary Stansbury, Assistant Professor, SLIS, Kent State University

Dr. Stansbury started by describing a national telephone survey with 1200 respondents (this was not her own study). Sixty percent of them would like to take an online class, but only 13% of them have already taken one. Eighty-six percent said that they would want one-to-one library instruction or individual help. Fifty-two percent would also like manuals to help them.

She discussed her literature review on distance learning library services. She mentioned the Off Campus Library Services Conference proceedings as a rich source. She also mentioned a paper by Sandy Slade and Marie Kasus in which they stated that the literature of distance learning library services is weighted toward anecdotes, with relatively few research articles. Prominent themes in the literature reviewed are interlibrary cooperation, bibliographic instruction/information literacy, and remote access to electronic resources.

Dr. Stansbury explained that distance education is a subset of distributed learning. Distributed learning takes a "just in time" approach to provision of services. The user is the focal point of the learning process. One big theme in the distance library services literature is the idea of partnerships in the delivery of materials.

Her study involved using focus group interviews with librarians from two universities and several public libraries in northeast Ohio. The two universities were Kent State and the University of Akron.

The focus group questions ad-

dressed issues, administrative approaches, strategies, and preparation. Dr. Stansbury did the study partly to find out what she could bring to the reference classes she teaches.

Results of the survey: Librarian attitudes seemed to fall into two categories. One thought is that the role of the library is changing from "hands off" to "hands on." The other thought is that the role of the library is the same as it always was (e.g., "We're still helping people").

The academic librarians didn't differentiate as much between distance ed. students and on-campus students who are using electronic resources from a location outside of the library as the public librarians did. The public librarians noticed an increase in services to distance students, and also noticed an increase in exam proctoring.

The resources of public and academic libraries differ significantly from each other, but the students didn't always understand that. Public librarians frequently mentioned that it's important to get students to understand the differences.

Library instruction was identified as a key to the success of students in distance programs.

Librarians were concerned about the following issues: the student is anxious and intimidated; the student is not connecting with the resources and services needed; document delivery; the student doesn't know how to conduct research.

Administrative approaches employed by libraries for serving distance learners run the gamut

from proactive to a very casual approach that leaves it to the students to figure things out.

Some of the strategies the librarians identified for dealing with problems included: collaborative programming (e.g., a public librarian brought in academic librarians to discuss what they could do for the students); providing facilities for the students; sensitizing staff; use the public librarian as a mediator in a more planned way (they want to help the students, but need more resources); effective reference interviews; just keeping up!

--Jerilyn Marshall  
(University of Northern Iowa)

## Preview of Coming Attractions!

The 2002 Program Planning Committee is working hard on the program for the ALA conference in Atlanta, to be titled "E-Research Companies: Value-Added or Virtually Redundant." The Committee is rounding up speakers from companies which market directly to libraries' traditional clientele, such as Questia and ProQuest. The committee also hopes to recruit a group of respondents including a librarian, a college student, and a faculty member. A moderator will round out the podium. It should be an interesting program!

--Susan Davis  
(Gallaudet University)

## LITA Distance Learning Interest Group

### “Distance Learning with Ease and Elegance! Using CMS”

The speakers for this program were Tommie Wingfield, University of Texas at Arlington; Greg Zuck and Terry Quiett, Southwestern College in Kansas; and Shirley Lankford and Mark McManus from the State University of West Georgia.

Tommie set the framework for the program by describing the advantages of course management systems (CMS) for both students and faculty. Course management systems can bring together all the aspects of course participation in one location: email, syllabus, chat space, monitored discussions, assignments, test scoring and grading. Library resources can be added to a CMS as one of the structured programs.

There are many course management packages available, although in most cases the similarities between them are more apparent than the differences. Tommie discussed trends in developing course management systems and listed some web sites that might be useful.

