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ABSTRACT
         The purpose of this manual is to provide a structure
for a comprehensive user education program at the University of
California, Santa Barbara. It is intended to provide a general
direction for librarians to review when developing new instructional
programs or examining current programs. The purpose of this program
is to provide basic library skills; an introduction to reference
tools; advanced research methods; and a structure for
librarian-faculty instructional interaction. Topics covered in this
manual are goals and objectives of the program; a profile of the user
groups; the existing structure of the program; personnel structure;
evaluation of the program; statistics; facilities and equipment;
publicity and promotion; and future directions. The appendices
include sample letters to faculty for instruction; guidelines for
designing effective library assignments; pointers to instructors
giving lectures; and a guide for instructors on questioning. (JLB)

ED 366 346

USER EDUCATION PROGRAM MANUAL

Library

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

1993

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I. Introduction

Included in the UCSB Library Mission and Goals Statement is the goal to:

> develop a comprehensive user education program designed to meet the specialized needs of users at all levels; develop a comprehensive publications program to enhance knowledge of and access to its collections.

Goals for the user education program have been formulated and prioritized. The purpose of this manual is to provide a structure for a comprehensive user education program. It is intended to provide a general direction for librarians to review when developing new instructional programs or when examining current programs.

II. Purpose of the User Education Program

The User Education Program provides one of the keys to academic success. The library participates actively in the mission of the University in the educational process by providing opportunities to learn to identify and use information resources efficiently and effectively. The library, among all university departments, is best able to accomplish this part of the educational process.

The Program provides users with an introduction to information resources, both within the library and beyond. It teaches them to identify, locate and evaluate information most appropriate to their needs.

The purpose of the User Education Program is to provide:
1. Basic library skills
2. Introduction to reference tools
3. Advanced research methods
4. A structure for librarian-faculty instructional interaction

The Program benefits all groups: Users benefit by acquiring self-sufficiency in information retrieval and use; library staff benefit by being more effective on the reference desk with the use of guides; students benefit by having better prepared library assignments; and reference librarians benefit by being able to focus their energies on a higher level of reference question.

III. Goals and Objectives

In times of increased demands on librarians time and fewer resources, due to emphases on consultations with faculty, training for end-user searching, and instructional courses, and the necessity of learning various automation systems and products which change continually, all with a smaller staff, our goals and objectives are looked at with the purpose of alleviating the one-on-one impact at the reference desk by reaching the largest number of users most effectively. The following are the goals set for this program, in priority order, to be acted upon as staffing allows. The amount that can be accomplished depends not only on staffing levels but also on where library instruction itself is in the public service priorities of the library.

A. Faculty contact
Increasing contact with faculty to keep them informed of library resources and the accessibility of those resources; to apprise them of the status of services available as staffing levels change; and to work with them on library assignments.

B. Reference guides, point-of-use aids, and signage
One of the most effective ways to reach users and to enable self-sufficiency among users is by well-written guides to library resources which can be subject- and even course-specific, along with location maps and signage.

C. Providing one-shot lectures to targeted large, general lower-division classes with high library use assignments
1. Guides for the various emphases of categories of "general" assignments (less need for librarian instructors).
2. Instructors for these classes can be drawn from all areas of the library, including those in technical services.

D. Providing one-shot lectures to targeted large, subject-specific upper-division classes that have a heavy impact on the library
Collection managers and LISC can identify large subject-specific courses and target these for instruction and guides.

E. Participation in orientation seminars
Graduate students, incoming freshman, and TAs.

F. IS 1
Credit-bearing library-administered classes for beginning library instruction.

G. Media Fair
To reach faculty and graduate students on the availability of online resources.

H. IS 100
Credit-bearing library-administered classes for advanced library instruction.

The following goals, still in the priority order, can be accomplished by trained nonprofessional staff:

I. Online and library instruction in residence halls
Potential of reaching large numbers of undergraduates but lower on the priorities because unless instruction is given at point of need, it is less effective.

J. Drop-in online instruction
Training on MELVYL, PEGASUS, MELVYL databases, and CD-ROMs.

K. Tours

User Instruction Program

GOALS AND KEY RESULTS

Goal #1: The User Instruction Program will offer support to collection managers in fulfilling their instructional responsibilities and in strengthening ties with faculty.

Key Result 1: Faculty are kept informed of library instructional services.
Key Result 2: Library assignments are known to librarians who are then better equipped to assist students in completing assignments.
Key Result 3: Librarians may have more impact in assuring library assignments better reflect the library's resources and services.
Key Result 4: Peer support will be made available for team teaching.
Key Result 5: Collection managers are kept informed of instructional equipment, services and support.

Goal #2: Guides will be prepared for specific classes and CD-ROMS.

Key Result 1: Allows non-specialists to provide basic reference assistance in specific subject areas. Permits more cross-training and use of paraprofessionals.
Key Result 2: Students will be more self-sufficient.
Key Result 3: Increases reference efficiency at the service desks.
Key Result 4: Cuts preparation time for subsequent instruction to same or similar classes.
Key Result 5: The one-on-one impact at the reference desks will lessen.

Goal #3: The User Instruction Program will target large, high library-use classes to reach greater numbers of undergraduates.

Key Result 1: Higher proportion of undergraduates will be reached.
Key Result 2: Student self-sufficiency will increase by learning independent use of basic resources in the subject area of the class.
Key Result 3: The one-on-one impact of the targeted classes at the reference desks will lessen.

Goal #4: Basic library skills, with emphasis on teaching new technologies, will be taught in credit-bearing library classes.

Key Result 1: Students will be able to use the basic resources of the library independently.
Key Result 2: The impact at the reference desks will be refocused to a higher level of reference question.

Goal #5: Outreach to graduate students will be undertaken.

Key Result 1: Graduate students will be aware of the library's resources and services.
Key Result 2: A greater percentage of teaching assistants will be knowledgeable of library resources available for their research needs, and to their students.
Key Result 3: The impact at the reference desks will be refocused to a higher level of reference question.

Goal #6: Promotional outreach will be undertaken. [future goal]

Key Result 1: Members of the UC community not reached by other means will learn about the library's resources.
Key Result 2: Participation in other areas of the library instruction program will increase.

IV. User Groups

Profile attached

DEPARTMENTS AT UCSB

	Faculty	Graduate Students
Humanities		
Art Studio(1316 Arts)	20	25
Art History(1234 Arts)	8	24
Classics(4631 SH)	9	11
College of Creative Studies(Bldg 494)	11	0
Drama(2641 Sndcr)	15	39
English(2607 SH)	37	125
Film(1710 Ellsn)	4	0
French(5206 Phelps)	18	40
German(6206 Phelps)	21	40
Linguistics(5607 SH)	7	0
Music(1350 Music)	21	70
Philosophy(5631 SH)	11	22
Religious Studies(4607 SH)	15	30
Spanish(4206 Phelps)	21	40
Writing Program(1719 SH)	20	0
Science Depts		
Biology(Rm 1200 A Bldg 478)	64	100
Chem N. Eng(3355 Eng II)	30	45
Chemistry(1005 Chem)	50	125
Elect Eng(4121 Eng I)	36	280
Eng Materials(Eng III)	12	50
Environ Science(3206 Phelps)	24	0
Env. Stress(6131 Bio Sci II)	20	0
Geography(3611 Ellsn)	40	30
Geological Sci(1001 Geol)	30	45
Marine Sci Inst(Trailer 342)	30	32
Mech Engineer(2355 Eng II)	25	50
Physics(3019 Brda)	60	50
Quantum Inst(3402 Brda)	7	0
Speech & Hear(1657 Sndcr)	10	20
Statistics(5521 SH)	30	20
Social Sciences		
Anthro(2051 NH)	24	83
Black Studies(3631 SH)	20	0
Chicano Studies(1315 Phelps)	20 Total	
Communicat Stud.(1832 Ellsn)	14	27
CORI(2201 NH)	5	0
Education(2208 Phelps)	115 Total	
Economics(2127 NH)	53	110
History(4834 Ellsn)	50	133
Military Science(Bldg 419)	5	0
Political Science(3834 Ellsn)	42	127
Psychology(1332 Psych)	34	56
Social Processes(1312 Girv)	10	0
Sociology(2834 Ellsn)	35	72
Women's Studies(3709 So.Hall)	3	0

1992-93 UCSB Campus Student Profile

Office of Budget and Planning - (805) 893-3971   January, 1993

This information from the Student Data Base and other sources has been prepared as a resource for those interested in the statistical breakdown on various aspects of the student body at UCSB. All data is for Fall 1992 unless noted.

Admissions and New Enrollment

Student Status	Applied	Admitted	Enrolled	% Applicant Admissions	% Admissions Enrolled
Freshmen	17,401	13,916	3,218	80.0%	23.1%
Transfer	4,761	2,861	1,177	60.1%	41.1%
Total Undergraduate	22,162	16,777	4,395	75.7%	26.2%
Credential	247	125	93	50.6%	74.4%
Masters	1,321	458	180	34.7%	39.3%
Doctoral	3,349	1,220	417	36.4%	34.2%
Total Graduate	4,917	1,803	690	36.7%	38.3%

Enrollment by Class Level

Level of Student	Total	New	Continuing	Returning
Freshmen	4,601	3,229*	1,340	32
Sophomores	2,782	80**	2,624	78
Lower Division Subtotal	7,383	3,309	3,964	110
Juniors	4,715	1,066	3,477	172
Seniors	4,161	13	4,008	140
Limited/Second BA	18	8	8	2
Upper Division Subtotal	8,894	1,087	7,493	314
Total Undergraduates	16,277	4,396**	11,457	424
Credential	95	93	2	0
Masters	417	180	226	11
1st Doctoral***	1,449	417	985	47
1st Stage Subtotal	1,961	690	1,213	58
2nd Doctoral	417	0	408	9
Total Graduates	2,378	690	1,621	67
Total Campus	18,655	5,086	13,078	491

* Includes eleven freshmen who were admitted as transfers.
** Includes one visiting undergraduate student, not processed by UCSB Admissions.
*** Includes unclassified and summer students.

