

CARL Newsletter

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President's Message

By the time you receive this newsletter, most of our institutions and our colleagues in their libraries and research centers will be well into summer routines. CARL activity shifts a bit, too, from offering programs to planning them for next fall.

Summer usually means far fewer students on campus or in our libraries. We take time off, too, for vacation and personal travel. Vacation time is precious, as it affords us the time to put work and professional pressures out of our minds and turn to other interests. For those of us whose institutions really do have a seasonal lull at this time of year, summer is also a time to finish projects interrupted during the academic year, a time to start new projects, including creative and scholarly ones, and a time to reflect on what was learned over the past year.

CARL and other organizations like it are all about learning. Librarians have focused their attention on the process of learning, and what helps our students – and ourselves – learn effectively. We know that when we spend time with those who can teach us, when we spend time with other learners, when we engage in activities such as discussion, debate, and actual practice of what we've learned, and when we simply take time to think about what's been learned... we learn more.

In this issue, you will find reports from our successful biennial CARL Conference in Pasadena, April 2004. I hope you'll take time to think about the ideas shared through these conference programs and about what you *learned*. If you're like me, you attended the CARL Conference and/or the ACRL National Conference in Minneapolis this past April (or some other conference), and returned home with a notebook full of interesting observations and new ideas, business cards and email addresses from people you wanted to follow up with, and a feeling of inspiration and pep that seems uniquely derived from time at professional conferences. But within a few days, the "high" we get from such intense interaction with other librarians at a conference seems to fade as the reality of everyday work sets in and we don't have (or take) time to reflect on what was learned and follow up.

Take time this summer. Take on a new project prompted by something you learned from a colleague at the CARL or ACRL conference or a regional program. Find someone's email address and send them a note to get more information. Check out "People Making News" and "Places Making News" in this issue. Compare what you're doing with other individuals or places and plan to exchange notes now and later in the year. Go to the next "planning" meeting of the CARL Interest Group you're most attracted to, and bring your idea to the group. Set your own learning goals. Make CARL a part of that process.

*Jean Purnell, CARL President,
University of the Pacific
jpurnell@pacific.edu*

**Announcing the 11th CARL Conference:
Beyond the Ivory Tower: Creative Strategies for Leading and Learning
Asilomar Conference Center, April 20-23, 2006**

Theme description: The profession of librarianship predates that of university professor, originating in 12th-century Europe with the creation of the university system. Librarians have always been central to the movement of information and knowledge between scholars and students.

As we move forward in the 21st century, academic librarians need to apply creative strategies to retain our prominence within the mission of higher education. Reaching beyond the library allows us to engage in meaningful dialogue with those in other academic disciplines and the academy at large; reaching beyond the campus provides opportunities to connect with others in the profession and the community. Academic librarians must take the lead, researching trends in education and librarianship, exploring new pedagogies, and working at the forefront of new technologies, in order to bring our practice to its most innovative level.

Calls and submission deadlines: If you are interested in submitting a program for the pre-conference or conference, please note the deadlines below. More information on submission guidelines will follow via CARLALL, subsequent newsletters, and the CARL Conference Website.

Pre-conferences submission deadline is June 17, 2005, to Locke Morrisey at morrisey@usfca.edu or 415-422-5399. (Please see pre-conference submission guidelines on next page).

The submission deadline for Breakout Sessions is October 1, 2005. The call for proposals will go out to CARLALL on August 15, 2005.