Trends in E-Learning Business

<http://www.southwest.msus.edu/mninstruc/Newsletter/Mar.2001/Trends.html>

Major List of 141 sites

<http://www.seas.gwu.edu/student/tlooms/assess.html>

History and Future of Course Authoring Technologies

<http://www.trinity.edu/rjensen/290wp/290wp.htm>

In the next two parts of the program Greg Zuck and Mark McManus squared off to show the opposing philosophies of library instruction for their institutions using two of the top marketshare CMS: Blackboard (Zuck) and WebCT (McManus).

Greg and Terry Quiett made full use of Blackboard's capabilities by incorporating animated .gifs, video and sound into what they described as an "online adventure." There is an extensive list of hardware and software needed to create this sort of multimedia learning tool. You can view the adventure at <http://cat.sckans.edu/SUE>.

Greg presented a passionate appeal that those librarians developing instruction must learn to teach to the MTV-raised students of today and tomorrow. He presumed that most distantly learning students were nineteen years old and sitting in their campus dorm rooms to do library research.

Terry showed how Macromedia's Fireworks and Flash; Adobe Premiere and Microsoft NetShow Encoder; and Sonic Foundry's Sound Forge and ACID, beefed up the Blackboard website with animated gifs, video and music.

Mark McManus and Shirley Lankford from the State University of West Georgia use WebCT for teaching a course called Academic Research in the Library. This use of CMS software is in high contrast to the Blackboard implementation Zuck discussed. At West Georgia:

- One-quarter or more of enrolled students do not come to campus
- Many Internet connections in Georgia are no better than 28K
- The library has 12,000 electronic subscriptions
- There is growing enrollment

It was very important to the library that students participate in the Academic Research course early, with a high success rate in using the technology. The library uses graphics, video and sound sparingly.

Shirley covered the nuts and bolts of designing with WebCT. She adapted an already developed course for WebCT. This was a time

consuming process but she thought it worthwhile for the benefits gained. Shirley particularly liked the page tracking feature that shows the number of hits on a page; the testing capability, which allows students to skip around and gives results in ten to fifteen minutes, and the Question and Answer sessions. She also proposed that the Bulletin Board feature be used asynchronously to allow maximum student flexibility.

For complex reasons, neither West Georgia nor Southwestern College has integrated library resource access into the courseware package they are using. Southwestern students enter the courseware and then access library databases. The students have best access through the courseware to articles that have been scanned in. West Georgia students do not have access to licensed databases through WebCT.

I thought it was very amusing to see, in such a short period of time, two very different applications – one high multimedia intensive and the other text intensive and short on pictures. Greg introduced me to the term "twitch-speed," a way of presenting material in parallel and multitasking rather than the old-fashioned "tell and test" manner. But, until fast Internet connections to homes and business offices are ubiquitous, his multimedia theory will have little application to students of any age who are truly at a distance.

I was disappointed that neither institution had found a way to integrate library journal use into the course management system. I don't think libraries and librarians will overtake student use of the Internet for research until it is as seamlessly easy to retrieve journal articles and other kinds of selected, reliable information as it is general Internet web pages.

--Debbie Cardinal (WiLS)

## The University of Tennessee in Knoxville

The University of Tennessee in Knoxville has offered library services to their off-campus students since 1994. It began as a pilot project funded by the Evening School to help their students have access to library materials for their classes and has now moved to a permanent position within the library budget. As our distance education and off-campus programs have become higher profile and have taken on lives of their own, the library services provided have come to be very important to our students, faculty, and administration. This service is one that offers a personal touch for students who are removed from the campus and may not feel as much a part of the mainstream as those who live here or commute daily.

A favorite service that we provide is copies of articles and books for students (no charge to the students). If it happens that we don't have the materials here, we do send the request on to Interlibrary Loan and ask them to find a copy for the student. The only charges the students incur are the charges for mailing the book(s) back to the library, which we ask them to send insured.