Ethnicity*

Category	Undergraduate No.	%	Graduate No.	%	Total No.	%
American Indian	175	1.1%	22	1.2%	197	1.1%
Asian/Pacific Islander	2,077	13.5%	161	8.5%	2,238	12.9%
Black/Afro-American	419	2.7%	53	2.8%	472	2.7%
Hispanic	1,690	11.0%	168	8.9%	1,858	10.7%
East Indian/Pakistani	103	0.7%	23	1.2%	126	0.7%
Other	283	1.8%	38	2.0%	321	1.9%
White/Caucasian	10,667	69.2%	1,431	75.5%	12,098	69.9%
Total Domestic Response	15,414	100.0%	1,896	100.0%	17,310	100.0%
Ethnicity Unknown	686		123		809	
Total Domestic Enrollment	16,100		2,019		18,119	
Foreign Students	177		359		536	
Total Enrollment	16,277		2,378		18,655	

*Data is self-reported at registration

UNDERGRADUATE

THREE QUARTER AVERAGE HEADCOUNT ENROLLMENT BY DEPARTMENT/PROGRAM
1981-82 TO 1991-92

Major	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92
Creative Studies	136	134	105	96	83	103	129	142	148	171	184
Engineering:											
Chemical & Nuclear		222	216	228	235	246	226	188	172	168	154
Computer Science	192	279	334	327	294	233	218	184	187	199	217
Electrical & Computer	568	595	597	552	499	444	383	364	347	294	294
Mechanical & Environmental	466	466	444	386	364	375	331	321	329	312	322
Undeclared Majors	42	10	1	0	1	0	0	1	4	0	0
Engineering Total	1525	1572	1592	1493	1393	1298	1158	1058	1039	973	987
Letters & Science:											
Arts & Humanities											
Art History	52	54	52	61	68	68	106	113	101	91	89
Art Studio	217	190	171	165	170	182	208	221	219	220	245
Classics	14	15	9	12	12	18	17	15	24	34	34
Dramatic Arts & Dance	183	157	153	144	144	168	182	174	185	188	189
English	315	342	405	456	457	479	595	739	842	875	836
Film Studies	50	55	82	85	92	114	150	188	218	212	231
French & Italian	84	78	90	82	84	83	95	94	103	99	92
German, Oriental & Slavic	32	42	41	44	26	28	47	46	44	48	35
History	198	223	212	214	236	221	272	370	404	414	412
Latin Amer Studies *	14	10	12	13	12	10	8	15	24	25	34
Linguistics	16	16	19	18	22	24	22	21	32	30	37
Music	130	112	108	103	104	115	101	113	127	120	111
Philosophy	31	38	48	59	51	48	62	78	97	121	120
Religious Studies	28	30	41	38	36	33	47	67	68	66	61
Spanish & Portuguese	104	113	106	95	88	89	104	113	117	146	155
Other [1]	24	20	11	16	19	25	24	40	50	53	63
Total	1492	1495	1560	1605	1621	1705	2040	2407	2655	2742	2745
Sciences											
Biological Science	1224	1286	1403	1323	1305	1282	1284	1318	1395	1441	1563
Chemistry	84	113	138	136	124	112	110	113	101	92	77
Environmental Studies	244	225	186	171	177	151	158	215	285	394	428
Geography	116	133	137	131	113	103	113	142	131	140	143
Geological Sciences	228	256	230	180	146	111	87	67	63	50	86
Mathematics	153	211	313	393	357	360	371	357	322	288	268
Physics	104	134	161	194	199	206	191	165	149	129	120
Psychology	838	907	912	1011	1092	1144	1228	1353	1408	1342	1271
Speech [2]	685	776	181	165	139	102	89	106	124	116	85
Statistics [3]									3	17	28
Total	3676	4041	3661	3704	3652	3541	3631	3836	3981	4009	4069
Social Sciences											
Anthropology	99	93	102	88	100	99	136	168	177	191	213
Asian Studies*	9	10	9	12	16	20	21	31	36	27	22
Black Studies	1	4	7	4	4	4	8	12	26	35	28
Chicano Studies	9	14	13	12	8	4	6	16	18	21	19
Communication Studies [2]			619	534	569	615	747	918	950	794	697
Economics	1833	1789	1825	1927	2121	2150	2124	2260	2212	2067	1982
Ergonomics	179	100	31	2	1				<1		<1
Law & Society	189	221	235	257	295	280	319	449	560	615	690
Political Science	450	544	646	747	809	894	996	1134	1171	1089	1013
Sociology	271	285	275	274	291	282	366	436	467	590	671
Women's Studies								1	10	14	22
Other [4] *	41	18	6	2	3	5	1	1	1	<1	<1
Total	3081	3078	3768	3859	4217	4353	4724	5426	5628	5443	5356
Provost											
Computer & Information	294	261	213	136	111	112	92	79	74	75	60
Interdisciplinary Studies*								66	52	24	11
Individual Majors*	0	0	0	0	0	0	<1	1	0	1	1
Liberal Studies*	442	406	409	421	516	644	505	156	44	19	10
Undeclared Majors*	2680	2893	2970	3115	3356	3663	3210	2871	2684	2351	2342
Other [5]	5	2									
L & S Total	11680	12208	12584	12840	13474	14018	14202	14842	15118	14665	14594
3-Quarter Enrollment	13331	13914	14282	14431	14950	15419	15489	16041	16305	15809	15765

[1] Includes Comparative Literature, Eastern Languages, Medieval Studies and Renaissance Studies.
[2] Communication Studies separate from Speech as of 1983-84.
[3] Included in Mathematics prior to 1989.

[4] Includes Combined Social Science.
[5] Includes programs no longer offered: African Area Studies, Russian Area Studies, Middle Eastern Studies
* Designates majors not contained within a single academic department.

*UG.3hc.82-92

GRADUATE

THREE QUARTER AVERAGE HEADCOUNT ENROLLMENT (MAJORS) BY DEPARTMENT/PROGRAM
1981-82 TO 1991-92

	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92
Education:											
Credential[1]	134	97	113	111	122	110	115	102	105	113	119
Degree	285	250	262	258	270	266	264	261	256	254	248
EDUCATION TOTAL	419	347	375	369	392	376	379	363	361	367	367
Engineering:											
Chemical & Nuclear	39	42	41	40	36	39	41	41	36	39	42
Computer Science										88	72
Electrical & Computer	219	216	238	258	308	304	276	271	292	233	220
Materials Science							19	35	50	67	69
Mechanical & Environmental	50	47	47	56	72	96	75	75	75	81	79
TOTAL	308	305	326	354	416	439	411	422	453	508	482
Letters & Science											
Arts & Humanities											
Art History	36	25	29	35	31	33	39	46	48	54	49
Art Studio	31	26	28	22	23	23	20	22	23	24	17
Classics	16	12	14	14	14	12	15	16	13	16	17
Dramatic Arts & Dance	24	24	22	19	20	20	16	21	20	21	21
English	49	44	48	47	45	50	51	54	62	69	69
French & Italian	20	12	12	17	13	14	12	12	12	21	16
German, Oriental & Slavic	13	13	12	14	13	12	10	11	11	12	13
History	90	77	79	80	80	90	81	93	93	98	95
Latin Amer Studies [2]*	2	1	3	6	8	4	2	2	5	3	4
Linguistics									10	15	18
Music	47	38	42	48	55	58	61	65	59	70	66
Philosophy	24	23	22	28	24	28	27	30	30	33	36
Religious Studies	47	42	37	38	40	42	34	44	48	49	54
Spanish & Portuguese	32	26	29	31	34	31	36	43	42	37	37
Other [3] *	4	5	4	5	3	3	5	2	4	6	3
Total	435	368	381	404	408	420	409	461	480	528	515
Sciences											
Biological Sciences	160	156	144	162	139	128	132	136	131	138	145
Chemistry	94	81	91	97	94	101	93	86	88	92	96
Geography	52	45	40	43	48	41	45	56	56	63	73
Geological Sciences	65	59	64	63	65	60	56	50	56	49	42
Mathematics	62	60	59	64	64	78	71	76	63	65	65
Physics	78	91	80	84	87	76	72	85	92	109	111
Psychology	45	48	50	49	54	52	54	51	47	47	44
Speech [4]	58	48	26	33	32	28	29	22	29	27	12
Statistics [5]										12	19
Total	614	588	554	595	583	564	552	562	562	602	607
Social Sciences											
Anthropology	44	47	51	49	41	37	43	46	43	45	52
Asian Studies*	8	5	6	6	4	4	11	14	14	12	12
Communication [4]			13	16	16	16	17	21	23	23	26
Economics	112	94	108	105	99	99	91	83	90	96	85
Ergonomics [6]	4	1									
Political Science	76	66	63	58	55	62	64	63	89	87	82
Public & Social Affairs [6]	5	<1	1								
Sociology	44	43	34	37	37	43	39	37	43	57	55
Total	293	256	276	271	252	261	265	264	302	320	312
Provost											
Individual Majors*	9	5	9	6	2	3	2	2	2	2	2
L & S Total	1356	1215	1220	1276	1244	1247	1230	1289	1346	1452	1436
3-Quarter Enrollment	2083	1867	1919	1998	2052	2062	2020	2078	2160	2327	2286

[1] Credential Students are admitted and classified as graduate students, but beginning in 1988-89 are reported to the State of California as post baccalaureate students and are combined with undergraduates. On this table they are shown as admitted. */as Hispanic Civilization.

[3] Includes Comparative Literature.

[4] Communication Studies separate from Speech as of 1983-84.

[5] Included in Mathematics prior to 1990.

[6] Program no longer offered.

* Designates majors not contained within a single academic department.