The submission deadline for Poster Sessions is January 13, 2006. The call for proposals will go out to CARLALL on December 1, 2005.



~~~~ Save the Date ~~~~

The first CARL-South one day Mini-Conference is scheduled for Friday, December 9, 2005, from 9:00am - 4:30pm at the Pollak Library at CSU Fullerton. In order to allow conference attendees to enjoy all programs and presentations, we will not have concurrent sessions.

For additional information contact Co-Chairs: Lise Snyder, UCLA College Library, 310-206-4474 lsnyder@library.ucla.edu, or Teresa Omidasalar, CSU Los Angeles, 323-343-3996, tomidsa@calstatela.edu.

11th CARL Pre-conference Call for Proposals

(Sent via CARLALL on 4 April 2005)

The theme for the conference is “Beyond the Ivory Tower: Creative Strategies for Learning & Leading.”

The CARL Conference Pre-conference Committee invites proposals from all CARL members and CARL Interest Groups. Collaboration with or among CARL Interest Groups is highly encouraged. Pre-conferences are scheduled for Thursday afternoon (April 20) from 4-7pm and Friday (April 21) from 9am-Noon and 1-4pm (or all day 9am-4pm). We anticipate that six to nine slots will be available, depending on the quality, viability, and appropriateness of the proposals received. All pre-conference proposals will be peer-reviewed. The Pre-conference Committee may choose to conditionally accept proposals pending proposers’ responses to suggested revisions and collaborations by the committee.

Proposals should contain the following information: Primary contact person, working title of the pre-conference, author(s) of proposal with contact information, indicate any affiliation/collaboration with Interest Group(s), list of presenters/potential presenters, preferred time slot, a paragraph or two that describes the program (100-200 words), how it might relate to the overall theme of the conference and any expected outcomes, your target audience, and audio/visual or computing/Internet needs. Please note that the rustic setting of Asilomar lends itself to presentations that are not Internet dependent.

Proposals are due by: Friday, June 17, 2005

Notification of accepted proposals will begin on Monday, August 1, 2005.

Please send proposals electronically to: Locke Morrisey, Chair, 2006 CARL Conference Pre-conference Committee, (morrisey@usfca.edu; 415-422-5399).

Feel free to contact me with any questions you might have in the meantime. [NOTE: Between April 20 and May 20, 2005, I will be on leave and will send an email acknowledgement of receipt of proposals in late May.]

We look forward to hearing from you!

Locke Morrisey, Chair Pre-conference Committee (University of San Francisco)
Stephanie Brasley, Pre-conference Committee member (UCLA)
Charity Hope, Pre-conference Committee member (San Jose State University)
Bill Payne, Pre-conference Committee member (San Diego State University)





The next SCIL meeting is

- Date:** Friday, June 10th, 2005
- Time:** 10:30 - 1:00 pm
- Location:** CSU Long Beach, University Library, Conference Room, Faculty Center for Professional Development, 5th Floor

A parking **day pass costs \$3.25** (as of 5/17/05)). There is a parking kiosk on the right when you come in the Bellflower entrance—just tell the attendant you are coming to the Library for a SCIL meeting and give them your name if you RSVPed. *Hopefully if campus is not crowded (which it shouldn't be), they will let you park in our faculty lot. Otherwise be prepared for a potentially long walk, most likely uphill.* The library is in the Southwest corner of campus, near the intersection of 7th St and W. Campus Dr.

Campus Map at: <http://daf.csulb.edu/maps/campus/>

Driving directions at: <http://daf.csulb.edu/maps/directions.html>

Contact: Cathy Outten, Librarian, CSU Long Beach, 1250 Bellflower Blvd., Long Beach, CA 90840, 562-985-7761, coutten@csulb.edu



**CSU Librarians South Program
Demystifying Metalib**

On April 29, CSUL-South (California State University Librarians-South) held an informative and successful program titled *Demystifying Metalib* in the Pollak Library at CSU Fullerton. Metalib is a federated search program in various stages of implementation in the CSU. After a lovely breakfast, the speakers presented on past, present, and future aspects of Metalib. The keynote speaker was Marvin Pollard, the Metalib project manager from the CSU Chancellor's Office who gave us an overview of what Metalib is doing, its different components, and where it is going within the CSU system. Additional speakers were all CSU librarians who are currently working on implementation of Metalib within their respective campus libraries; Norm Hutcherson, CSU Bakersfield, Susan Tschabrun, CSU Fullerton, and David Walker, CSU San Marcos. The speakers all had interesting and educational perspectives on this topic. A full write-up of this program will be uploaded to the CSUL-S website in the near future (<http://www.carl-acrl.org/CSUL-South/>).

CSUL-South is an interest group within CARL which acts as network for communication and promotes the interests and welfare of librarians and the libraries within the CSU system. We will be starting the planning for our next program and we welcome new members to get involved. If you are interested in finding out more about this interest group or coming to a meeting, please contact Judith Downie at jdownie@csusm.edu.

Preserving Memories: Human Rights Violations/Ethnic Cleansings

DIAL-South was proud to present the program “Preserving Memories: Human Rights Violations/Ethnic Cleansings,” on June 3 at the University of Southern California. An outstanding panel of scholars discussed violent conflicts around the world and the available resources in their respective areas:

Gia Aivazian, MLS and PhD candidate at UCLA, Librarian for Armenian and Greek, UCLA, on the Armenian genocide.

Jok Madut Jok, PhD, Assistant Professor of History, Loyola Marymount University and former fellow at the Woodrow Wilson Center for Scholars on the conflict in the Sudan.

Olga Nikolic, PhD candidate in International Politics at the School of Slavonic and East European Studies, University College London, on genocide in the Balkans.

Geoffrey Robinson, PhD, Professor of History and Director of the Center for Southeast Asian Studies at UCLA, on East Timor and Indonesia.

Judith Truelson, PhD, USC and ISD Reference Coordinator/Head of Doheny Research Services. She served as Co-Principal Investigator for the USC Information Services Division Shoah Foundation Access Mellon Grant Project.

A complete report of this program will be published in a future issue of the *CARL Newsletter*. Until then, contact DIAL-South co-chair Stephanie Ballard (stephanie.ballard@csun.edu) for more information.



DIAL North Formed

The CARL Interest Group, Diversity in Academic Libraries (DIAL), has a new chapter, which formed in summer 2004. DIAL-North has decided to concentrate on: recruiting diverse students into librarianship and mentoring and supporting diverse librarians through library school and successful academic careers.

In order to become familiar with northern California’s wealth of cultural collections, members have recently toured the Cultural Heritage Center at San José State University’s King Library, the new Evergreen Valley College library facility, and the CSU Monterey Bay library. Also, in the interest of cultural diversity, DIAL-North’s May meeting was held at Celia’s Mexican Restaurant and included a tour of the Takara Sake Factory and Museum in Berkeley.

If you are interested in diversity issues and would like to learn about the cultural collections in northern California, you are warmly invited to join this active new interest group. DIAL-North has the same general goals as DIAL-South, but because of geographical constraints, has separate governance and meetings. We are currently developing our mission statement and will be adopting bylaws, based on those of DIAL-South. The two DIAL Interest Groups will collaborate on programming when possible.

The DIAL-North officers are Chair, Mardi Chalmers, CSU Monterey Bay; Vice-Chair Susan Boyd, Santa Clara University; and Secretary, Sherise Kimura, University of San Francisco. The DIAL-North Web site is at <http://user.www.sfsu.edu/~lavonne/dial/>.

If you would like to become a member of the CARL DIAL-North Interest Group, please contact Sherise Kimura at kimura@usfcs.edu or Mardi Chalmers at Mardi_Chalmers@csumb.edu.

SCIL Program Summaries

SCIL Workshop at ACRL, April 2005:

SCIL presented its first national workshop at the ACRL 12th National Conference in Minneapolis. The three-hour program, “Trading Spaces: Designing Instruction That Fits by Balancing Space, Technology, and Learning,” was based on a well-received SCIL pre-conference for CARL 2004. SCIL members Amy Wallace, Deborah Moore, and Melanie Remy revised and updated it for ACRL. SCIL members Gale Burrow, April Cunningham, Katy Farrell, Lynn Lampert, and Tracey Mayfield also moderated the hands-on activities for the 45 attendees.

The goal of “Trading Spaces” was to explore the technological and physical limitations of teaching space(s) and promote instructional design as a solution. By keeping the focus on student learning, librarians can find ways of working with spatial limitations. To begin, Amy Wallace, Head of Public and Instructional Services at CSU Channel Islands, gave a presentation on how to make any space a “learning space” by creating a variety of instructional approaches and activities. The key is to accept what learning activities you can and cannot do effectively in the space and play to your strengths. This also means accepting that a 50-minute instruction session cannot achieve a multitude of learning outcomes. In order to maximize student learning, librarians must be selective about what that learning will consist of and focus on one to three outcomes in a session.

Two workshop activities got people interacting and learning from each other. The first activity asked participants to look at a floor plan of a classroom (taken from SCIL members’ libraries) and design a learning activity to meet a specified outcome based on the ACRL information literacy competency standards. This emphasized the importance of instructional design and gave attendees the experience of focusing a short session on an outcome to ensure its achievability. The second activity asked attendees to draw floor plans of their own challenging spaces, and each table collectively determined solutions from each of three approaches: technological, spatial, and instructional. Results from these activities are available at: <http://clics.ucsd.edu/scil/tradingspaces/>

Librarians at the ACRL workshop showed themselves to be committed, resilient, and successful at developing effective instruction techniques out of sheer necessity. Each of us has varying degrees of financial resources to buy new technology or build or refurbish library spaces to create learning spaces, but by working together we can build a warehouse of activities to facilitate learning in any kind of space.

SCIL Spring Program, May 2005:

SCIL’s annual Spring Program, held on May 6 at California State University, Northridge, continued our focus on learning. Dr. Jeff Liles, Assistant Professor of Education at St. John Fisher College in Rochester, NY, presented a day-long workshop for almost 80 attendees called “It’s NOT About Time: Making the Most of One-Shots.” Dr. Liles used discussion of teaching and learning theory to explore ways of maximizing student learning in one-time, one-hour instruction sessions.

A focus on learning means that sessions become more concerned with product than process—what can instruction sessions accomplish for students? What can students do as a result of having attended? Underlying this idea is exposure of “the coverage myth.” Like our counterparts

who teach credit-bearing courses, librarians have traditionally been oriented toward “covering” material in each session—the more the better. A “less is more” approach improves learning; content is not merely presented but rather used as a tool to help create new knowledge. Learner-centered teachers look for ways to marry learning strategies to content, and the result is that the learning strategies transfer the content out of the classroom—and “a student who can transfer learning has learned.”

Dr. Liles bases his approach to learning on the constructivist view, in which the student derives his or her own meaning from a particular learning situation. Constructivism is especially relevant in teaching transferable skills related to information literacy, problem-solving and critical thinking. Librarians can apply constructivism in the classroom by creating “authentic” learning tasks to engage students’ prior knowledge and respond to their real, immediate needs. Students need to understand in a personal way why something is important; this creates the intrinsic motivation that facilitates learning. Assessment of learning should be built-in to the lesson plan, so students can clearly see what they’ve gained and the librarian can see if instruction needs to be improved.

In the library classroom, Dr. Liles suggests reducing content first of all. Use content to achieve two to three learning outcomes that are skills-based, and create a context in which students can solve a problem. Make the reason for the task clear so students can see the bigger picture. Both self-paced instruction and social interaction are key constructivist approaches, so group activity can be a major part of a library session. However, the task or problem to be solved must be challenging enough to require a group and be credible to students. In the Program’s culminating activity, groups of attendees created a one-shot session based on a five-part lesson plan format that incorporated these constructivist principles. Results from this activity will be accessible soon on the SCIL website at: <http://clics.ucsd.edu/scil/>.

Dr. Liles’ workshop centered on the examination of what learning is and what the respective role of the instructor is. In a humorous and engaging style, he invited many contributions from attendees and addressed difficult questions. SCIL hopes to invite Dr. Liles back in the future to present additional instruction workshops with the same effective blend of theory and practice.

Melanie Remy, University of Southern California, mremy@usc.edu



Legislative Report: More on the International Scene

During ALA Midwinter 2005, the ACRL Board of Directors endorsed the *Library-Related Principles for the International Development of the World Intellectual Property Organization*. The principles were originally developed in December, 2004 and have since been endorsed by ALA, the American Association of Law Libraries, the Association of Research Libraries, the Medical Library Association, and the Special Libraries Association. The principles were prepared for use in discussions at the World Intellectual Property Organization (WIPO) concerning the impact of intellectual property protection on economic development and the significance of copyright exceptions for libraries, educational institutions, and for persons with disabilities.

Continued on page 8

These principles, provided below, reflect the American conception of intellectual property. If you recall the article I wrote in the last *CARL Newsletter*, the definition of these principles is essential for the formation of international laws and treaties pertaining to intellectual property but also of singular importance to mitigate the effects of “backdoor” copyright infringement by laws and treaties that are seemingly unrelated to intellectual property concerns yet require violation of copyright protection for implementation.