This semester we have brought up a new ILLiad system campus-wide. The distance education and off-campus students are now in the mainstream of document delivery with the rest of the campus. They log into the ILLiad system to make their document delivery requests instead of sending them to me directly. When they register in the ILLiad system, distance education students identify themselves as distance ed and ask for distance ed delivery (which just means that we mail the items to them or ship via FedEx). Then the document is processed, and whatever we have here is copied and sent on to the student. The materials we don't have are routed to Interlibrary Loan. When they arrive, they

are sent to the student, accompanied by a return address label that is postage pre-paid (added benefit to the students).

Aside from the Nimda virus, which attacked the server that ILLiad was sitting on, it has run fairly smoothly. Of course, any change in routine takes some adjustment, but this one has lots of fringe benefits. Besides the postage pre-payment, people can go into their ILLiad accounts and check the status of requests they have made. They can also renew items that are renewable and edit requests. This system has a lot of features that our users like.

Another new way for us to do business also involves Interlibrary Services. Their staff scan articles (for those patrons who say they prefer electronic delivery) and mounting them on a server for the students and faculty to read online. This feature has also helped cut down delivery time for requested articles.

Yet another new service this term is our live/chat reference that we have named AskUsNow. We use the AskUsNow name as an umbrella term for all of the access points for reference (walk-in, telephone, email, and now chat). We brought the chat service up in August to coincide with the beginning of the new semester and the new influx of students. We are using LivePerson and we are open only selected hours (9-11 and 2-4, Monday - Thursday and 1-3 on Fridays). We are going to evaluate at the end of the semester, of course, to see if and how we want to adjust those hours. In the middle of October, we are going to begin having students monitor the service from 8-9 and notify a librarian if a question comes in, because we want to see how much use night hours will get.

Besides document delivery and reference chat, we also offer a whole range of additional services to our students. For example, the librarian

visits various sites around the state where UT is holding classes to show the students what resources are available through the library and what is different from last semester. (There is always plenty to talk about!)

Sometimes the help takes the form of a phone call as the librarian and the student or faculty talk together to figure out a problem of one sort or another. Or to help students identify which database will be best to use or to find materials for assignments and research papers. She is just a phone call away -- or email, or fax, as the preference may be.

-- Margaret Casado  
(University of Tennessee, Knoxville)

### How to Join DLS

To join the Distance Learning Section, contact:  
Membership Services  
ACRL  
50 Huron Street,  
Chicago, Illinois 60611  
1-800-545-2433 ext. 2521  
email: [acrl@ala.org](mailto:acrl@ala.org)  
<http://www.ala.org/acrl.html>

### Editor's Note

This *Newsletter* is available on the DLS Web site. Minutes of committee meetings as well as Strategic Planning documents also appear there.

Please submit any corrections to this *Newsletter* to the editor at [nburich@ku.edu](mailto:nburich@ku.edu).

—Nancy J. Burich  
(University of Kansas)

## Serving Ghosts: Managing Infrastructure and Delivery of Library Services to Distance Learners

This is a report on the first half of the "Serving Ghosts" program. This first half was comprised of three speakers who focused their comments on the infrastructure and delivery of services to distance students.

The first presentation was "Serving Ghosts in Kentucky with the Kentucky Virtual Library (KYVL)," presented by Susan Brown, Assistant Director, KYVL (<http://www.kyvl.org>). KYVL opened in November 1999. It was created in 1997 by the General Assembly as part of the Kentucky Virtual University, and receives state funding. KYVU is an aggregator of distance learning opportunities in KY (they do not exist as a separate university offering courses). Ongoing funding for KYVL is \$3.4 million. They are currently spending \$1.8 million on more than 30 databases. All Kentuckians have access to all services including resource sharing, an information literacy tutorial, a virtual reference desk, training for librarians (open workshops and online training). There is a focus on lifelong learning, so they also reach out to adults who may use public libraries.

Distance students in Kentucky can get help from three places: their home institutions; public libraries; and from KYVL. Some of KYVL's services include a toll free number; physical mailing from KYVL when students enroll; email reference service; and a "For KYVU Students" web page that has a lot of information for the students to use. In practice, there has been very little phone reference coming in to KYVL; they assume people are calling their academic or local public libraries for assistance.