*G.3hc.82-92

V. Existing Structure

A. Faculty contact

Responsibilities of every collection manager include faculty liaison activities. Instructional aspects include working with faculty to develop library instruction and/or assignments for classes, preparing library guides for specific assignments, and providing orientation and instruction to faculty.

B. Publications of guides and point-of-use aids

The list of guides that have been prepared is attached. Guides have been written for various disciplines and topics, for specific classes and/or assignments, for information on library policies, procedures, and departments, and for the use of CD-ROM products.

C. Course-integrated instruction, including end-user training of online resources

Instruction statistics for one quarter are attached. Large classes have been targeted.

1. Large, general, lower-division classes
2. Large, subject-specific upper-division classes

D. General orientation

1. Graduate student seminars

Presentations are made each Fall and Winter quarters to orient graduate students to the library and the services available to them.

2. Minority graduate students

Annual presentations are made, focusing on the library needs and interests of minority graduates.

3. TA training participation

Information on the library and services available to graduates is included in packets sent out to all new TAs by the Teaching Assistant Development Program office.

4. General Library Tours

a. At the beginning of each quarter, general library orientation tours are offered to users, organized and given by librarians from the main Reference Department.

b. Arts Library

The Arts Library and its Music Section offer scheduled and on-demand tours to users each Fall quarter.

E. IS classes

1. IS 1 (syllabus attached)
Library Skills

IS 1 is a one credit Pass/No Pass course designed to teach basic library skills to undergraduate students. The class meets weekly and class attendance is required to cover the material. In addition to attendance, course requirements are satisfactory completion of six assignments, passing the midterm and passing the final exam. There are seven class sections every quarter, each section has an enrollment cap of 25 students.

2. IS 100 (syllabus attached)
Library Research Bibliography I

IS 100 is a two credit Pass/No Pass course designed to teach in-depth research strategies to upper division and/or graduate students. This course is recommended for students concurrently registered in a course with a research project requirement. Instruction is more individualized; students work on projects and adapt IS 100 assignments to their research needs. There is one class section every quarter, with an enrollment cap of 15 students.

F. Research consultations
Collection managers provide specialized assistance to researchers in their subject area(s).

G. Electronic Communication
E-mail correspondence with faculty is being utilized and can be further explored in regards to instructional purposes, such as communication of instruction requests and information. Campus information systems, e.g., the Gopher, is used to disseminate library information and guides, and will be continually expanded.

H. Instruction of online resources
Use of online resources is incorporated into class instruction, in both the credit-bearing classes as well as course-integrated library instruction.

I. Signage
Progress has been made to display adequate signage for increased self-help assistance, however much is to be done in this area and will be a future focus for attention.

SCIENCE AND ENGINEERING LIBRARY

Astronomy (see also: Electronic Sources in Astronomy) [8/92]
Beach Erosion in the Santa Barbara Area [3/92]
Chemical Abstracts (see: How to Use Chemical Abstracts)
Computer Architecture [9/92]
Computer Science [8/92]
Conference Proceedings (see: Locating Conference Proceedings...)
Earth and Atmospheric
Earth Sciences (see: Electronic Sources in Earth Sciences...
Earthquakes and Volcanism [8/92]
Electical and Computer Engineering [8/92]
Electronic Sources in Astronomy [7/92]
Electronic Sources in Earth Sciences and Env. Studies [10/92]
Electronic Sources in Mathematics [7/92]
Electronic Sources in Physics [7/92]
End-User Databases for Science Research [1/93]
Energy [7/92]
Environmental Studies (see also: Electronic Sources in Earth
    Sciences...) [10/92]
Geography [9/92]
Geological Sciences [7/92]
GeoRef via MELVYL [9/92]
How to Use Chemical Abstracts [10/11/90]
Locating Conference Proceedings in the UCSB Library [4/93]
Marine Science [9/92]
Mathematics (see also: Electronic Sources in Mathematics) [7/92]
MELVYL INSPEC [2/93]
Physics (see also: Electronic Sources in Physics) [8/92]
Radon [4/92]
Remote Sensing of Earth Resources [7/92]
Science Research (see: End-User Databases for Science Research)
Searching for Chemicals in MELVYL INSPEC [1/93]
Semiconductor Devices [9/92]
Speech and Hearing Sciences [8/92]
Statistics [7/92]
Volcanism (see: Earthquakes and Volcanism)
Water Resources [8/92]
Wave Electronics [9/92]

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LIBRARY GUIDES

Library
University of California, Santa Barbara

GENERAL LIBRARY HANDOUTS

CD-ROM Subject Index (see: UCSB CD-ROM Subject Index) [2/92]
CD-ROMs in the UCSB Library [5/93]
Computer Reference Service Information Guide [5/90]
Guide to Filing Theses and Dissertations at UCSB [1992]
Intercampus Bus (see: UCSB Intercampus Bus) [11/90]
Inter-Library Loan Policies [5/90]
Interlibrary Loan Services Information Guide [5/90]
Library Fact Sheet (see: UCSB Library Fact Sheet) [6/92]
Online Resources in the UCSB Library [3/92]
Southern Regional Library Facility Information [3/28/88]
Steps to Finding the Article [8/92]
UCSB CD-ROM Subject Index [2/92]
UCSB InterCampus Bus [11/90]
UCSB Library Fact Sheet [6/92]
UCSB Schedule of Library Hours [rev. as hours change]
UCSB General Library Tour [3/93]
Where is it? [9/92]

MELVYL Handouts

COMP on MELVYL [10/91]
Current Contents on MELVYL [11/92]
Current Contents on MELVYL (advanced searching) [2/93]
ERIC on MELVYL [1/93]
GeoRef via MELVYL [9/92]
HAPI on MELVYL [10/92]
IN, REDO, and SHOW HISTORY Commands on MELVYL [2/93]
MAGS on MELVYL [1/93]
MAIL Command on MELVYL [4/93]
MELVYL Catalog Commands [9/92]
MELVYL Command Summary [9/89]
MELVYL Current Contents [2/93]
MELVYL INSPEC [2/93]
MELVYL Medline Quickguide [10/92]
MELVYL/PEGASUS dialup access [4/93]
NEWS on MELVYL [1/93]
Searching for Chemicals in MELVYL INSPEC [1/93]
Searching the MELVYL Catalog [spring 90]

PEGASUS Handouts

MELVYL/PEGASUS dialup access [4/93]
PEGASUS [1/93]

SCIENCE AND ENGINEERING LIBRARY (Cont'd)

CD-ROMs

AeroSpace CD [9/92]
AGRICOLA CD [7/92]
ASFA CD (Aquatic Sciences and Fisheries Abstracts) [1/90]
Biological Abstracts CD [12/91]
CAB Abstracts CD [4/92]
Chem-Bank CD [12/91]
Compendex-Plus on CD-ROM [9/92]
Enviro/Energyline CD [8/91]
Environmental Periodicals Bibliography CD [9/92]
GeoRef CD [7/92]
INSPEC CD [11/91]
Life Sciences Collection CD [4/92]
MathSci CD [6/92]
NTIS CD [7/92]
Science Citation Index CD [6/92]
Toxline Plus CD [10/7/91]
Water Resources Abstracts CD [3/92]
Wildlife Review and Fisheries Review Cd [9/92]

*The UCSB Library complies with ADA legislation.
If you require this information in an alternate format,
contact a Library staff member or the Information Desk
(893-2478).*

ARTS LIBRARY

Art Reference Guide
Arts Library Information Guide [8/90]
How to Find Music Dissertations and Theses [4/92]
How to Find Songs [4/92]
MELVYL Command Summary, Modified for Music Searchers
Music Bibliographic Guide [no date]
Music Reference Guide [8/90]
Music Uniform Titles [11/90]
PEGASUS for Music Searches

CD-ROMS

Art Index on CD-ROM [1/14/93]
Art Index on CD-ROM - Wilsonline [1/14/93]
Music Index on CD-ROM [no date]
OCLC Music Library on CD-ROM [no date]
RILM on CD-ROM (MUSE) [no date]

MAP AND IMAGERY LABORATORY

CD'S in MIL [8/24/92]
Copying DEM's [no date]
How to Find Aerial Photography and Satellite Imagery [no date]
How to Find Maps Published Prior to 1900 [no date]
How to Find Sources for Maps and Imagery [no date]
How to Transfer Computer Files [no date]
How to Use Computers in MIL [no date]
How to Use Software on IBM PS 2/Model 80 [no date]
Map and Imagery Laboratory Information Guide [5/90]
MIL - Imagery-Processing/GIS Account Application [no date]
Self-Guided Tour [3/92]
Spatial Data in Digital Form Available in MIL [3/92]
Spatial Data in Diskette Form in MIL [8/92]
Using CD's in MIL [10/91]

SPECIAL COLLECTIONS

California Ethnic and Multicultural Archives [no date]
The Community Development and Conservation Collection:
   Founded by Dr. Pearl Chase
Pearl Chase 1888-1979
Friends of the Library University of California Santa Barbara
UCSB Library Department of Special Collections [1981]
William Wyles Collection 1980

GOVERNMENT PUBLICATIONS DEPT.