Goal 1: A robust and growing public domain to provide new opportunities for creativity, research, and scholarship.

- 1.1. All works created by governmental authorities should be in the public domain.
- 1.2. Published works resulting from government-funded research should be publicly available at no charge within a reasonable time frame.
- 1.3. Facts and other public domain materials, and works lacking in creativity, should not be subject to copyright or copyright-like protection.
- 1.4. Consistent with the Berne Convention, the term of copyright should be the life of the author plus 50 years. The term of copyright should not be extended retroactively.

Goal 2: Effective library programs and services as a means of advancing knowledge.

- 2.1. A library may make copies of published and unpublished works in its collection for purposes of preservation or to migrate content to a new format.
- 2.2. A work that has been lawfully acquired by a library may be lent to others without further transaction fees to be paid by the library.
- 2.3. A work that has been lawfully acquired by a library or other educational institution may be made available over a network in support of classroom teaching or distance education in a manner that does not unreasonably prejudice the rights holder.
- 2.4. Subject to appropriate limitations, a library or educational institution may make copies of a work for classroom use.
- 2.5. A library may convert material from one format to another to make it accessible to persons with disabilities.
- 2.6. In support of preservation, education or research, libraries and educational institutions may make copies of works still in copyright but not currently the subject of commercial exploitation.

Goal 3: High levels of creativity and technological progress resulting from individual research and study.

- 3.1. Copyright laws should not inhibit the development of technology where the technology in question has substantial non-infringing uses.
- 3.2. Copying of individual items for or by individual users should be permitted for personal research and study.
- 3.3. It should be permissible to circumvent a technological protection measure for the purpose of making a non-infringing use of a work.

Goal 4: Harmonization of copyright.

- 4.1. The goals and policies set out in this document should not be over-ridden by other bi-lateral or multi-lateral agreements.
- 4.2. The goals and policies set out in this document are important statements of national and international principle and should not be varied by contract.

*Aline Soules, CARL Legislative Liaison,
CSU East Bay, aline.soules@csueastbay.edu*

2005 ACRL Conference Report

As a library school student at San José State hoping to get into academic librarianship, I thought the 12th National ACRL Conference in Minneapolis might be a great opportunity to see what the profession is like, as well as network, and maybe make some future job contacts. Fortunately, the conference was to take place just days after my culminating papers were due (in order to graduate), so I could go free of any school worries. Living on student loans does not permit one to jet off to conferences, so I applied for the CARL conference scholarship and I was lucky enough to win the \$1000 student scholarship, which covered flight, hotel, student conference registration, and most of my food.

The conference itself was an amazing experience. It was attended by 4,000+ librarians and vendors - one of the largest turnouts yet. As I had only been to local CARL-North workshops, and while ALA sounds like a lot of fun, I have always been intimidated by how big it is. ACRL is a great first conference because the crowd is not overwhelmingly huge, and all the topics are relevant to academic librarianship, so there is less chance for distraction (if you are going for career development purposes, of course).

I attended many interesting presentations: the opening keynote speaker, William Mitchell, a Professor of Architecture and Media Arts and Sciences at MIT, discussed how technology and digital networks can transform classrooms and libraries as a physical space. I attended panel sessions such as “Ménage a Trois: The Essential Computing, Library and Instructional Technology Partnership to Advance New Media Learning,” and “Rethinking Information Literacy Instruction to First Year Students,” and a few other sessions on Information Literacy assessment, academic freedom, and a discussion on the new generation of professionals that may not have a MLIS, but are getting hired as librarians because of their in-depth knowledge of different subjects. These panels and presentations showed me the breadth of research going on in our field, and the various means different institutions are using to move the academic library into the future.

In addition to all the great speakers, ACRL offered a Job Placement Center and a Resume Review service, which as a new graduate, I utilized to its fullest. The Job Placement Center offered a database in which academic libraries could post positions and job seekers could post their resume. The Resume Review service had experienced librarians critique resumes on both format and content. The conference offered many opportunities to network. The exhibit hall, luncheons, and a huge reception held at the Minneapolis Institute of Arts were all good places to meet academic librarians from across the country.

But I must say, my favorite part of the conference was the dinner the CARL Executive Board and the Conference Scholarship Committee held in my honor. The Scholarship Committee Chair, Tracey Mayfield, CARL's Northern and Southern Vice-Presidents, Vicki Rosen and Suellen Cox, ACRL's Chapters Council Delegate, Carl Bengston, and CARL's Legislative Liaison, Aline Soules all attended the dinner. It was great to talk to librarians with great achievements under their belts and learn how these people got where they are.

I came back from the conference incredibly inspired and very ready to begin my career as an academic librarian. It was a valuable experience and I am very honored I was chosen to receive this scholarship. I would like to thank the Conference Scholarship Committee and CARL Executive Board for providing students with this opportunity and CARL members in general for supporting these types of scholarships.

Melissa Beuoy, mbeuoy@slis.sjsu.edu

CARL Members Honored by ACRL

CARL recognizes the following CARL members who have received honors from ACRL, our parent library association, for their professional work:

Reference and User Services Association (RUSA) has recognized **David Tyckoson, CSU Fresno**, with the (Isadore Gilbert) Mudge-R.R. Bowker Award, which recognizes his distinguished contributions to reference librarianship. CARL members know David best for his "Reference Desk Live: Not ready for prime time Librarians" productions at the last two CARL conferences. He is also a past chair of CARLDIG -N.

ACRL/Law and Political Science Section recognized **Lucia Snowhill, UC Santa Barbara**, in 2004 with the Marta Lange/CQ Press Award for outstanding contributions to Law and Political Science Librarianship. CARL members know Lucia for being part of the poster session "Constructing a Mentor Foundation" at the 2004 CARL conference.

In 2004, the ACRL Instruction Section recognized **UCLA** librarians **Esther S. Grassian** and **Joan Kaplowitz** for their book, *Information Literacy Instruction: Theory and Practice*, New York: Neal-Schuman, c2001.

*Kelly Janousek, CARL Membership Director, CSU Long Beach,
janousek@csulb.edu*

PEOPLE Making News

Kelley Wolfe Bachli, Denison Reference Librarian at **Claremont Colleges**, chaired the Artists' Books Conference in Los Angeles. The conference was sponsored by the Art Libraries Society, Southern California chapter. Last year, Kelley served as chair of this chapter. In addition to chairing this year's conference, Kelley moderated the panel discussion on access to artists' books and gave a presentation on instruction with artists' books.

Joao Barretto, acquisitions librarian at **City College of San Francisco**, prepared a bibliography for his sabbatical project, *Latin American Fiction in English Translation: A Bibliography* (see <http://www.ccsf.edu/Library/latambib.htm>).

Caroline Bordinaro is the new Information Literacy and Library Instruction Coordinator at **CSU Dominguez Hills**. Caroline was Reference Coordinator and Head of Circulation

at Pasadena City College, and has also worked at the USC Crocker Business Library, the 20th Century Fox Research Library and the Stow (OH) Public Library. She assumed her position at CSUDH in July, 2004.

Arpita Bose has been appointed Clinical Support Librarian at the Norris Medical Library, **University of Southern California**. She is a recent UCLA graduate in Information Studies.

Erin Bower has joined the library faculty at **Sonoma State University** as an instruction librarian. She earned her MLS from Simmons in 2000 and her BA from University of Portland. She has already made strong contributions to the library's instruction program, especially in information literacy outreach to the First Year Experience program. She will continue to work towards creating a comprehensive, student-centered approach to information literacy on the campus.

Peggy Carter and **Barbara Hardy**, reference librarians at **Las Positas College**, received the 2005 Outstanding Service Award from the Las Positas College Faculty Senate. The award is granted to faculty who have made significant contribution to the college and community, mentored other faculty, and demonstrated excellence in promoting student success.

Lori Cassidy, Library Information Center Librarian, joined **National University** Costa Mesa Academic Learning Center as the LIC Librarian. Lori also recently completed her MLIS degree from San Jose State. Lori is already becoming an integral part of that center's academic life.

Ana Maria Cobos, **Saddleback Community College**, is the recipient of the 2005 Seminar on the Acquisition of Latin American Library Materials (SALALM) Jose Toribio Medina Award for *Latin American Studies: An Annotated Bibliography of Core Works* (McFarland, 2002) co-authored with my friend and colleague, Ana Lya Sater.

Suellen Cox, **CSU Fullerton**, presented "Supporting Student Academic Success Through Information Literacy" to over 90 Costa Mesa High School teachers and administrators on March 23, 2005. Cox stressed the benefits of Information Literacy and detailed the IL skills that are expected of incoming first year college students.

Brandon Dudley has joined the University Library at **Sonoma State University** as Director of Library Technology. He earned his MLIS at San Jose State University in 2004 and his BA from UC Santa Cruz. He was most recently a systems librarian at Innovative Interfaces and also has



Peggy Carter and Barbara Hardy, reference librarians at Las Positas College, received the 2005 Outstanding Service Award from the Las Positas College Faculty Senate.

experience as a network engineer at Excite@home and in working with computer support and serials and acquisitions in several libraries. He is an active member of ALA's New Member Round Table's New Writers' Support Ad Hoc Committee and the Scholarship and Research Ad Hoc Committee.

Karin Duran has been appointed the "Interim Associate Dean" at **CSU Northridge**. She was inducted into Phi Kappa Phi, and nominated for 2005 CSU Northridge Extraordinary Service Award.

Jim Dwyer, Bibliographic Services Librarian, **CSU Chico** Meriam Library, was a featured poet at the Robinson Jeffers Society Conference at the University of Nevada on February 18, 2005. He will deliver the paper "Ecocriticism meets Ecofiction" at the Association for the Study of Literature and the Environment Conference at the University of Oregon on June 24th

Judith Faust, CSU East Bay, has been selected to serve as Chair of BRASS's Dun & Bradstreet Outstanding Service to Minority Business Communities Award Committee, RUSA, ALA. Judith adds, "[I]f you know of a business librarian or library that has created an innovative service for a minority business community*, please feel free to contact me. My new email address is: judith.faust@csueastbay.edu." (*Minority Business is defined as that of Hispanics, African Americans, Asians, Native Americans, or People from the Indian Subcontinent.)

Ann Fiegen, CSU San Marcos, Business Librarian, has been elected Secretary of BRASS effective after the ALA Conference in Chicago. Marion Reid, who has served as interim vice president for external affairs since Sept. 1, 2004, will return to the library dean position on June 28, 2005. Mark Stengel, currently Interim Associate Dean, has accepted the position of Acting Dean of the Library for the period of May 11th to June 27th. Robert Stakes, previously Dean of Extended Studies before retiring in 2004, who served as Interim Dean of Library Services during the 2004-05 academic year will be returning to retirement.

Kimberly Franklin, Claremont Colleges, presented a paper entitled "The Importance of Information Literacy: Insights from the Next Generation of Scholars," at the ACRL Conference in April 2005. She reported the results of a study she conducted about doctoral students' perceptions of the importance of information literacy, defined as the ability to access, find, use and evaluate information effectively and ethically, and factors that influence those perceptions. In addition to her role as librarian, Ms. Franklin is a fourth-year doctoral student in the Claremont Graduate University School of Educational Studies. She is recipient of the school's Winifred Hausam-Helen Fisk Award, given annually to a student specializing in the

study of higher education for excellence in academics and service to colleagues and students.

Carolyn Funes, Palomar College, had her article "An Odyssey: Palomar College Develops an Information Literacy Course" published in *Community & Junior College Libraries*, 12, no. 3 (2004): 61-5.

Francisco García assumed the newly created position of Multicultural Outreach librarian at **CSU Dominguez Hills** in July, 2004. He brings 25 years of practical experience developing specialized collections, services, and centers in the field of Chicano Studies. He has served, for example, as the librarian in charge of the Chicano Resource Centers at the L.A. County Public Library, UCLA, UC Berkeley, and CSU Fullerton. He is also one of the co-founders of the Chicano Database and is a member of the Advisory Board for the project that continues to develop the database. Another project is the Chican@ Website Pathfinder, which is an online subject index to Chican@ websites (<http://library.csudh.edu/archives/pathsubjects.php>).

National University Librarians, Teresa Garcia, Instruction Librarian, **Divina Lynch**, San Jose Library Information Center Librarian, and **Elizabeth Nelson**, Sacramento Library Information Center Librarian, co-presented a paper at LOEX on May 16, 2005 entitled, "Bringing New Life to the Library Orientation and Information Literacy Program." The presentation focused on recent team projects between librarians at the regional and Central libraries.

Linda J. Goff, Head of Instructional Services at **CSU Sacramento**, has been appointed to a four-year term on the Information Literacy Standing Committee of the International Federation of Library Associations (IFLA) as a representative of ALA and the Library Instruction Round Table (LIRT). The primary purpose of the IFLA Information Literacy Section is to foster international cooperation in the development of information skills education in all types of libraries. The 2005 conference will be held in August in Oslo, Norway. For more information, see <http://www.ifla.org/VII/s42/index.htm>.