The situation in the second speaker's state was in sharp contrast to the first. Tom Dorst, Director of

the Illinois Digital Academic Library (<http://www.idal.illinois.edu/>) presented "Just Who Are the Ghosts? Serving Distance Learners in Illinois." There are about 150 academic institutions in Illinois. Distance learning there focuses more on the academic institutions. Illinois has a long tradition of multitype library services, and distance learners represent a relatively small percentage of students in Illinois. Each institution is responsible for providing resources their users need, and the experience of distance learners in getting services varies greatly depending on institutional affiliation.

Some of the major players in Illinois are: IDAL (licensed digital resources), the Illinois State Library, CCMP (brokers e-resources for groups of academic libraries), a consortium for community colleges, and ILCISO/IBIS (shared catalog).

The third speaker and presenter of "Real Ghosts: Hearing Voices from Afar" was Lynn Tsumoto Dix, Information Architect/Taxonomy Librarian at Bechtel Corp. in San Francisco, and distance learner in the LEEP program at the University of Illinois Graduate School of Library and Information Science. She discussed services provided by the UIUC Academic Outreach Librarians, and how much the LEEP students appreciate them.

Ms. Dix talked about the library services most used by distance students in the LEEP program: electronic databases; Internet search spiders; electronic reserves; and the services of the Academic Outreach Library at the University of Illinois. She described the services of the Academic Outreach library, and how much these are appreciated by the students.

She conducted an informal survey of her fellow LEEP students

concerning library services and resources. Her survey showed that students thought the library services were very good and reliable, communication was good, their services were similar to the very best e-commerce transactions, and the service is convenient. Drawbacks included: electronic records in databases are sometimes not descriptive enough, and students can't browse print materials. Student recommendations were to hire librarians devoted to serving distance learners; provide staff with high-end equipment; provide a courier services; REQUIRE students (ghosts) to use the library service at least once; and adhere to high service standards.

--Jerilyn Marshall  
(University of Northern Iowa)

## ALA Midwinter

### ALA MIDWINTER MEETINGS

**January 18-23, 2002**  
**New Orleans Convention Center**  
**New Orleans, LA**

**Theme:**

**Laissez Les Bons Temps Rouler**  
**@ Your Library!**



## Asking for Answers on Digital Reference: From "Personal" to "Personal-ized"

Libraries large and small hear the clarion call of "24/7" -- the challenge to offer round-the-clock reference services to users around the globe. I'd like to share with you some of the trials and tribulations of one small academic library as we move into this world.

In the early days of my position as Off-Campus Services Librarian, I worked hard to build personal library services for off-campus students and faculty of Lesley College (now Lesley University). Like many of you, I tried to establish a personal connection with students and faculty to promote our fledgling services. I created a faculty home page, complete with my photo and bio. I sent personalized letters to off-campus groups with my signature, phone number and e-mail address. I made bookmarks, handouts, and Web pages -- all giving my own name and e-mail address.

These tactics worked. Increasingly, students contacted me by e-mail for an array of services including reference questions, article copies, and database passwords. The count of personal reference interactions from my own desk topped out at 492 in 1999 - mostly by e-mail. The personal service I worked so hard to build evolved into a nightmare. First, there was the workload problem -- too much for one person. Then, of course, was the coverage issue. If I was off-campus or on vacation -- or heaven forbid, out sick -- it was difficult to arrange backup. Posting an automatic reply message on my e-mail account, directing people to other librarians during my absence, had no impact. People just waited for me to return.

In January of 2000, I was promoted to Assistant Director, with the charge to distribute off-campus services throughout the library. The new challenge was how to distribute the services without losing the

personal touch that had been so successful. My first step was to build a team of three Reference & Instruction librarians, Jessica Bell, April Levy and myself, who share the responsibility to serve off-campus students and distance learners, as well as the folks who come to the reference desk.