AIDS: How to Find the Facts [1/93]
Beach Erosion in the Santa Barbara Area [3/92]
Business and Economics [10/92]
Careers [9/92]
Case Law [9/89]
Congressional Representatives and their Districts
Demographic Information on Foreign Countries [1/92]
Economic Bulletin Board [12/92]
Environmental Studies (see: Govt Pubs Sources for Environmental
   Studies on Local Issues)
Europe 1992/International Trade [9/92]
Getting Started: Finding Basic Library Resources In Political
   Science [no date]
Government Publications Dept. Circulation Policies [9/91]
Government Publications Dept. Information Guide [spring 90]
Govt Pubs Sources for Environmental Studies on Local Issues
   [no date]
Govt Pubs Sources for Speech and Hearing Topics
Guide to the Local Documents Collection [1991]
Gulf Crisis, Govt. Pubs. [5/91]
Interest Groups [1/93]
International Trade/Europe 1992 [9/92]
Model United Nations: Additional Resources [2/92]
Patent Searching
Political Science (see: Getting Started: Finding Basic Library
   Resources In Political Science)
President Bill Clinton [11/92]
Primary Sources—Statutory and Regulatory Law [no date]
Radon [4/92]
"Shepardizing"
Speech and Hearing (see: Govt Pubs Sources for Speech and Hearing)
Statutory and Regulatory Law (see: Primary Sources—Statutory and
   Regulatory Law)
Tax Resources [9/92]
Tracing California Legislation [1/90]
Tracing Congressional Legislation
United Nations [spring 90]

CD-ROMs

County and City Data Book 1988 on CD [no date]
Foreign Traders Index (FTI) CD [11/92]
GPO on CD-ROM [10/92]
National Trade Data Bank (NTDB) CD [11/92]

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REFERENCE DEPARTMENT

African-Americans [11/92]
American History [4/90]
Anthropology [4/90]
Asian American Studies [8/92]
Biographical Sources [4/91]
Book Reviews (see: How to Find Book Reviews) [7/92]
Business and Economics [10/92]
Chicano Studies [10/92]
Classics [4/90]
Columbus Quincentenary [2/92]
Communication Studies [4/90]
Dance [4/90]
Dissertations and Thesis (see: UCSB Dissertations and Thesis)
Downloading on CD-ROMs in the Reference Dept. [1/93]
Drama [4/90]
Financial Aid [8/92]
The Gulf Crisis, UCSB Library Resources Guide [2/91]
HAPI [10/92]
How to Find Book Reviews [7/92]
HRAF Human Relations Area Files [3/93]
Internships [8/92]
L.A. Conflict: Where Do We Go From Here? [8/92]
Linguistics [4/90]
Philosophy [4/90]
Political Science [4/90]
President Bill Clinton [11/92]
Psychology [4/90]
Research and Training Support [8/92]
UCSB Dissertations and Thesis [1/93]
Women's Studies [4/90]

CD-ROMs

ABC Pol Sci on CD-ROM [3/93]
America: History And Life on CD-ROM [1/93]
Chicano Database on CD-ROM [8/91]
Dissertation Abstracts on CD-ROM [8/91]
EconLit on CD-ROM [8/91]
ERIC on CD-ROM [12/91]
Historical Abstracts on CD-ROM [1/93]
London Times on CD-ROM [8/91]
MLA on CD-ROM [3/93]
PAIS International on CD-ROM [4/93]
PhoneDisc USA on CDE-ROM [8/92]
PsycLIT on CD-ROM [3/93]
Readers Guide to Periodical Literature on CD-ROM [8/91]
Religion Indexes on CD-ROM [5/93]
Sociofile on CD-ROM [8/91]   17

Library Instruction and Orientation

Winter Quarter 1993

Library Orientation:

General Tours   January 11 - 15, 3pm daily
Coordinated by Carol Gibbens   Meet at the Information Desk,
                                      First Floor, South

Special Groups

Foreign Teachers Tour   January 11 at 1:30
Coordinated by Janet Martorana   Room 1575

Graduate Student Orientation   January 7 (2-4pm)
Coordinated by Janet Martorana   2nd Floor Conference Room

Classes (Coordinated by Janet Martorana)

IS 1 Library Skills   Room 1414C

Section	Instructor
Monday, 11am	Chris Oka (x3454)
Monday, 1pm	Andrea Duda (x2762)
Tuesday, 9am	Stella Bentley (x3265)
Tuesday, 11am	Adan Griego (x3713)
Wednesday, 11am	Cheryl La Guardia (x4316)
Wednesday, 3pm	Sally Weimer (x3454)
Thursday, 2pm	Carol Gibbens/Susan Lentz (x8051)

Cancelled Sections:
Tuesday, 4pm
Thursday, 11am

IS 100 Library Research: *Cancelled this quarter due to insufficient staff.*

INTERDISCIPLINARY STUDIES 1 -- LIBRARY SKILLS

Course Syllabus

Instructor: Section:

Office: Office phone:

IS 1 is a one credit Pass/No Pass course designed to teach basic library skills. Class meets weekly in Library Room 1414C. No text is used; class attendance is required to cover the material. Roll will be taken each week, and assignments are due in class each week.

Course requirements include:
1. Satisfactory completion of 6 assignments handed out in class.
2. Passing the midterm.
3. Passing the final.

The outline of weekly classes and assignments is as follows:

Week 1: Introduction; Outline of Course & Library Services; Library Tour; Assignment 1 handed out.
[date]

Week 2: How to Locate Books, Part 1: Library of Congress Subject Headings, Interpreting Citations,
[date]   PEGASUS; Assignment 1 due; Assignment 2 handed out.

Week 3: How to Locate Books, Part 2: MELVYL; Assignment 2 due; Assignment 3 handed out.
[date]

Week 4: How to Locate Journal Articles, Part 1: Printed Indexes; Interpreting citations; Locating
[date]   journals on PEGASUS and MELVYL; Assignment 3 due; Assignment 4
           handed out.

Week 5: In-class Midterm on Weeks 1-3. Assignment 4 due.
[date]

Week 6: How to Locate Journal Articles, Part 2: MELVYL Databases; Assignment 5 handed out.
[date]

Week 7: How to Locate Journal Articles, Part 3: CD-ROMs; Assignment 5 due;
[date]   Assignment 6 handed out.

Week 8: Review of Weeks 1-7; Assignment 6 due.
[date]

Cumulative Final [date and time]   in Library Room 1414C.

Note Well: If you need assistance with an assignment, do not ask for any help at the Reference Desk other than directions to specific sources. See me for all other assistance.

Interdisciplinary 100 -- Library Research
Syllabus

Library Research is a Pass/No Pass 2-credit class whose goal is to teach advanced library research techniques. The class is designed to be taken when you have a research project to compl. e in conjunction with another course in which you are enrolled.

The 3 librarians teaching the class, their departments, and office phone numbers are:

In developing a teaching methodology for IS 100 we take as a given that students enrolled in the course are proficient with basic library skills (e.g., author/title searching on MELVYL and PEGASUS) and have some familiarity with the services of the UCSB Library. If you do not possess these basic skills, we strongly recommend you take Interdisciplinary 1, Library Skills, before attempting this class.

There are 2 required weekly meetings of IS 100: the Tuesday 10 AM meeting (held in Room 1414C) is an all-class session of lecture and demonstration; the second meeting is an individual conference between each student and an instructional librarian to discuss specific research needs and tactics.

Successful completion of IS 100 includes the following:

1. Class attendance (there is no text; all material is presented in class).

2. Completion of 8 assignments distributed in class.

3. A 20-item research bibliography.

Class meetings and the course outline are as follow:

[date] (all instructors): Introduction and course outline. At the end of the class you will be asked to begin drafting a 1-paragraph description of your research project; the description will be due in class October 7th. NOTE WELL: if you do not have the exact topic for your "paper class" yet, pick a topic within that discipline, at least. You can modify your research later if necessary, but it is imperative that you choose a research topic by the 2nd class meeting.

[date] (all instructors): Class meets to assign mentors and schedule weekly individual meetings. We will need to know at this time the topic you plan to research. Some very general research preparation will be discussed (bibliographic style manuals).

Project descriptions due.

[date] [instructor]: Outline of the arrangements of information and search strategies.

Assignment 1 distributed. Hand in your completed assignment **to your mentor librarian** by the following week's all-class meeting.

[dates of week]: Individual meetings with mentor librarian. During individual meetings instructors will assist you with problems in completing assignments ar. 1 discuss tailored research strategies with you.

[date] [instructor]: Searching the MELVYL online catalog expertly.

Assignment 1 due; Assignment 2 distributed.

Individual meetings with your mentor librarian will continue as you and your mentor schedule them throughout the term until your research bibliography is handed in.

[date] [instructor]: Exploiting MELVYL Further: finding the finding aids for your research: library guides, handbooks, encyclopedias, bibliographies, governmentally-produced information.

Assignment 2 due; Assignment 3 distributed.

[date] [instructor]: Journal use and searching MELVYL journal article databases: MAGS, NEWS, COMP, Current Contents, and MEDLINE.

Assignment 3 due; Assignment 4 distributed.

[date] [instructor]: CD-ROM Databases.

Assignment 4 due; Assignment 5 distributed.

[date] [instructor]: Printed Indexes.

Assignment 5 due; Assignment 6 distributed.

[date] [instructor]: Printed Abstracts and Citation Indexes.

Assignment 6 due; Assignment 7 distributed.

[date] [instructor]: Critical analysis of research; governmentally-produced information; wrap-up and review of search strategies.

Assignment 7 due; Assignment 8 distributed.

by [date]: Assignment 8 and bibliography due to mentor librarians.

VI. Personnel Structure

A. Library Instructional Services Committee (LISC)
1. Instructor training and support
   a. Guides

   A complete list of reference guides prepared by collection managers is maintained by LISC. Packets of guides are made available to all librarians to support their instruction needs.
   b. Mentoring

   LISC supports team teaching, especially for librarians new to instruction, for the purpose of training and support. LISC members volunteer to team teach with any new librarian instructor and new instructors are encouraged to sit in on any B.I. classes.
   c. Speakers/programs

   LISC organizes quarterly meetings for all librarians to provide a forum for presenting instructional information and discussion of relevant issues.
2. Participation in librarian appointment process

   LISC participates in the interview process of each public services librarian candidate. LISC meets with and interviews each candidate, and each candidate delivers a 20-30 minute "instructional" lecture, open to all public services librarians.
3. Orientation to new public service librarian appointees

   LISC representatives meet with each newly appointed public service librarian to provide information on the instruction program and to offer instructional support such as team teaching and packets of guides.