Glenn Gray, archivist of the Central Valley Political Archive and assistant special collections librarian at the Henry Madden Library at **CSU Fresno**, has been awarded a Fulbright Scholar grant to work as an archivist and librarian at the 2nd Air Division Memorial Library in Norwich, England. The one-year grant begins in September 2005. It will enable Gray to participate in a number of library and archival functions, including collection development, reference, educational outreach, public programs, Web site development and special projects.

Linda Heichman, **CSU Fullerton**, will be presenting "Information Literacy in Subject-Specific Vocabularies: A Path to Critical Thinking?" at the 2005 LOEX Conference in Louisville, Kentucky on May 14, 2005. Linda and **Elisabeth Leonard**, **UC San Diego**, worked with a team of business librarians to provide annotated recommendations for investment books and websites as part of ALA's Investor Education project to provide public libraries with materials to educate investors. This project is funded by Kiplinger's Magazine and the Investor Protection Trust.

John Hickok, **CSU Fullerton**, has been awarded a research sabbatical for the 2005-2006 year. He will be conducting research on the condition of libraries and information literacy in Asian countries, particularly those active in sending exchange students to California universities (e.g., Japan, China, Taiwan, etc.). CARL members likewise interested in this area of research are invited to contact John at jhickok@fullerton.edu.

Margaret Hogarth is the new Electronic Resources Coordinator at **UC Riverside** Libraries. She came to UCR from Pollak Library at CSU Fullerton.

Kris Johnson, **Sarah Blakeslee**, and **Jim Dwyer**, **CSU Chico** Meriam Library, co-presented "Informationworld: What First-Year Students Need to Know Before They Set Sail" at the 25th Annual Conference on the First-Year Experience, Phoenix, Arizona, February 7, 2005. **Kris** also co-authored with Colleen Boff, Bowling Green State University,

"Survey Research on Little or No Budget: Practical Tips and Advice for Using the Internet to Conduct Surveys," in *LOEX Quarterly*, vol. 31, no. 4. 2005, pp. 8 - 10.

Helene Lafrance, Head, Research Assistance at **Santa Clara University**, was promoted to the rank of Librarian effective July 2005.

CSU Dominguez Hills welcomed **Wei Ma** as their new Electronic Resources Management Librarian in August, 2004. Before moving to California, Wei was Reference Coordinator and Assistant Professor of Library Administration at the University of Illinois at Urbana-Champaign.

Congratulations to **Mary Martin**, editor, author, and librarian. Her book, *Local and Regional Government Information*, was recently published by Greenwood Press. In addition to editing this work, Mary wrote several of its chapters. She has previously published several other chapters in books as well as a number of articles in the area of government publications. Mary is the Business & Law Librarian for the Libraries of **The Claremont Colleges**.

Deborah Masters and **Darlene Tong**, **San Francisco State University**, were on a panel entitled "Keeping Baby: Cost Realities and Choices of What Can Be Thrown Out in Building Projects," for the ACRL conference in Minneapolis in April. Slide show and Q & A's from the session are available at <http://www.library.sfsu.edu/dtong/ACRL2005>.

Laura Moody from **San Francisco State University** has been appointed a member of the Music Library Association's Membership Committee and the American Music Roundtable.

Vinta Oviatt, **Orange Coast College**, will become the new Instructional Unit Assistant (IUA, i.e. chair) for the Library Division as of

Fall 2005. She also gave a presentation on "Student Learning Outcomes" to the Phi Delta Kappa Trabuco Chapter on May 5, 2005. As IUA, she will be working with the library to develop its first program review, emphasizing student learning outcomes, due next year and to prepare for accreditation.

George Porter, California Institute of Technology Library System, is the librarian liaison to the American Institute of Physics Publishing Policy Committee and recently was appointed to the Association for Computing Machinery's Library Advisory Group.

Hema Ramachandran is the new Access Services Librarian at **Pasadena City College**. She was formerly at the California Institute of Technology.

Rick Robison, Sonoma State University, presented a poster of a grant funded project entitled, "Asynchronous Online Instruction for Basic Library Skills: A Viable Option?" at ACRL's 12th National Conference in Minneapolis and at SSU's 2005 Faculty Exposition of Scholarship and Sponsored Research.

At the Artists' Books Conference in Los Angeles, **Judy Harvey Sahak**, Denison Librarian and Assistant Director of Libraries at **The Claremont Colleges**, spoke on exhibiting special works of art known as artists' books, of which Denison Library has a large collection. These works present many challenges for libraries, in part, because they often have odd shapes and sizes. Following her presentation, Judy will travel to Massachusetts where she has been invited to speak at "ABC: The Artists' Books Conference," June 15-18, hosted by Wellesley College. She will participate on a panel "Collecting in Private and Public Libraries" on the building of artists' book collections in institutions.

Jonathan Sleeper, Reference Librarian, and **Virginia Hire**, Instruction Librarian, joined the library staff at **National University's** Central

Library in San Diego on May 9th. Jonathan recently completed his MLIS from Simmons and Virginia is in the process of completing her degree from San Jose State. The library is excited about the range of skills these two candidates bring to the library programs.

Emily Stambaugh has joined the **UC Riverside** Libraries as the Bibliographer for Social Sciences and Collection Analyst. She comes to the UC system from Wake Forest University in North Carolina, where she served as Collection Development Librarian.

Mark Stover, San Diego State University, published two articles "The Reference Librarian as Non-Expert: A Postmodern Approach to Expertise," *The Reference Librarian* 42:87/88 (2004), pp. 273-300, and in the *Journal of Religion and Society* 7 (2005), "A Kinder, Gentler Teaching of Contempt? Jews and Judaism in Contemporary Protestant Evangelical Children's Fiction."

Orange Coast College Library has a new library director, **Sheri Sterner**, as of March 2005. Sterner has been the Director of Institutional Research at OCC since 2000 and will continue in that capacity along with her new duties as Director of the Library & Media Services Division. She also teaches psychology at OCC. Her educational background includes a Bachelor of Arts degree in psychology and substantial graduate work in that subject at California State University, Long Beach. She also completed a Master's degree in education from Penn State. Prior to joining OCC, Sterner was a researcher at Long Beach City College, a market researcher in the automotive industry, and a research assistant at California State University, Long Beach. In her dual positions, Sterner will be helping the college plan for accreditation and helping the library plan for a new library building, both due in 2007.

Lynne Torribarra, Head, Monographic Processing at **Santa Clara University**, is retiring as of June 2005.

Eric F. Van de Velde, Director of Library Information Technology at the **California Institute of Technology**, chaired the NISO Committee that developed the OpenURL Framework for Context-Sensitive Services (ANSI/NISO Z39.88-2004). This new standard defines an architecture for creating a context-sensitive networked service environment. The standard had been in trial use since June 2003 and is now deployed in Google Scholar. For additional information, please see: <http://www.niso.org/news/newsline/NISONewsline-May2005.html#Story1>.

Eileen Wakiji, Health and Medical Librarian at **CSU Long Beach** for more than 14 years, recently was approved for membership in the Academy of Health Information Professionals (AHIP) at the Distinguished Member level. AHIP is the Medical Library Association's peer-reviewed professional development and career recognition credentialing program.

Jina Choi Wakimoto will be leaving **CSU Northridge** after eight years (not counting the five years she worked there as a part-time librarian) to start a new chapter in her life in Boulder, Colorado. She held the position of the Cataloging Coordinator, and was a CARL member since 1996. She will dearly miss her colleagues both at CSUN and in California.

Gregory Williams assumed his new job as University Archivist and CSU System Archivist at **CSU Dominguez Hills** in April, 2004. Greg previously worked as archivist and curator at a variety of institutions, including Rutgers University, the University of Oregon, the Colonial Williamsburg Foundation, the Oregon State Archives, and historical societies in San Diego, South Carolina and New Jersey.

Alice Witkowski is the **UC San Diego** Biomedical Library's new Head of Information and Outreach Services. Alice was previously at the Hawaii Medical Library in Honolulu where she was Associate Director of Public Services.



PLACES Making News

California State University

The **California State University** completed large scale assessment of the ETS Information and Communication Technology (ICT) Literacy project on April 15, 2005. This is the first time that system-wide campus-level diagnostic data have been collected to indicate the level of ICT proficiency of CSU students. System-wide, all 23 campuses were involved, and 3231 students voluntarily participated in the assessment using a valid and reliable, web-based, scenario-based instrument. We are grateful for the tremendous effort of everyone involved in the process.

Composite exit questionnaires (23 campuses, institutional level data), indicate that the students: a) gave the test their best effort; b) have never taken a test like this before; c) took the test seriously; d) viewed the test as appropriately challenging; e) noted that thinking, as well as technical, skills were required to perform well; f) found the test interface easy to use; g) appreciated the real-world storylines; h) enjoyed taking the test; and i) indicated that their performance on the test accurately reflected their ability to solve problems using information and communications technology.

Of those students who took the test, these system-wide demographics are available: a) Gender: (43% male; 57% female); b) Education level: Fr (30%); So (12%); Jr (27%); Sr (23%); Grad (8%); c) Citizenship status: citizen (87%); resident (6%); neither (7%); d) Do you communicate better (or as well) in English than in any other language: yes (85%); no (15%); and e) Ethnicity: Black /African American (6%); Mexican/Mexican American/Chicano (15%); Asian/Asian American/Pacific Islander (25%); Other Hispanic/Latin American (6%); White/Non-Hispanic (39%); Other (8%).

Institutional level score reports will be available to the campuses by late July, and in 2006 the test will be available for individual score reports. The CSU has been the lead charter client, working with ETS, on the project known as the National Higher Education Information and Communication Technology Initiative. Other institutions involved are UCLA, the University of Washington, Purdue University, Portland State University, and Bronx Community College. For further information, please contact Dr. Ilene Rockman of the CSU Office of the Chancellor, irockman@calstate.edu.

The Spring 2005 newsletter of the California State University Libraries (*Libraries @ Calstate*) focuses on the theme of “Treasures of the CSU”— shared primary resources, digital archives, and special collections used in classroom instruction, student and faculty research projects, exhibits, and publications. Much of the content serves as source material for the creation of digital repositories open to researchers worldwide. For further information, please see <http://www.calstate.edu/LS/spring05.pdf>.

City College of San Francisco

City College of San Francisco has migrated from Dynix to Millenium and will be launching its catalog, CityCat, and several of the other modules in June. Remaining modules will be phased in during the fall 2005 semester.

Graduate Theological Union

As of May 2nd, the **Graduate Theological Union's** Hewlett Library is officially under construction. New siding, new waterproofing, new planters, and new roof tiles should be in place by mid October of this year. Library hours and service will not be affected during this time.

Sonoma State University

The University Library in the Jean and Charles Schulz Information Center at **Sonoma State University** has announced the debut of the Gaye LeBaron Collection. Dayle Reilly, Coordinator of the North Bay Regional and Special Collections department, has organized and supervised the development of this collection, which has been supported by generous funding from The Press Democrat, The New York Times Foundation, and Sonoma State University Alumni Association. This funding will also allow for the digitization of selected columns and items in the collection.



Photograph of Gaye LeBaron
courtesy of *The Press Democrat*.

Gaye LeBaron, senior columnist for *The Press Democrat* newspaper in Santa Rosa, donated her research papers to Sonoma State University Library in 2001. Ms. LeBaron began working for the newspaper in 1957, writing over 8,000 columns and articles, most of which required in-depth research into distant and recent north bay history and community issues.

Now, open to the public by appointment, the Gaye LeBaron Collection holds over 10,000 documents and is comprised primarily of letters written to Ms. LeBaron in response to her columns, adding information to her knowledge base and suggesting new topics to explore. Other items include research notes, memoirs, clippings, monographs, newsletters, and photographs. For more information about this collection, go to the Gaye LeBaron web site at <http://library.sonoma.edu/lebaron/>.

UCLA

The UCLA Graduate School of Education & Information Studies selected renowned children's author Jim Murphy as the featured speaker at the 2005 Frances Clarke Sayers Lecture. Murphy was born in Newark, N.J., and earned a B.A. in English from Rutgers University. From 1970 to 1977, he was the managing editor for Clarion Books and has more than 25 books for young readers to his credit. He is a two-time winner of both the SCBWI Golden Kite Award and the NCTE Orbis Pictus Award, and earned a Newbery Honor for *The Great Fire*. His most recent title, *An American Plague*, was chosen as the National Book Award finalist, a Newbery Honor Book, the Robert F. Informational Book Award winner, the Boston Globe-Horn Book Nonfiction Award winner and the James Madison Award winner.

The California Center for the Book housed at the UCLA Graduate School of Education and Information Studies and affiliated with the national Center for the Book in the Library of Congress, announced three winners for the 22nd annual "Letters About Literature" state writing contest.