In April of 2001, we initiated an Ask-a-Librarian e-mail service that is monitored by the Reference Team. Before we publicized the service, I began forwarding e-mail messages from my personal account to Ask-a-Librarian, so that team members could share the load. We instantly received the mournful complaint from one student that "I sent Kathy a request and she forwarded it to some service! I thought she was supposed to help us!" (Can you hear the whine in the voice?) Never mind that the help received was faster and of excellent quality!

Our goal now is to create a "personal-ized" service in place of the "personal" -- keeping the personal touch while extending the service to handle growing numbers in a timely manner. We've built a web page featuring a picture of the three librarians on the team (<http://www.lesley.edu/library/guides/asklib.html>). (Would YOU send a reference question to these people?) We've posted our picture prominently on the Off-Campus Guide to Library Services (<http://www.lesley.edu/library/guides/quick.pdf>). We're holding off on major promotion until we feel steady on our feet.

So the questions are coming in. Students seem to find the site even without major publicity. Although we only promise 24-hour turnaround Monday through Friday, we're actually able to

respond to many questions within an hour or two.

As the numbers grow, so will our own questions. Stay tuned, as we grapple with ongoing concerns in future newsletter issues.

--Kathy Holmes (Lesley University)

## Subscribing to OFFCAMP Listserv

The OFFCAMP Listserv has been established for "discussion about all aspects of service to remote users, including but not limited to branch campus service, state regional, national, and international academic programs and their associated constituents."

To subscribe to OFFCAMP, send an e-mail message to:

[listserv@lists.wayne.edu](mailto:listserv@lists.wayne.edu)

In the body of your message type:

SUB OFFCAMP YOUR NAME

Example: SUB OFFCAMP JANE

## We're Still Growing!

*(Continued from page 1)*

publication in the area of distance learning library services", has created two questionnaires to help. Both are available at the DLS website at <http://caspian.switchinc.org/~distlearn/committees/>. DLS members, who may be interested in conducting research, are encouraged to visit the Research Committee page on the DLS website. It would be great for a future DLS Chair to be able to comment not only on the increase in DLS membership but also on the important contributions DLS members are making to research in distance learning library services.

--Anne Marie Casey, DLS Chair (Central Michigan University)

## Breaking Through the Firewalls

*(Continued from page 2)*

download another web browser (such as Netscape or Internet Explorer) that can be so configured. And of course, even the best online help screens cannot help all users. A significant number of users will need individual help from library staff figuring out what kind of web browser they have (or need) and how they should go about re-configuring the thing to work with the library's proxy server. For traditional proxy servers, user education can be very complex, confusing, and time consuming for both users and librarians. With EZproxy, however, user education issues are greatly simplified—there is no need to re-configure anything, and the main demand upon users is that they remember how to enter their ID number

when prompted.

Also at the DLS Program, two speakers stated that the technical staff at their institutions were concerned that EZproxy might not work properly with certain databases, especially EBSCOHOST, and at least one speaker referred to a problem with EZproxy not being able to break through particular kinds of firewalls. At the University of Iowa Libraries, these issues have caused us no real problems. The University of Iowa Libraries started using EZproxy software in January 2001, and I have been thankful most every day since then that we have the software. Although we did have a few minor problems during the first few days of operation (mainly with the quality of

some images of text from the EBSCOHOST database), our technical staff worked with the staff at EBSCOHOST to figure out the problem, and since then, our users have had full and easy access to all of our databases. In addition, after we started using EZproxy, we had users check all of the firewalls that we were aware of, and EZproxy broke through all of them with no problems. For the University of Iowa Libraries, we have found EZproxy to be a wonderful tool. It has proved to be a great answer to the dilemma of how this library system provides off-campus access to its restricted electronic resources.

-- Stephen H. Dew (University of Iowa)

## Reports from San Francisco Meetings

### In This Issue...

DLS Newsletter  
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Nonprofit Org.  
U.S. Postage  
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