Charge of the Library Instructional Services Committee:
July 1990

In the nineties, the primary focus of the committee will be user education with an emphasis teaching the use of computer-based electronic sources, including online catalogs such as PEGASUS and MELVYL, journal article databases such as CURRENT CONTENTS and MEDLINE, commercial databases such as those available through DIALOG, vendor end user databases, such as KNOWLEDGE INDEX (especially if it becomes available through MELVYL), non-bibliographic databases such as TIGER, and CD-ROM products available in the library. Even though electronic sources will be the primary emphasis of the Committee, the coordination of all end user education including instruction in the use of print sources in connection with computer sources, will be within the purview of the Committee.

The Committee will address the promotion of these services with an expansion and/or redefinition of the CARSeminars, the Fall graduate seminars; the development of printed brochures, and other outreach activities including coordination with campus orientation groups; and training the trainers in the use of electronic sources and techniques for outreach so they can effectively teach them to faculty and students. Quarterly meetings will be held to exchange information about access and services to electronic databases. The Committee will also develop policy and evaluation tools as needed and recommend equipment needs for teaching and promotion of services.

Membership of the Committee will include: the Data Services Coordinator, the

MELVYL User Group representative, PEGASUS public services coordinator, and representatives from each public service department (Arts Library, Government Publications, Map and Imagery Laboratory, Reference, Sciences-Engineering Library). One member will also act a liaison with the Collection Development Committee.

B. User Instruction Program Coordinator

Coordinates and promotes the Library's user instruction program. Monitors developments in user instruction and identifies and recommends resources needed for an innovative, service-oriented instruction program. Works with the Information Services Departments to plan, develop, implement, market, and evaluate the Library's evolving user instruction program of orientation, tours, outreach activities, and basic and subject oriented instruction. Serves as resource person for all librarians involved in the instruction program. Oversees development and design of instructional materials and creation of guides, handouts, and other user aids. Actively consults with faculty to promote instruction program and integrate instruction into coursework. Works with the Computerized Information Services Coordinator and the Library's departments to develop innovative programs using various technologies to assist students, faculty, and staff in using the Library's resources.

The position is a half-time, rotational assignment which reports to the AUL/Collections and Information Services.

08/07/1991

C. Computerized Information Services Coordinator

Coordinates and promotes the Library's computerized information services and end-user program. Monitors technological developments in computerized information services, and recommends software and hardware selection for the Library. Explores and recommends the development of new computerized information services and end-user programs and the evolution of existing programs. Works with the Information Services departments to develop policies, planning, implementation, evaluation, public relations, training programs, and records management for the Library's computer-assisted information services and end-user program. Serves as the primary liaison with off-campus database producers and vendors and provides liaison with campus computing centers. Works with the User Instruction Coordinator and the Library's departments to develop computer-based instruction capabilities, including interactive multi-media.

The position is a half-time, rotational assignment, and reports to the AUL/Collections and Information Services.

08/07/1991

D. Collection managers
Responsibilities include instructional and specific departmental liaison activities.

UCSB Collection Managers

Subject	Specialist	Phone	Location
Anthropology	Carol Gibbens	8051	Reference
Art	Lyn Korenic	3613	Arts Lib
Aquatic Sciences	Jim Markham	2762	SEL
Asian American Studies	Chris Oka	8067	Reference
Asian Studies	Cathy Chiu	2365	East Asian
Biological Sciences	Jim Markham	2762	SEL
Botany	Jim Markham	2762	SEL
Black Studies	Sylvia Curtis	2922	Reference
Chemical Engineering	Chuck Huber	2762	SEL
Chemistry	Chuck Huber	2762	SEL
Chicano Studies	Patrick Dawson	2756	Reference
Classics	Cheryl LaGuardia	4316	Reference
Communication	Shari DeDecker	8067	Reference
Computer Science	Andrea Duda	2762	SEL
Dance	Sylvia Curtis	2922	Reference
Dramatic Arts	Cheryl LaGuardia	4316	Reference
East Asian Studies	Cathy Chiu	2365	East Asian
Economics	Carol Doyle	4109	Reference
Education	Lorna Lueck	8022	Reference
Electrical Engineering	Chuck Huber	2762	SEL
English	Cheryl LaGuardia	4316	Reference
Environmental Studies	Chris Oka	2762	SEL
Far East	Cathy Chiu	2365	East Asian
Film Studies	Pat Dawson	2756	Reference
French	Pat Dawson	2756	Reference
Geography	Mary Larsgaard	4049	MIL
Geology	Mary Larsgaard	4049	MIL
Germanic Studies	Stella Bentley	3265	Lib 3589
Government Publications	Lucia Snowhill	2854	Reference
California Docs	Janet Martorana	4109	Reference
Foreign Docs	Carol Doyle	4109	Reference
Local Docs	B. Ceizler Silver	4109	Reference
International Docs	Carol Doyle	4109	Reference
Other States Docs	B. Ceizler Silver	4109	Reference
United States Docs	Rosemary Meszaros	4109	Reference
History (except US)	Sylvelin Edgerton	8147	Reference
United States	Dave Tambo	3420	Spec Colls

Imagery	Larry Carver	4049	MIL
Italian	Linda Broderick	3671	Cataloging
Latin American Studies	Adan Griego	3713	Reference
Law and Society	Lucia Snowhill	4109	Reference
Linguistics	Carol Gibbens	8051	Reference
Maps	Mary Larsgaard	4049	MIL
Materials Science	Chuck Huber	2762	SEL
Mathematics	Andrea Duda	2762	SEL
Mechanical Engineering	Chuck Huber	2647	SEL
Middle East	Adan Griego	3713	Reference
Military Science	Sylvelin Edgerton	8147	Reference
Music	Susan Bower	3609	Arts Lib
Philosophy	Cheryl LaGuardia	4316	Reference
Physical Activities	John Vasi	2674	Lib 3589
Physics	Andrea Duda	2762	SEL
Political Science	Lucia Snowhill	4109	Reference
Psychology	Lorna Lueck	8022	Reference
Reference	Adan Griego	3713	Reference
Religious Studies	Sylvelin Edgerton	8147	Reference
Slavic Studies	Stella Bentley	3265	Lib 3589
Sociology	Sally Weimer	3454	Reference
Spanish/Portuguese	Adan Griego	3713	Reference
Special Collections	David Tambo	3420	Spec Colls
Speech and Hearing	Jim Markham	2762	SEL
Statistics	Andrea Duda	2762	SEL
Womens Studies	Sally Weimer	3454	Reference

VII. Evaluation

There has been no standardized library-wide reporting of library instruction statistics. LISC developed a form (Library Instruction Request Form) which, as of Fall 1992, is being used throughout the library. Data gathered during the 1992/93 year will be used to set a baseline as a comparison for subsequent years. End-of-the quarter surveys of IS1 and IS100 classes will also be conducted.

LISC will analyze the program's goals and key results for other means of quantitative and qualitative evaluation.

Student Feedback from INT 1 -- Library Skills

Now that the class is over, we'd like to get feedback from you on the course content and presentation. Please give us your thoughts/answers on the following (your answers will be kept confidential -- you can answer this anonymously or give your name, as you prefer):

1. Knowing what you know now, would you still take the class if you had it to do over again?

   _____ yes _____ no

2. In your opinion, should the INT 1 class cover more on: (check all that apply)

   _____ PEGASUS

   _____ MELVYL

   _____ subject headings

   _____ printed indexes

   _____ MELVYL article databases (Current Contents, MAGS, NEWS, etc.)

   _____ CD-ROMs

   _____ other: please specify:_____

   _____

3. What, if anything, did you particularly like or think was best about the class?

4. What, if anything, did you particularly think needed to be changed about the class?

5. Would you recommend to friends that they take the class?

   _____ yes _____ no

You can leave this form with your instructor or you can turn it in at the Government Publications Desk on the 1st floor (ask that it be put in Janet Martorana's mailbox). Many thanks, and good luck to you.

Workshop Evaluation and Questionnaire

1. Did you find this session helpful in introducing you to the resources available on the Internet?

    ____ very helpful   ____ somewhat helpful   ____ not very helpful

2. The level of information presented was (please check the one that best applies):

    ____ too basic   ____ too advanced   ____ just right

3. What change(s) would you suggest to improve the session?

4. Please comment on the effectiveness of the trainer.

5. Were the handouts helpful in understanding the topics?

6. Would you be interested in attending more in-depth training sessions on exploring the Internet? ____ yes ____ no
    If yes, please indicate which of the following:

    ____ Gopher
    ____ File transfer (FTP)
    ____ Listservs
    ____ Discussion groups
    ____ Remote login (bibliographic resources on the Internet)
    ____ Other (please list, or describe):

    _____
    _____
    _____
    _____

7. Other comments:

Please return this form to Andrea Duda, SEL

VIII. Statistics

Library Instruction Request Form (attached).

1.   The form is used by librarians to obtain information to pursue better course-related instruction.
2.   Statistics are collected by the LISC coordinator for evaluation of program.

Instruction statistics for September 1992 - June 1993 are attached.

Library Instruction Request Form

Instruction Requested by: _____

Department: _____ Today's Date: _____

Work Phone: _____ Best time to call: _____

Home Phone (optional): _____ Best time to call: _____

Number of
Class or Group Being Instructed: _____ Students _____

Majors _____

Level of class: Lower _____ Upper _____ Grad _____ Nonmajors _____

Date and Time Instruction Requested: _____

Alternate date and time: _____

Location: _____

COMMENTS:

If the instruction requested is for a specific course assignment, please attach a copy of the assignment to this form.

Please return form to appropriate collection manager, or to Janet Martorana, User Instruction Program Coordinator, Reference Services, Library, x8724.

We welcome the opportunity to talk to your class. Let us know what you need and how we can assist you in introducing your students to research. We can provide instruction on specific research needs or we can gear the class towards a specific assignment that your students will be working on.

Please schedule library instruction lectures at least two weeks in advance. We cannot guarantee availability of a library instructor for your class although we will try to accommodate all your library instruction needs. If an instructor is not available, we do have research guides on various subject areas available to you for class distribution. Thank you.