Winners Kelsey Woo from Harbor Day School (Newport Beach), Laura Gibson from Upland Junior High School (Upland) and Hann-Shuin Yew from The Harker School (San Jose) presented their letters at the 2004-05 "Books Change Lives" ceremony, which celebrates the "Letters About Literature" and "Writer to Writer" literacy programs. The winning letters were chosen by a distinguished panel of California judges including writer Patt Morrison, book critic David Kipen, Young Adult author Pam Muñoz Ryan and State Librarian Susan Hildreth. The three winners selected by the judges are among 30 finalists and represent each of the three competition levels: Level I for grades 4-6, Level II for grades 7 and 8, and Level III for grades 9-12.

All 30 letters will be published by the California Center for the Book in a commemorative booklet to be available for purchase in June. The three state winners received \$250 and a Target gift card. Additionally, they will represent California in the national competition. National winners will be announced in August and receive an all-expenses-paid trip to Washington, D.C., to read their letters during the National Book Festival in October.

To enter, readers from grades 4-12 wrote a personal letter to an author, living or dead, explaining how his or her work changed their view of the world or themselves. Approximately 4,000 California students entered this year. Students selected authors from any genre; fiction or nonfiction, contemporary or classic. Those interested in obtaining copies of the contest guidelines for 2005-06 and the 16-page teaching supplement to guide students through the reading-writing process should visit the California Center for the Book Web site at <http://www.calbook.org/>.

2004 Pre-Conference Sessions

The Angle of Repose: Balancing Physical Space, Technology, and Learning (SCIL)

Rarely does an instruction librarian experience the unalloyed thrill of teaching classes in a perfectly designed learning space. Yet teaching librarians are always striving to maximize student learning in (and often in spite of) the physical space and technology available to us. This day-long interactive pre-conference session interpreted the CARL conference theme (Philosophical Foundations of Academic & Research Libraries) through a practical series of presentations and activities designed to support us in our ongoing teaching endeavors. Following a light breakfast, attendees gathered in groups of eight at large round tables to share strategies, inspirations and frustrations. Each of us had brought along a floor plan of a teaching space in our home institution that posed technological or spatial challenges to successful teaching and learning.

Vice Chair, Melanie Remy opened our day with a warm welcome, encouraging us to reflect throughout the day's activities on the technological strengths and weaknesses of our own teaching spaces. Our featured speaker was Paul Adalian, University Librarian at CSU, Channel Islands, who regaled us with an account of the disadvantages of occupying a poured concrete building that formerly housed a mental hospital. Moving to the topic of the day, Mr. Adalian observed, with equal amounts of humor and conviction, that teaching librarians share ideas about pedagogy and technology, advocate information literacy and occupy unique physical spaces on campuses. This combination makes us ideally situated to provide instructional leadership on campus. However, we are all so adept at adapting on the fly to less than wonderful circumstances (making square pegs fit into round holes) that we seldom give ourselves credit for our own resourcefulness and resilience. A survey of the motley procession of classrooms he has taught in since 1980 evoked frequent chuckles. Mr. Adalian concluded with a charge to the group to seize the day and, regardless of the imperfections of our teaching environments, to take charge of instructional leadership on our campuses.

SCIL has a history of promoting active learning in classrooms, so attendees weren't at all surprised that the day's agenda featured a series of group activities designed to promote their own learning. Activity 1 accomplished this by challenging us to apply the concepts of the ACRL Information Literacy Competency Standards and Performance Indicators to specific learning environments. Facilitator Amy Wallace distributed instruction space floor plans and printed Performance indicators, challenging each group to jointly create a learning activity that would achieve the assigned outcomes in its assigned environment. As individual groups reported out, we all began to understand that while nobody's teaching space is perfect, some of us are far better off than we had ever realized! Classroom floor plans ran the gamut from nothing at all to state of the art, yet each group showed ingenuity in designing an effective exercise for that space.

Just as we were getting comfortable with the folks in our groups, Amy directed us to make a lateral move to another table for the next activity. Again, our actual floor plans were the raw material for this ingenious quick fix exercise based on the concepts of speed dating. Each of us was to spend several minutes with a floor plan before passing it to the person on the left. While "dating" each plan, we hurriedly jotted on a Post-it note our suggestions, whether spatial, technological or instructional, for improving teaching in that space without major renovations. The result? Each participant got to take home a floor plan enhanced by a plethora of "stickie" think tank inspirations, generated at no cost by a team of at least eight practicing instructional librarians! Those of us who elected to post our plans at the front of the room for comments by the group at large reaped even

more helpful stickies. Besides generating dozens of constructive ideas, this activity also reinforced the idea that there are effective workarounds for even the most unpromising instructional venues.

After a relaxing lunch and shopping break in Old Town Pasadena, we rallied once more for an upbeat session on “Connecting with the Net Generation: Learning Styles and Technology”. UC San Diego librarians Katy Farrell and Marlo Young launched their presentation by distributing PRS (Personal Response System) transmitters to all of us. This cutting edge technology allows students in SRS (Student Response System) enabled classrooms to respond to instructors’ questions privately while it records their responses and displays instant statistical results for instructional feedback and reinforcement. All of us used our handheld PRS devices to complete successive multiple-choice quizzes throughout the session on the students who constitute such a large percentage of contemporary student body. As we responded to their questions, Katy and Marlo were able to generate and project colorful graphs and pie charts that profiled our answers. And if you’ve been wondering why those “sage on the stage” BI lectures just aren’t sinking in, here are a few of our major discoveries about these Gen Y students (born post-1980):

- grew up with technology; while to many of us, it’s a means to an end, to them it’s part of their natural landscape
- fully expect global information to be available to them 24/7
- motivated by opportunities to learn by integrating new knowledge with prior knowledge (Constructivist Learning Theory), especially within a social context where they can model peers and develop confidence (Social Learning Theory)
- learn best in an interactive environment that offers learning through discovery, immediate gratification of information needs and continuous communication with their peers
- respond enthusiastically to activities based on game theory (learning through mastering challenges, competing with peers and having fun) and “edutainment” (interactive, multimedia, entertaining)

Of course, using a PRS system in the classroom can assist instruction librarians in designing activities that meet the expectations of the crowds of Gen Y students who will be pouring into our classrooms this fall. This lively session supplied participants with a wealth of knowledge to take back to our classrooms and a hands-on experience of a cool new tool that just might jumpstart information competency efforts on our campuses.

More cool new tools appeared during the afternoon break with Gale Burrow’s informative poster session on classroom computer control systems and Deborah Moore’s proficient demo of wireless mobile devices, including a GyroRemote Mouse and a wireless keyboard. Our final activity integrated the day’s learning as each group was once more assigned a classroom setting, a set of instructional tools and ACRL learning outcome. This time the objective was to design a learning activity for a group of Net Generation students. As each group reported back, we noted a certain similarity in the reports: whether the assigned space was a fully loaded computer lab, an open floor space with no bells and whistles, or a virtual classroom, most of us had designed ingenious activities that accommodated their Gen Y preferences. The favored strategy was to divide a class into groups, and, with or without using technology, pit one group against another while providing students a safe social setting in which to construct their own learning about databases, journal articles and search engines. In all of these models, the librarian was truly the “guide on the side”, enabling learning instead of force-feeding it!

Our Vice Chair, Melanie, rounded off our very full day with an invitation to reflect once more on the strengths and weaknesses of our respective teaching venues, trying to view them in the positive light of the new learning we had all experienced during yet another successful SCIL workshop.

E. Carol Dales, CSU Dominguez Hills, cdales@csudh.edu

***Business Reference: The Top Ten Questions Anyone Can Answer
(ABLE North & South)***

As a fairly new academic library business liaison, I am always searching for opportunities to learn more about business reference and resources. So I was delighted to learn of the ABLE preconference called “Business Reference: The Top Ten Questions Anyone Can Answer.” I was curious about what the questions were, and I really wanted to know whether I could actually answer them, or learn to! The presenters included Peter Bliss as the moderator, and Linda Heichman, Doug Highsmith, and Simone Yu as the panelists. Michael Oppenheim, who was scheduled to be the fourth panelist, was unable to participate due to illness; he was missed by all.

The goal of the session was to take ten basic business questions, define the terms used, and outline what resources are best used to answer them. These ten questions had been culled from CARL members prior to the session, and were grouped into three categories: company information, industry information, and miscellaneous. The target audience was those people who are already working in some area of business reference, or those with interest in the topic.

The panelists began the session by conducting an informal survey of the audience to find out if any of us actually had any business degrees or backgrounds in business prior to becoming business librarians. The results were that most of us, including at least one of the panelists, had no background in business before becoming involved in business librarianship! With this in mind, a major point the panelists made is that with business reference, as with all other areas of reference, the reference interview is of huge importance in determining which resources will best answer the patron’s information need. Many people feel that terminology is the biggest stumbling block for those new to business reference, but the panelists emphasized that librarians can learn this new discipline and be successful with it. So, equipped with your skills from other areas of reference, you too can survive business reference questions.

During the course of the program, the presenters provided a set of resources for each item, and also encouraged the audience to add their own personal favorites to the list. This resulted in a range of possible resources for each question, coming from online, print, and free web sources. The session was lively, reassuring, and information-packed, and gave the participants a wealth of information and new resources to try. I am looking forward to implementing some of the tips and resources I learned. Thank you to all who participated.

Following are links to the ten basic business questions and the resources suggested by the panelists to answer each:

Questions 1, 5 and 7 (answered by Linda Heichman):

<http://faculty.fullerton.edu/lheichman/scholarly/presentations/able2004.htm>

Questions 2, 4 and 8 (answered by Doug Highsmith):

<http://www.library.csuhayward.edu/staff/highsmith/CARL%20ABLE%20Preconference%20QuestionsB.htm>

Questions 3, 6, 9 and 10 (answered by Simone Yu): <http://www.stanford.edu/~simoneyu/>

*Penny Scott, University of San Francisco,
plscott@usfca.edu*

Blueprints for Ethnic Studies: Research and Collection Building (DIAL South & CDIG North)

Faculty/publisher panel: Mitch Allen (Altamira Press); Troy Rollen Johnson (CSU Long Beach); Russell C. Leong (UCLA); Fred Moten (UC Irvine); Rudolfo David Torres (UC Irvine)

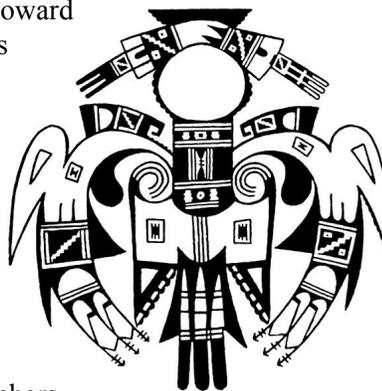
Librarian panel: Rafaela Castro (UC Davis), Ana Maria Cobos (Saddleback College); Kimberly Franklin (Claremont Colleges); Marjorie Lee (UCLA)

The goal of this pre-conference was to highlight issues and challenges in Ethnic Studies collection development by opening up a dialog between publishers, scholars and librarians. Co-sponsored by DIAL (Diversity in Academic Libraries) and C-DIG North, the program consisted of two panels: a faculty/publisher panel moderated by Judy Ruttenberg (UCI) and a librarian panel. Questions for participants and lively discussion rounded off a stimulating and informative morning.

Several Ethnic Studies faculty members and one Ethnic Studies publisher came together in an enlightening panel session to discuss research and publishing trends affecting the field of Ethnic Studies today. Each panelist was given several questions beforehand in order to prepare their remarks.

- ◆ What are some of the cutting edge research trends in your field and to what extent do you see a trend toward a more international or global perspective (i.e. diaspora studies)?

Troy Rollen Johnson began the discussion by mentioning a shift toward indigenous nation studies and comparative studies. Rodolfo Torres added that nationhood and changes in culture are fast becoming research trends, so much so that comparative studies have given rise to an interesting tension between critical studies and the roles of activism and research. Russell Leong concurred, describing the complexity inherent in a recent incident involving exploited Thai garment workers. Is this a labor issue, Leong pondered, a human rights issue, women's issue, civil rights issue or some combination of all of these aspects? He continued by saying that the field of ethnic studies has become quite broad and deep over the years, challenging scholars, researchers and publishers to "use many lenses" to analyze an issue.



Mitch Allen noted that publishers often receive a critical mass of material on specific ethnic subject. Leong remarked that this critical mass brings to bear a marketing role for publishing which causes trepidation among writers. There are several positive aspects to a critical mass of material, however, including a move toward more textbook publishing and increased readability of material.

- ◆ How interdisciplinary is your own work and how much do you rely on multidisciplinary resources?