FOR LIBRARIANS' USE ONLY: please complete the following and return form to Janet:

If a specific guide for this class was used, please attach it to this form.

Instructing Librarian: _____

Number of students in class _____   Room used, if in library: _____

DataShow use?: _____ yes _____ no

Other equipment used: _____

Amount of time taken for preparation (approximately): _____

Lecture time _____

Instruction Requested:

_____ Instruction for a specific course assignment (Please attach a copy of the assignment to this form)

_____ Specialized info resources for subject area/field

_____

_____ PEGASUS training/demo

_____ MELVYL Catalog training/demo

_____ MELVYL databases training/demo

Specify: _____

_____ CD-ROM training/demo (list CDs below)

_____

_____

_____ Other Sources

_____

COMMENTS:

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Instruction Statistics
September 1992 - June 1993

Thirty-one individuals gave presentations to a total of 332 classes and tour groups, reaching a total of 7,144 individuals. In addition, 22 sections of the 1-unit library skills class (INT 1) were taught to a total of 530 students. Three for-credit library skills classes through the academic departments were taught to a total of 31 students: Drama 200, Chemistry 184, and Chicano Studies 191D.

Statistics by quarter are attached.

Instruction Statistics - Fall quarter 1992

Summary: During Fall quarter, 1992, 23 librarians gave presentations to 134 classes and tour groups, four of those outside the library in the academic classroom, reaching a total of 2,768 individuals. In addition, eight sections of the 1-unit library skills class (INT 1) were taught to a total of 178 students, and one drama for-credit library skills class was taught to 15 students.

BY DISCIPLINE

Academic Dept.	No. of classes/tours	No. in library	No. of students/other
Art	8	8	27
Asian American Studies	6	6	83
Asian Studies	3	3	21
Biological/Aquatic Sci., Botany	3	3	48
Black Studies	6	6	210
Chicano Studies	3	1	314
Communications	1	1	6
Economics	1	0	125
Education	10	10	138
English	28	28	464
Environmental Science	2	2	70
Film Studies	2	2	41
French/German	1	1	8
History	3	3	80
Linguistics	1	1	3
Music	8	8	29
Political Science	1	1	9
Psychology	12	11	258
Religious Studies	1	1	50
Sociology	1	1	40
Spanish/ Portuguese	2	2	20

TOURS

Academic prep	1	1	13
EOP Library Tours	8	8	280

ESL	2	2	28
Foreign Students Tour	5	5	100
General Library Tours	7	7	111
G.P. Dept. Open House and Tour	2	2	14
Graduate Student Orientation	2	2	100
Lompoc High School Tour	1	1	27
New Staff Orientation	1	1	16
Villanova Prep School	1	1	9
Visiting International Teachers	1	1	26

BY INSTRUCTOR

Instructor	No. of classes/tours	No. of students/other
Detrice Bankhead	4	105
Susan Bower	5	27
Cathy Chiu	5	110
Sung-in Ch'oe	1	35
Sylvia Curtis	15	605
Wei-ling Dai	1	35
Patrick Dawson	10	485
Connie Dowell	4	73
Carol Doyle	1	17
Sylvelin Edgerton	8	150
Carol Gibbens	22	346
Adan Griego	13	343
Sal Guerena	3	97
Lyn Korenic	4	29
Chuck Huber	3	60
Cheryl LaGuardia	5	135
Susan Lentz	5	47
Lorna Lueck	16	261
Jim Markham	3	48
Janet Martorana	17	488
Rosemary Meszaros	3	84
Christine Oka	11	194
Sally Weimer	6	103

For-credit classes

IS 1 Sections

Sally Weimer	Mondays, 11 AM	22 students
Christine Oka	Mondays, 1 PM	24 students
Adan Griego	Tuesdays, 9 AM	22 students
Andrea Duda	Tuesdays, 11 AM	26 students
Cheryl LaGuardia	Wednesdays, 11 AM	23 students
Carol Gibbens	Wednesdays, 3 PM	26 students
Chuck Huber	Thursdays, 9 AM	15 students
Stella Bentley	Thursdays, 2 PM	20 students

Drama 200

Connie Dowell	Tuesdays, 5 PM	15 students

Instruction Statistics - Winter quarter 1993

(Revised, 4/93)

Summary: During Winter quarter, 1993, 22 librarians gave presentations to 92 classes and 13 tour groups, 1 of those outside the library in the academic classroom, reaching a total of 2140 individuals. In addition, seven sections of the 1-unit library skills class (INT 1) were taught to a total of 164 students, and Chemistry 184, a for-credit library skills class was taught to 7 students.

BY DISCIPLINE

Academic Dept.	No. of classes/tours	No. in library	No. of students/other
Anthropology	1	1	25
Asian American Studies	3	3	48
Biological/Aquatic Sci., Botany	3	3	53
Black Studies	5	5	114
Chicano Studies	1	1	7
Communications	10	10	190
Economics	1	0	120
Education	3	3	80
Engineering	3	3	56
English	34	34	778
Film Studies	4	4	89
Geography	1	1	45
History	7	7	124
Philiosophy	1	1	12
Political Science	1	1	12
Psychology	13	13	153
Women's Studies	1	1	12

TOURS

	No. of classes/tours	No. in library	No. of students/other
Academic prep	1	1	4
American Studies Institute	1	1	30 foreign instructors

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Asian American Studies Program	1	1	1 faculty candidate
Cold Springs Sch	1	1	10 teachers
Direct Relief International	1	1	5
EOP Library Tours	5	5	78
General Library Tours	1	1	3
Model UN - Westmont College	1	1	8
Model UN - UCSB	1	1	33

BY INSTRUCTOR

Instructor	No. of classes/tours	No. of students/other
Detrice Bankhead	2	34
Larry Carver	1	45
Sylvia Curtis	2	53
Wei-Ling Dai	1	16
Patrick Dawson	9	196
Connie Dowell	7	123
Carol Doyle	3	61
Sylvelin Edgerton	7	156
Carol Gibbens	19	386
Adan Griego	5	79
Chuck Huber	2	32
Cheryl LaGuardia	7	135
Mary Larsgaard	1	45
Lorna Lueck	9	139
Jim Markham	5	90
Janet Martorana	11	358
Rosemary Meszaros	3	34
Christine Oka	6	96
Lori Ritchie	1	25
Lucia Snowhill	2	37
Dave Tambo	2	31
Sally Weimer	8	104

Continued on back

For-credit classes

IS 1 Sections

Christine Oka	Mondays, 11 AM	22 students
Andrea Duda	Mondays, 1 PM	24 students
Stella Bentley	Tuesdays, 9 AM	19 students
Adan Griego	Tuesdays, 11 AM	26 students
Cheryl LaGuardia	Wednesdays, 11 AM	21 students
Sally Weimer	Wednesdays, 3 PM	25 students
Carol Gibbens/ Susan Lenz	Thursdays, 2 PM	27 students

Chemistry 184

Chuck Huber	Tues/Thurs, 2 PM	7 students

Instruction Statistics - Spring quarter 1993

Summary: During Spring quarter, 1993, 20 individuals gave presentations to 93 classes, 15 of those outside the library in the academic classroom, reaching a total of 2236 individuals. In addition, seven sections of the 1-unit library skills class (INT 1) were taught to a total of 188 students, and Chicano Studies 191D, a 4-unit library skills class was taught to 9 students.

BY DISCIPLINE

Academic Dept.	No. of classes/tours	No. in library	No. of students/other
Anthropology	3	3	20
Asian American Studies	1	1	37
Communications	13	5	306
Economics	1	0	85
Education	2	2	24
English	31	31	654
Engineering Science	2	2	50
Film Studies	4	4	53
History	10	10	100
Marine Science Institute	2	0	255
Political Science	6	4	350
Psychology	13	12	148
Religious Studies	2	1	120

GENERAL

Development Office	1	1	6
QUEST (Center for Quantized Electronic Structures)	1	1	8
Research Class	1	1	20

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BY INSTRUCTOR

Instructor	No. of classes/tours	No. of students/other
Patrick Dawson	1	25
Sharon DeDecker	6	114
Connie Dowell	10	196
Carol Doyle	3	115
Andrea Duda	1	8
Sylvelin Edgerton	7	166
Carol Gibbens	16	207
Adan Griego	7	139
Chuck Huber	2	50
Cheryl LaGuardia	5	64
Lorna Lueck	10	161
Jim Markham	4	301
Janet Martorana	11	308
Rosemary Meszaros	4	38
Christine Oka	5	111
Lori Ritchie	2	26
David Russell	2	14
Lucia Snowhill	11	456
David Tambo	1	9
Sally Weimer	1	25

For-credit classes

IS 1 Sections

Chuck Huber	Mondays, 11 AM	28 students
Sally Willson Weimer	Mondays, 1 PM	25 students
Susan Lentz	Tuesdays, 9 AM	24 students
Andrea Duda	Tuesdays, 11 AM	28 students
Bob Chang	Wednesdays, 11 AM	30 students
Stella Bentley	Wednesdays, 3 PM	23 students
Carol Gibbens/ Yolanda Allen	Thursdays, 2 PM	30 students

Chicano Studies 191D

Sal Guerena/ Patrick Dawson	Mon/Wed/Fri, 10 AM	9 students

IX. Facilities and Equipment

1. Materials and equipment for the preparation of instructional aids are available in, or ordered through, each library department. The library's Copy Services department can handle orders for large quantities.

2. Instructional materials are kept stocked and several sets of packets of 30 copies of the basic handouts are stored in the library classrooms for quick availability for instructors' use. Additional or specialized packets can be assembled by the Coordinators' student assistant.

3. Facilities: All of the following rooms are available for instructional purposes and can be scheduled: The rooms that are wired are: Rm. 1575, Curriculum Lab classroom (Rm. 1414C), 2nd floor conference room, and the 3rd floor conference room. The following rooms are not wired: Rm. 2575, Spec. Coll. conference room, Arts seminar room (Rm. 2406A), SEL conference room, and the G.P. conference room (patent and tax room).

    In September, 1993, an instructional computer lab was established in the library with the installation of 25 networked microcomputers in Room 1575. This instruction lab will be used as the primary library classroom for teaching computerized systems with hands-on training. The lab 's accessible for library training of undergraduates, graduates, faculty groups, and library staff.

TO: I.S. Instructors and other Datashow Users (Rm. 1414C and 1575)

FROM: Eric Zobel, Systems Office

DATE: October 8, 1992

        The datashow setups in Rooms 1414C and 1575 are ready for use. If you are teaching a class and need to use the datashow, please take the time to make sure the machine is working *before* your class begins. Both systems are setup in the same fashion -- CD-ROM software and telecommunications (i.e., Pegasus, Melvyl, etc.) are accessed through a main menu similiar to the CD setups in the Reference Department and SEL. I hope to eventually find a way to provide an easier, more "user-friendly" method to access online systems, but for the time being only Kermit and SmartCom II have been cooperating with the equipment. I will be glad to give anyone interested a quick demo on any of the aforementioned items several days *before* you need it.

Several notes of interest:

*Both setups (1414C and 1575) are essentially the same, the method of online access is different. Room 1575 has a direct NET connection while 1414C uses a modem to dial out. The NET is a more reliable access than a phone line; but the network itself has been known to go down (like last week in one of the 9:00 am classes for example).

*Because the logon route to Pegasus is tentative at best -- logon scripts often lock up. Unfortunately, at the present time there isn't a fail-safe method to work around this. Your safest, most reliable way is to know how to manually logon to both Pegasus and Melvyl (see over) from the Net One Network. If for some reason a logon script does lock up after connecting , *generally* "Ctrl-T, <CR>" will cast the user back to the Net One prompt (*You may now enter a NET/ONE commands >*). At this point you can manually logon. (If the machine is completely locked up you may have to re-boot and start over. If so, its a good idea to unplug and reconnect the phone connection in Rm. 1414C to make sure the line has hung up).

*When ever you finish using Pegasus, Melvyl,or any other connection made via the NET/ONE -- which is most of them -- and have logged off, use "Ctrl-T, <CR>" to close out the NET connection. When you see...

```
You may now enter Net/One commands
>
>quit
```

...then return to hyperpad (Kermit --alt-x, q; SmartComII -- F1 to return to the Main
        Menu, then 0, E).

*The CD player in Rm. 1414C requires that the CD be inserted into a caddy. The clear plastic section lifts up from the back (by squeezing the back ends) and the CD is inserted letter-side up.

If you have any questions give me a call -- I'm in the Systems Office T-F 8-12pm (x3884).

Pegasus Logon (or "which is the right road to Oz?"):

1. Dial 8400 or press <CR> twice if using a NET ONE connection.

2. Type c (space bar) ipc <CR>
   Response: connecting....(8) 2548c1 success

3. Press <CR>
   Response: NRC COMPTEN, INC. INTEGRATED...
   ENTER? FOR MENU
   ENTER TERMINAL TYPE NUMBER...

4. Terminal Type = 13 (for VT100)
   Type pegasus when you see...

   ```
   -----INFORMATION SYSTEMS & COMPUTING-----
   Please enter a Service Selection

        VM          PROFS and CMS Services
        COMPLETE    MVS Complete Services
        PEGASUS     UCSB Library Online Catalog
   ```

   and <CR> if/when you get...

   # PEGASUS
   Enter or Clear to Continue

5. If the following screen appears...

   # VM/XA SP

   ```
   USERID      --->
   PASSWORD--->
   COMMAND --->
   ```

   Type vmexit to return to #4 above.

6. If LOGOFF (in caps) on this next screen doesn't work, return to the NET/ONE (Ctrl-T, <CR>) and try logging on again...

   ```
   LOGON VEMEC
   HCPLG0053E VEMEC not in CP directory

   Enter one of the following commands:

   LOGON userid          (Example: LOGON VMUSER1)
   DIAL USERID           (Example: DIAL VMUSER2)
   MSG usermi message    (Example: MSG VMUSER2 ...)
   LOGOFF                (To return to VM Logo Screen)
   For assistance call extension 8218
   ```

4(

Melvyl Logon:

1. Dial 8400 or press <CR> twice if using a NET ONE connection.

2. Press <CR> until...
   Response: You may now enter Net/One commands.
   >
   >

3. Type c (space bar) sbmelvyl <CR>
   Response: connecting...(8)32978a1 success

4. Type @u <CR>
   Response: TCP trying...Open
   DLA LINE 510...Please Enter Your Terminal
   Type or Code or Type HELP for a List of Code

5. Type in your terminal type code: i99 <CR> for IBM PC's
   Response: Press RETURN for MELVYL Catalog -->

Logging off the NET/ONE:

1. Type stop (to close out both Melvyl and Pegasus)

2. After you get some sort of "logoff" response, or the Pegasus menu:
   Type Ctrl-T <CR>
   Response: You may enter Net/One commands.
   >

3. Type q to quit.
   Response: IDLE

4. Exit telecommunications software.

   It's important to logoff all online systems, including the NET/ONE, so the connection is completely clear for subsequent users.

Library Classrooms and Equipment

I. Classrooms.

Library Policy Statement 86-3 (attached) describes appropriate uses of Library classrooms and conference rooms. Rooms are scheduled as follows:

A. The Reference Department schedules three library classrooms:

1. Room 1414C (Curriculum Lab classroom)
   Beginning Fall 1990, Room 1414C will be routinely scheduled for all IS 1 and IS 100 class meetings, as well as librarywide MELVYL/PEGASUS online demonstrations.
2. Room 1575
3. Room 2575 (PEGASUS terminal room in reference collection)

To schedule a class in one of these 3 rooms, call the Reference Department secretary at 893-8147.

B. The Sciences-Engineering Library conference room is scheduled by the Sciences-Engineering Library Office staff at 893-2762.

C. The Special Collections conference room is scheduled for classes using Special Collections materials or for library committee meetings by Special Collections staff at 893-3062.

D. The second floor conference room is scheduled by the Library Administrative Offices staff at 893-2741.

II. Equipment.

A. The Reference Department schedules use of the following equipment:

1. DataShow (IBM XT with CD-ROM drive and DataShow pad).
2. 3M overhead projector with "hot cart."
3. 2 slide projectors with dissolve unit and "hot cart."
4. Portable screen.
5. TV monitor with "hot cart."
6. Wollensak 3M cassette system for advancing slides.

To schedule use of this equipment, call the Reference Department secretary at 893-8147.

B. The Curriculum Lab has a VHS VCR and an overhead projector, use of which can be scheduled by calling 893-3060.

C. The Reserve Book Room schedules use of the U-matic (3/4") VCR (located in Room 1571, one room over from Room 1575). Call 893-4183.

47   prepared by C. LaGuardia, 8/90

Use of Library Space

The University Library (Main Library and Arts Library) contains different types of space which is becoming increasingly in demand by various individuals and groups, both from within and without the Library. This policy statement is an attempt to provide a logical framework for the use of that space.

1. GENERAL OPEN STUDY AREAS

This includes everything from the open areas on the first floor to the right of the main entrance, to the eight floor rooms with views (8533). These areas are reserved for general study purposes. All other uses must be authorized by the University Librarian. It will be Library policy to allow such use only under extraordinary circumstances.

2. SMALL GROUP STUDY ROOMS

These are not reserved. They are available to patrons on a first-come, first-served basis.

3. CONFERENCE ROOMS

This group includes the conference room in the administrative area (3589-K), on the second floor (2523-C) and rooms 3591-A,B,C adjacent to the administrative area. These rooms are assigned by the secretary to the University Librarian. Use by groups external to the Library should be cleared with the University Librarian. As a general rule, rooms 3591 A,B,C will not be available for meetings during dead and finals weeks.

4. FACULTY CARRELS

These are assigned and supervised by the Circulation Department.

5. LARGE CONFERENCE ROOM (1575)

The basic purpose of this room is to provide space for Library-related lectures. The room is, therefore, under the supervision of the Reference Department. Use by groups external to the Library should be cleared with the University Librarian.

6. SPECIAL PURPOSE ROOMS

This category includes rooms such as the moderately sized group areas in Special Collections (3562-J), room 2511 in the SEL area, and room 1403-A in the Government Publications-Map and Imagery area. These are essentially available on a first-come, first served basis for study purposes. They are under the supervision of the Department Heads in these areas who may assign them to small groups for Library related meetings or classes.

Our basic principle in using and assigning Library space is the Library-relatedness of the activity. As a general rule, such space is not to be assigned to on-going classes from various disciplines.

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January 17, 1992

TO: Departmental Administrative Offices

FR: Art Battson
      Director of Instructional Resources

RE: 1992 Recharge Rates

The campus has recently approved the 1992 Instructional Resources rate schedule attached. The vast majority of rates have remained unchanged. New rates will not become effective until February 1, 1992. Prior commitments to your department will be honored at the 1990/91 rates.

Classroom display services will continue to be provided at no charge for all courses listed in the quarterly schedule of classes. These services include those offered by Buchanan Hall, Campbell Hall, Isla Vista Theaters, the Learning Laboratories, Media Equipment and Television Services. Film Ordering will continue their $75.00 per course per quarter film rental subsidy.

Production and engineering related services are available on a cost recovery basis although our production units (Artworks, Photography, Sound Recording and Television Production) offer limited services at no cost for classroom applications. Details are included in the attached rate schedule.

Instructional improvement grants for production services are also available through the Office of Instructional Consultation. Please call x2972 for details.