Fred Moten described his experiences with interdisciplinary aspects of his work by recounting the difficulties he faced when trying to locate material on immigration, racial, and ethnic identity of Trinidadians for a research project on calypso music. He discovered a flowering of material, most of it self-published and located in the West Indies. In Moten's case, he didn't become aware of the interdisciplinary nature of his research until he experienced difficulty in locating key material. Similarly, Leong commented that the majority of accessible research material in Asian Studies is

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written in English, a language that is not a first language for a great many students and scholars in his field. How then, he asks, can librarians and others responsible for acquiring materials prioritize collection of materials in different languages: by the largest groups, the greatest demand, campus demographics, other methods?

Johnson added that scholars and publishers should move in a more interdisciplinary direction and take advantage of every opportunity to team teach and to be versed in the literature of other groups.

- ◆ How distributed is ethnic studies scholarship on your campus, and how does that distribution affect your work?

Several members of the faculty panel identified a dearth of critical ethnic studies and material on the ethnic experience. One reason for this lack of material, Allen surmised, could be based upon the continued problems which Ethnic Studies programs experience regarding institutional support and granting of tenure.

Leong and Moten in particular advocated using materials found on the web, such as music, film and art to investigate current ethnic experience. Moten added that interdisciplinary work is defined and characterized by its own volatility which could justify a lack of academic material on the subject.

Torres commented that ethnic studies scholarship is often vulcanized and fragmented, due in part to the fact that students are not reading books but instead are clipping bits of material from a variety of sources. Johnson concurred, adding that key issues regarding ethnic experience are discussed in a disjointed manner by scholars as well. A history professor will focus on historical aspects of ethnicity, while a sociologist focuses on sociological aspects — a blended approach to scholarship is lacking.

- ◆ How do you stay abreast of current research and publishing in your field?

Leong recommends collaboration with young writers. He places great value on the timelessness of the literary voice and praises its flexibility. He also advocates using the Internet and multimedia sources. Moten and Leong agree that quite a lot of material on ethnic experience can be found through music, film, visual art and other media.

- ◆ As editors, what kinds of manuscripts are you receiving and what are you soliciting?

To end the formal panel discussion, several panelists elucidated on current trends they see in manuscripts. Allen receives quite a bit of work on multiracial or trans-global experience, fragmentation of identity, communication via electronics, and a mix of material dealing with race, age, whiteness, and migration. Torres sees trends in economic restructuring, critical, social and policy studies, migration studies, and multicultural citizenship. Johnson solicits and receives material on contemporary borderlands, while Leong sees trends in Asians in the Americas, South Asians and the relations between Asian Americans and the Middle East.

Following the faculty panel, three librarians presented papers on aspects of collection development in Ethnic Studies. A fourth paper, “Ethnic Studies Publishing Trends” by Rafaela Castro (UC Davis) was distributed to the audience in her absence. It provides an overview of trends, starting with the encouraging increase in Ethnic Studies publishers and publications in the last decade. A second trend, the growth of the Internet and electronic publishing has resulted in databases such as Ethnic NewsWatch, and Alexander Street Press, greatly increasing students’ access to small publications and special collections. However, the downside of this trend is the cost of these databases, which absorb collection development budgets to the detriment of print materials, a trend which may ultimately limit access to research materials.

In her talk, “A Collection Development Tool for Non-Experts: From Concept to Publication and Beyond,” Ana Maria Cobos (Saddleback College) described the process of developing and publishing *Latin American Studies: An Annotated Bibliography of Core Works*, (McFarland, 2002). Conceived as a tool to assist non-specialists in the field, the project took eight years to complete and publish. A Whitney-Carnegie grant in 1993 provided money to prepare the manuscript for publication. In the course of development, the authors hired technical support to help with the database design and data manipulation, enabling the addition of new materials and the deletion of out-of-print titles. Following brisk sales and selection as an Outstanding Academic Title of 2002 by *Choice*, co-authors Cobos and Ana Lya Sater are exploring options for a database-driven website hosted by CSULA Library to keep the contents current and to expand the scope.

Kimberly Franklin (Honnold Mudd Library, Claremont Colleges) used historical context to reaffirm the significance of Black and Ethnic Studies in her presentation, “The Establishment and Evolution of Black Studies at the Claremont Colleges: Implications for Collection Development.” Basing her talk on archival research and conversations, she described how the Ten Demands of the Black Students Union in 1968 led to the establishment of a Center for Black Studies. In 1968/9, Honnold Library appropriated funds for Black Studies materials, secured a Ford Foundation grant and presented a workshop in the Materials of Negro Culture. The primary collection development tool at that time was *The Negro in the United States: A Working Bibliography*, compiled in 1968 by Dorothy Porter. A collection development policy, first drafted in 1975, initially supported a BA Degree in Black Studies. Currently, the libraries provide a subject specialist for Black Studies and have an updated collection development plan. The introduction of a graduate certificate in Africana Studies in 2000 has expanded selection activities of the libraries to include the needs of graduate students.

Marjorie Lee (UCLA Asian American Studies Center) identified three challenges to collection development in “Core, Creative or Comprehensive: Collection Development Challenges in Asian American Studies.” The challenges are: (1) Defining the face of Asian and Pacific Studies in a field that covers 45 distinct groups and 28 languages; (2) Developing collections with little or no budget; and, (3) “Declaring the fundamental imperative.” She stressed the need for librarians to reaffirm the importance of Ethnic Studies, playing a central role as promoters, defenders and guardians of the discipline and of the written word. On a practical level, when developing collections, academic librarians must consider the needs of students and faculty, help scholars connect with each other, communicate with faculty about new publications, and consider acquiring materials from independent presses and other sources. She also stressed the need to collect ephemera to cover experience and data not yet explored in scholarship.

Discussion around the issue of filling in the gaps in collections brought appeals from faculty/scholars for more collecting of images, audiotapes and other media and for librarians to find ways of incorporating non-traditional materials into library collections.

*Linda Heichman, CSU Fullerton, lheichman@exchange.fullerton.edu,
& Susan Shapiro, Mount St Mary's College, sshapiro@msmc.la.edu*

Membership Database

Total records = 629

Total Renewed Members = 435 (70%)

Contact Kelly Janousek, CARL Membership Director, if you have any questions about your CARL membership.

2004 Conference Breakout Sessions

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Assessment: The Bogus Bandwagon? (CARLDIG South)

Moderator: Shahla Bahavar, CARLDIG South Vice-Chair; *Panelists:* Pam Baker, Coordinator of Library Instruction, California State University, Monterey Bay; Stephanie Sterling Brasley, Information Literacy Coordinator, University of California, Los Angeles; Deborah Moore, Instruction Librarian, Glendale Community College.

Dude! Surf's up...for the library assessment movement. And for those of you unable to fork out the clams to attend the 2004 CARL Conference in sunny So-Cal, here's a free summary of one of the three presentations and two poster sessions riding the wave of this hot topic.

Whether assessment is a legitimate concern, or like, a totally bogus fad, was to be the central theme of this panel session. Although the blend of perspectives was refreshing (one CSU, one UC, one community college), 90 minutes was definitely not enough time to cover the wealth of information the three presenters had to offer. Each was given 15 minutes to inform the audience about the library instruction and reference assessment efforts on their campus, particularly addressing a series of questions provided to them in advance focusing on two central areas: 1) Describing their assessment program(s), and 2) "Assessing" their assessment programs.

The kick off speaker was Pam Baker, Coordinator for Library Instruction, CSU Monterey Bay. Ms.. Baker has extensive knowledge in the assessment arena, as evidenced by her entry "Assessing Student Learning Outcomes" in *Encyclopedia of Library and Information Resources*. She began by defining key terms: assessment, evaluation, outcomes, evidence, criteria, and standards. This pedagogical information set the stage and was a nice lead-in to her description of, and rationale for, the Information Competence (IC) requirement on her campus. Because CSU Monterey Bay was a new campus, in 1995 they were able to directly integrate IC into the new curriculum requirements that were being established. To the envy of many librarians, IC is a University Learning Requirement (ULR) at Monterey, analogous to the General Education requirement of most universities. Baker described their IC learning outcomes for students and their campus' formal process for assessing those outcomes. She stressed that their process is a formal, cyclical (2 year) process facilitated by their Center for Teaching, Learning and Assessment. Baker admitted that she was aware of how lucky they were to have IC integrated into their curriculum from the beginning, but that there were still some challenging aspects to their program. For example, the main challenge concerns the fact that the faculty delivering the instruction for the IC requirement include, in large part, the computer science faculty teaching the CST 101 (Tech Tools) course. URL's to more information on assessment at CSUMB: <http://csumb.edu/academic/ulr/ulr/technology.html>, <http://classes.csumb.edu/CST/CST101/world/index.html>.

The second speaker was Stephanie Sterling Brasley, Information Literacy Coordinator at UCLA's College Library, their undergraduate library. Ms.. Brasley is also Chair of the Information Literacy Program's Measuring Group at UCLA. On a related note, UCLA is one of several universities nationwide that are partnering with the Educational Testing Service (ETS) to develop a standardized assessment instrument aimed at higher education, for information, technology and communication literacy. Ms. Brasley's presentation focused on a broad range of informal and formative assessment efforts used within the College Library to measure the effectiveness of their information literacy program on enhanced student research and critical thinking skills. Stephanie did a really good job of addressing the basics – who, what, where, when & why – of their assessment efforts. For example, she listed campus accountability, credibility with campus faculty and administration, data for instructional improvement, and satisfying your curiosity about whether you are making a difference, among the

reasons why one might assess. She touched upon assessment of both student learning (the main theme of all three presenters), and assessment of librarian/teacher effectiveness.

In large part, her presentation addressed how the Group assess student learning. The primary method employed were online feedback forms, based on Angelo and Cross' *Classroom Assessment Techniques*, completed by students upon completion of an information literacy session (see URL at the end of summary for examples of forms). Assessment of librarians was touched on briefly as Ms. Brasley stated that they utilized three methods: informal observation by the IL coordinator; peer-coaching (in the infancy stages); and a faculty feedback form eliciting comments on library-teacher effectiveness. She closed by acknowledging that the main drawback of assessment is that it is time-consuming; it requires time to develop an assessment plan, analyze results, and plan for change. Also, informal formative assessment can give skewed results and even qualitative data can be subjective.

More information on UCLA's College Library assessment forms is available at: <http://www.library.ucla.edu/libraries/college/services/evaluations.htm>.

The final speaker was Deborah Moore, Instruction Librarian at Glendale Community College (GCC). Ms. Moore coordinates assessment of the various information competency models in place at GCC: workshops, Library 191, and infusion. She also serves on GCC's Student Learning Outcomes Task Force. Her presentation focused on two research projects her library conducted in collaboration with GCC's Institutional Research Unit. In these projects, they compared student retention and success with exposure to Information Competence (IC) via library workshops and/or LIB191: Introduction to Information Competency, a 2 unit course. The data from both projects showed a positive correlation (statistically significant) between students who attended library workshops or took LIB191 and course outcomes, GPA's, units completed, and persistence to the next semester (an URL to the "Research Report" appears below.). Ms. Moore directly addressed the "bogus" issue of whether assessment was just a fad or busy work. Her answer was "No, we've [librarians] really always been doing it [assessment], just not systematically." She cited the positive impact of their Research Report, including: 1) providing solid outcomes data for program review and accreditation, 2) shows IC instruction improves student success, 3) increases campus-wide support, 4) supports requests for more funding and staff (they hope..☺), and very important, 5) benefits other colleges when approaching faculty and administration on their campuses.

Two final tidbits of interesting information to report from Ms. Moore's presentation: 1) due to budget cuts, their library has given up one-shot instruction in favor of their more well-established and well-attended workshop program, and 2) concerning assessing reference desk service, which she conceded they do not do, but revealed that, at her library, librarians are required to hand out surveys at the reference desk for their tenure requirements. (I know what you are thinking. Whoa!)

More information on GCC's assessment efforts as well as the "Research Report" are at: <http://www.glendale.edu/library/>, <http://www.glendale.edu/library/libins/statusic.html>, <http://www.glendale.edu/library/libins/RSRarticle.pdf>

Instead of directly addressing the issue of whether the assessment movement was legitimate or a totally bogus fad, this breakout session really focused more on specific assessment efforts at various institutions. Despite this, the session was very informative overall, not only for libraries already riding the assessment wave but for those still paddling and waiting for the perfect wave, and for those that haven't even ventured to dip their toes in the water.

Kris Johnson, CSU Chico, kajohnson@csuchico.edu

New Buildings; New Opportunities

Kellogg Library at CSU San Marcos opened in January 2004. The new library building allowed for opportunities to provide new services and redesign existing ones. Discussing these new opportunities and some of the parameters and potholes along the way were Marion Reid, Judith Downie, Sue Thompson, David Walker and Melanie Chu, all of CSU San Marcos.

Marion Reid, Dean, opened the session with background statistics on the size of the campus population and the size of the new library. She closed the session talking about the parameters and potholes that one needs to address as the building planning process unfolds. The parameters or variables include: 1) Identifying supplemental funds needed beyond funds for the building, and identifying and courting donors, 2) Working with various campus stakeholders who have potential influence on building planning, 3) Working with community volunteers to market a new building, 4) Recognizing donors through a variety of activities. Some of the potholes that slow one down are: 1) Construction delays, 2) Getting other tenants in the building to meet deadlines, 3) Security issues, 4) After costs, or costs that make the building work once the contractor is gone.

One of the opportunities presented by a new building was designing new instruction rooms that meet a variety of learning methods. Judith Downie, Humanities Librarian, discussed the reality of designing and justifying instruction spaces. After justifying their needs, Kellogg Library ended up with three different classroom configurations that have a variety of set ups and technology. They have a traditional computer lab set up with rows of computers facing the front of the room; a lecture class room with tables and chairs in the center with computers along the walls, and a collaboratory with round tables where students work in groups.

Sue Thompson, Coordinator of Library Systems, talked about the role technology would play in the new building. Both wired and wireless technology in Kellogg Library supports access to the campus network, office productivity software and electronic resources. A strong relationship with the IT staff is a must to make this work. Ergonomically correct walk up stations, classrooms, and media edit stations were designed to support a wide variety of student technology needs.

Kellogg Library took the opportunity to redesign its website to advertise library services and communicate the features of the new building. David Walker, Web Developer, took a fresh look at the library homepage and made it more creative and interesting. Based on focus group input and looking at non-library websites, graphical advertising of library services was introduced. Check out their website at <http://library.csusm.edu/>

Melanie Chu, Outreach/Multicultural Librarian, is promoting the Library and its resources to those who do not visit the new physical building. Through a program called Library Info-to-Go, she sets up a laptop in prime locations on campus where students congregate and helps meet their information and research needs.

The presentations were followed by a very lively question and answer period. Many in the audience were energized by the ideas and opportunities presented to them and hoped to take some of the ideas back to their respective libraries. You don't need a new building to utilize some of the ideas presented, though it would be nice.

Paula Popma, CSU Fresno, ppopma@csufresno.edu

Google as God: The Theology of Internet Search Engines

Ned Fielden began this excellent and informative standing-room-only session with reference to a New York Times article entitled, “*Is Google God?*” by Thomas L. Friedman, from which he chose the title of his talk. The article’s Google-God analogy is that “God is wireless, God is everywhere, and God sees and knows everything.” And that using Google, one “will be able to find anything, anywhere, anytime.” Fielden discussed a number of points, a few of which were Web history, search engine operation, user wants, and librarian roles.

From the early 1960s when natural language queries began, into the 1970s and the first OPACs, through the 1990s with the birth of the Web, the first browsers and sophisticated search engines (Google in 1998), the Web has grown exponentially. Referring to the Lyman & Varian Study, Fielden said that “If digitized, the 19 million books and other print collections in the Library of Congress would contain about 10 terabytes of information.” Currently the Web contains about 170 terabytes of information, 17 times the size of the Library of Congress.

Browsing this much information requires a search engine. Fielden explained basic search engine operation in terms of index formation, keywords, search terms entered, calculation of relevancy, and results displayed. He said that users are only aware of entering terms and the displayed results, and that they search in non-Boolean terms (natural language as opposed to “and,” or “and not” modifiers). Fielden went on to say because Google is non-Boolean based, it coincides with how students think, and that it is easy to use, simple to understand, and fast.

Librarians are seen as information retrieval experts whom students go to for advice. However, as Fielden emphasized, librarians have little impact on information standards nowadays as they are no longer the “toolmakers.” He stressed that librarians need to become involved in search engine design, decision theory, and information seeking behavior, as well as not just settling for what’s offered by vendors but coming together and using their collective muscle in data discussions.

Fielden suggested that librarians should view searching from a user’s perspective, think more like students – “think outside the Boolean box.” Current college students grew up with technology and these are the people librarians are dealing with, savvy and aware. Google is a useful tool and librarians should embrace it, while reminding students that Google won’t get everything, every time, everywhere, but it’s close.

Related Websites/sources:

Ned Fielden, fielden@sfsu.edu

Friedman, Thomas. “Is Google God?” *New York Times*. June 29, 2003.



Google as God
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Building Bridges to Student-Centered Learning: A Constructivist Approach

Pam Baker and Kathlene Hanson from California State University, Monterey Bay, presented this workshop on constructivist teaching.

So what is constructivism? Baker and Hanson used David C. Leonard's definition to describe this pedagogical theory as "one that seeks to place learners in an open-ended environment in which they build their own meaning from new knowledge and new content that they construct." The presenters further enhanced this explanation by contrasting traditional teaching styles with constructivist approaches. For example, while traditional methods usually include "strict adherence to a fixed curriculum, teachers' roles as disseminators of information, and students primarily working alone," constructivist teaching is more student-centered and flexible, with "pursuit of student questions, by teachers acting as interactive mediators, and students working mainly in groups." The most important elements of constructivism include the "bridge" (determining students' prior knowledge about a topic and "building a bridge" between that knowledge and what they will learn from the class activity), "questions" (to help guide students), and the "exhibit" (how students will demonstrate their new knowledge and help teach other students).

One way to assist students during this process is to have them complete a "K-W-H-L chart" (found at <http://www.ncsu.edu/midlink/KWL.chart.html>). To aid them at a task at hand, such as brainstorming a research topic, students answer the following: "What I Know, What I Want to Know, How Will I Find Information, and, What I Learned."

The presenters effectively demonstrated how constructivism works by using it on the attendees: first, the audience was asked what they already knew about the theory and what knowledge they hoped to come away with after the session. Then, after about forty-five minutes of discussion, the audience was divided up into groups to develop a constructivist activity for the classroom; as soon as each group finished with their project, they wrote one important aspect of their results on a large sheet of paper to exhibit and share with the other groups.

Baker and Hanson also revealed how the constructivist approach can be used while conducting reference interviews. As in the classroom, librarians should begin the interview by asking patrons questions to discover their level of prior knowledge; librarians should then "clarify and verify" what the patron needs, while always remembering to use the "student's point of view to understand present conceptions."

Some recommended resources on the topic include the following:

- *Brooks, J.G. & Brooks, M.G. (1999). *In Search of Understanding: The Case for Constructivist Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
- *Gagnon, G.W. & Collay, M. (2001). *Designing for Learning: Six Elements in Constructivist Classrooms*. Thousand Oaks, CA: Corwin Press.
- *Hein, G.E. (2001). *The Challenge & Significance of Constructivism*. Retrieved April 11, 2004, from http://www.lesley.edu/faculty/ghein/papers_online/papers_online.html.
- *Ohio Library Council. (c2000-2004). Reference Interview: The Key to the Reference Process. *ORE on the Web*. Retrieved April 9, 2004, from <http://www.olc.org/ore/2interview.htm>.

Jennifer Johnston, CSU San Bernadino, Jajohnston8@aol.com

Reference Services to Ethnic Minorities: An Intercultural Exchange

Moderator: Tora Williamson. *Panelists:* John Berry, Renate Chancellor, Romelia Salinas, Vang Vang

The purpose of this breakout session was to explore how communication between people of different cultures might affect the reference process. The panel consisted of a moderator and four librarians. Three of the panelists, librarians Renate Chancellor, Romelia Salinas, and Vang Vang, were participants in the PRAXIS pre-doctoral program at UCLA, a program whose goals include recruiting and training future information studies faculty from culturally diverse backgrounds. The librarian panelists opened the session by providing demographic information and cultural perspectives on college students in the four largest ethnic groups.

John Berry, Native American Studies Librarian at UC Berkeley, began by providing some data from the 2000 Census. California currently has the largest population of Native peoples in the U.S.A., many of whom live in urban areas. An awareness of the differences between the approximately 60% of Native Americans living in urban areas and the 40% who are reservation or traditional land based residents, should help us understand attitudes to library use and interpret messages conveyed through body language. For example, young people who have been brought up on reservations or in traditional communities won't interrupt a librarian they think may be busy. They also may not make eye contact with a librarian, which they understand to be a sign of disrespect. John pointed out that American Indian undergraduates may attend three to six campuses before they matriculate, taking as long as six years to complete their studies. He concluded his remarks by commenting on the fiscal pressure that has limited freshman recruitment in higher education in the state. In the UC system, where overall admissions were down 7%, numbers of incoming African American, Latino, and Native American students were down 12.5%.

Romelia Salinas, Social Services Librarian at CSULB, encouraged academic librarians to learn the demographics of our Latino students. She presented a statistical profile of Latino undergraduate students in the United States compiled by the Pew Hispanic Center at USC.

(www.pewhispanic.org) Latino undergraduates are likely to be older, part-time students, who go to community colleges first. Most of them are second generation and are bi-lingual or English speaking. Among Hispanic undergraduates, 86% are U.S. citizens, 12% are legal residents and 2% are foreign born. However, there is great diversity within the Latino community, reflecting country of origin, heritage and traditions. Noting the difficulty many students have in asking for help, she advised an awareness of non-verbal communication. Find ways to let students know it's all right not to understand. Respect a student's personal space, maintaining some kind of distance, but keeping eye contact. Members of the Latino community may interpret lack of eye contact as lack of interest or disrespect. She also urged librarians to choose culturally relevant examples in instruction sessions.

Vang Vang, Reference Librarian at CSU Fresno, who is of Hmong heritage, came to the United States when she was four years old. She referred to herself as "a member of the 1.5 generation," born in Southeast Asia and raised in the United States. Her goals as a librarian have been to work within her community, to serve as a role model, and to be a part of the overall education process. In implementing her goals, Vang has tried to be as visible as possible on her campus, attending student functions and working as a student advisor. In addition, she teaches library instruction in subjects where she feels she can have the most impact on students from minority groups, such as Freshman English, English as a Second Language, and History. She noted that many Southeast Asian students meet at the library, which has provided her with the opportunity to get to know them and to educate

Continued on page 30

them about the library. When she provides reference help, she always tries to explain the reference process and to clarify the student's reference needs. One way she does this is by asking to see the student's assignment and discussing the student's understanding of it.

Renate Chancellor, Assistant Librarian, U.S. Court of Appeals Library, Pasadena, the only non-academic librarian on the panel, presented the other side of the reference equation, the librarian's point of view. She described how it feels to be an African American librarian in a primarily white environment, providing services to mainly white lawyers and judges. In discussing some of the challenges she has faced as the only librarian of color in her library, Renate reminded us of the subtle and not-so-subtle ways attitudes are conveyed in professional interactions. She pointed out the importance of acknowledging the feelings of ethnic librarians in new job orientations and alerted us to techniques ethnic librarians can use in communicating with their managers. Her advice for providing service in any library environment was to be visible, make eye contact with patrons, be sensitive to cultural issues, and be aware that techniques librarians take for granted may be perceived as condescending by some patrons.

In the discussion that followed, the question was raised about the best way of teaching cultural awareness in library schools. In future library training, should cultural awareness be taught as a separate subject or should it be infused throughout the library school curriculum? This is a discussion participants hoped would be continued at future conferences, as an increasing numbers of librarians from diverse backgrounds are recruited to study and teach in library schools.

Susan Shapiro, Mount St. Mary's College, sshapiro@msmc.la.edu



~~~~ SAVE THE DATE ~~~~

ABLE-South is hosting a program entitled:

## **Building an Electronic Business Collection with Limited Funds**

at **CSU San Marcos**  
on Friday, **October 21st, 2005**

Speakers will include Linda Heichman, Business Librarian at CSU Fullerton, Lisa Moske, Director of Systemwide Electronic Information Resources for the CSU Chancellor's Office, and Charlene Baldwin, Dean of Libraries at Chapman University.

Any librarian faced with the challenges of building and maintaining a collection of electronic databases, whether in business or in other disciplines, may find this program of interest.

For more information, contact Peter Bliss, U.C. Riverside (951)827-5226 or [peter.bliss@ucr.edu](mailto:peter.bliss@ucr.edu).

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**CARL Balance Sheet**

As of May 21, 2005

**ASSETS**

**Current Assets**

|                               |                  |
|-------------------------------|------------------|
| Checking/Savings              |                  |
| 1000 · Checking               | 6273.63          |
| 1100 · Savings                | <u>15764.21</u>  |
| <b>Total Equity</b>           | <u>22,037.84</u> |
| <b>Total Checking/Savings</b> | <u>22,037.84</u> |

**Total Current Assets** 22,037.84

**TOTAL ASSETS** 22,037.84

**LIABILITIES & EQUITY**

**Equity**

|                                       |                  |
|---------------------------------------|------------------|
| 3900 · Retained Earnings              | 24,648.76        |
| Net Income                            | <u>-2,610.92</u> |
| <b>TOTAL LIABILITIES &amp; EQUITY</b> | <u>22,037.88</u> |

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