If you have any questions or need further information on our services or rates please contact the following individuals:

Laurie Eusey, MSO, Instructional Development, x8583
Laura Condon, Classroom Services Manager, x3549
Ray Tracy, Production Services Manager, x8014
Greg Low, Engineering Maintenance Supervisor, x3661
Dan Ringwald, Computer Repair Supervisor, x2102

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MEDIA EQUIPMENT

Contac Annelise Ryther at x3549

	1991-92 Approved	
Display labor rate	$12.00/hour	
Amplifier	$6.50/day	
Audio/Cassette	$7.00/day	
Cart	$6.00/day	
Computer/Mac SE30	$20.00/day	or $10.00/hour
Microphone	$6.00/day	
Mixer/Audio	$7.00/day	
PA/medium power	$11.00/day	
PA/portable/low power	$7.50/day	
PA/Yamaha	$50.00/day	
Projection Panel/LCD	$11.00/day	
Projection/Data/Video	$240.00/day	or $60.00/hour
Projector/movie/16mm	$10.00/day	
Projector/overhead	$10.00/day	
Projector/slide/35mm (2x2)	$9.00/day	
Projector/Video/VCR or Laserdisc	$60.00/day	or $30.00/hour
Record player	$6.50/day	
Speaker	$7.00/day	
Screen	$,0.00/day	
Television monitor/Laserdisc/cart	$30.00/day	or $15.00/hour
Television monitor/VCR/cart	$20.00/day	or $10.00/hour

N.B. All classroom display services supporting courses at the time and location listed in the current

UCSB schedule of classes are provided free of charge during the academic year (per Policy P-2300)

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X.   Publicity and Promotion

A.   Marketing library services
1.   Purpose and need
To inform potential users of the availability of library resources for their individual research needs.

2.   Library Media Fair
Quarterly seminars had been organized to introduce faculty and graduate students to online systems and searching techniques. As the library added various systems and numerous products, the seminar structure was evaluated and reorganized, resulting in a Library Media Fair. Open to faculty and graduate students, librarians demonstrated on six workstations various systems within a number of disciplines. Because of the staffing and time constraints in the past two years, the Media Fair has not been offered since.

3.   Departmental open houses
Government Publications Department presents an introduction to research sources and holds an open house each Fall quarter, geared to faculty and graduate students in the social sciences.

4.   Library newsletters
Various library departments and collection managers distribute newsletters to faculty and/or graduate students in relevant academic departments for the purpose of announcing new products and services, providing information on instruction services and collections, and providing instruction to access new online features. The Library distributes a newsletter, *In the Library*, to all faculty, to keep them abreast of library issues and new developments.

B.   Attachments
1.   Examples of promotion/announcement flyers

2.   Examples of outreach newsletters

3.   Campus Newsletters (list of campus and department publications in which to advertise)

an invitation to

GP

GOVERNMENT PUBLICATIONS DEPARTMENT

OPEN HOUSE

Wednesday, October 9, 1991
10:00 - 11:00 AM

and again on

Thursday, October 10, 1991
2:00 - 3:00 PM

Library, Room 1575

Janet Martorana
Rosemary Meszaros
x4109, x8724

UNIVERSITY OF CALIFORNIA, SANTA BARBARA
LIBRARY
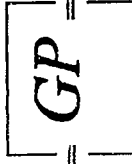
ADDITIONAL CD-ROMS AVAILABLE IN THE GOVT. PUBS. DEPT.

CONGRESSIONAL MASTERFILE 2

Contains citations, with abstracts, to Congressional publications, covering a broad range of subjects of interest including the areas of commerce, labor, economics, technology, health, education, welfare, defense, energy, conservation, and transportation.

COUNTY AND CITY DATA BOOK

Contains demographic, economic, and governmental data from federal agencies and private organizations. Covers land area, populations, households, vital statistics, health, crime, education, income, and labor force.

NATIONAL TRADE DATA BANK (NTDB)

Statistical data from publications and electronic data bases containing information from trade and export collections of 15 Federal government agencies. Data includes foreign investment, imports and exports, merchandise trade, world economic statistics, and foreign economic trends.

STATISTICAL MASTERFILE

Citations and abstracts to statistical publications published in the U.S. or by international intergovernmental organizations. Covers statistics on population, business and financial activities, domestic and international trade, government programs, health, and other economic, demographic, social, and political trends.

UNITED NATIONS DOCUMENTS AND PUBLICATIONS

Index to current documents and publications issued by the U.N.'s main principal bodies such as the General Assembly and the Security Council; special units of these bodies such as the Commission on Human Rights and the Children's Fund; and by main, standing and ad hoc committees such as the Committee on the Peaceful Uses of Outer Space.

CD-ROM DEMONSTRATION

We'll be demonstrating the following CD-ROMs:

GPO *(U.S. Government Printing Office)*

Citations to publications from 1976 to current, issued by U.S. government agencies including the U.S. Congress. Includes studies, fact sheets, maps, handbooks, subject bibliographies, and conference proceedings. Covers agriculture, economics, energy, public affairs, taxation, law, health, consumer issues, and the environment.

CENSUS '90 *(Reapportionment data)*

Quick access to statistics on population, racial and ethnic identity, and total housing units at the block, census tract, voting district, city and county levels for all states and the District of Columbia.

Please join us also on a tour of the closed stacks area of the Government Publications Department, where most of the over 700,000 documents are shelved.

RESEARCH SERVICES

Come hear what library services are offered through the Government Publications Department:

* *Class presentations to your students on reference sources and research methods for documents*

* *Bibliographic guides tailored to your specific course needs*

* *Selected new documents on display covering a wide range of disciplines*

* *Update on Census '90 information*

* *Step-by-step guides to using CD-ROMs*

NEWS UPDATE

Winter 1993

GP

US, California, and Local Documents on PEGASUS!

PEGASUS, UCSB's online catalog, now contains records of about 200,000 publications of the U.S. federal government, issued since 1976. The UCSB library owns most of these and staff at the Government Publications Dept. can assist you in locating the documents you find in PEGASUS. As mentioned in the last newsletter, publications from the California state government, issued since August 1992, can also be searched in PEGASUS. In addition, we have begun a project to make all local government documents issued by Santa Barbara City and County governments accessible through PEGASUS. Currently, records of Santa Barbara County environmental impact reports are being added to PEGASUS.

E-Mail Your MELVYL Search Results

Do you have an e-mail account? If you do, you can now use the MAIL command on MELVYL (UC's online catalog) to mail the results of your search to your electronic mailbox. No more scribbling MELVYL search results: just specify records from your search and send them to yourself in any available display format. To learn more about this feature, type "explain mail" at a MELVYL prompt.

E-Mail Reference for Faculty

If you have a government publications reference question, you can send a message to our departmental e-mail account (LB1ODOCS@UCSBUXA.BITNET). We check our e-mail box once daily Monday through Friday, and we'll respond with what information we can provide.

> To obtain an e-mail account, contact the
> Computer Center, 2326 Girvetz.

Census Update

The Public Use Microdata Sample (PUMS) will be available on CD-ROM this spring. The U.S. Census Bureau estimates a March 1993 shipping date.

Tax Forms

Yes, it's that time of year again! The following tax forms are available in the Government Publications Dept.:

FEDERAL: G.P. has giveaway copies of the basic 1040 family of forms and their instructions. Reproducible copies of 1040s and other schedules and forms are available for photocopying. All IRS tax publications explaining various aspects of completing tax forms are available on limited-loan circulation.

CALIFORNIA: G.P. has ONLY a reproducible set of all California tax forms and instructions - NO giveaway copies.

G.P. does not have tax forms for other states, but we can supply the address and phone number for those state agencies distributing forms.

For easy access, there is a set of both Federal and California reproducible forms by the photocopier located in the main Library hallway across from the G.P. Lobby entrance. Binders containing the reproducible forms may also be requested at the G.P. Service Desk. Giveaway 1040s and instructions are in the hallway outside the G.P. Lobby entrance. Post Offices also have giveaway copies of basic federal and California forms.

New Documents

New titles arrive DAILY. A few selected titles are listed below.

Development of recycling markets. Hearings. (U.S. Congress. House. Committee on Energy and Commerce.)

Fueling development: energy technologies for developing countries. 1992 (U.S. Office of Technology Assessment.)

The global AIDS strategy. (World Health Organization. WHO AIDS series. #11.)

Long-term monitoring of biological r''versity in tropical forest areas: methods for establishment and inventory ' permanent plots. 1992 (United Nations Educational, Scientific and Cultural Organization. M digest. no. 11.)

Natural resources damage assessment: information on study of seabirds killed by Exxon Valdez oil spill. 1992 (U.S. General Accounting Office. Report. GA 1.13:RCED-92-22.)

Returning Persian Gulf troops: first year findings. 1992 (U.S. Dept. of Veterans Affairs.)

Strategic options for Latin America in the 1990s. 1992 (Organisation for Economic Co-operation and Development.)

If you would like to confer with a librarian about your research needs using government publications, please call x4109, x8724, or x2863:

Barbara Ceizler Silver	Education, Communications, Geography
Carol Doyle	Anthropology, Sociology, British History
Janet Martorana	Economics, Environmental Science
Rosemary Meszaros	Area Studies, Women's Studies, Military Science, History
Lucia Snowhill	Political Science, Law & Society

INSIDE

SCIENCES-ENGINEERING LIBRARY

October 15, 1992   Number 92-3

FROM THE HEAD OF SEL

So long.....

It's been a great couple of decades, but VERIP II made a retirement offer Al Krichmar and I couldn't refuse.

Al was one of the pioneers in establishing and expanding computer searching services within the UCSB Library. While a member of SEL, he served as collection manager and reference specialist in speech and hearing, computer science, and electrical engineering.

As for myself, I will genuinely miss working with many of you, some of whom I have known since my first position as map librarian in 1967. In particular, I would like to say thanks to those of you in Environmental Studies, the Geography and the Geological Sciences Departments. Your interest, your support and your students have made each year of work in the UCSB Library an enjoyable one for me.

Bob Sivers

COMING SOON...

Several additional databases will soon be available for you to search.

❖ ETDE [Energy Technology Database] CD-ROM

❖ GeoRef on MELVYL

❖ INSPEC on MELVYL

❖ MGA [Meteorological and Geoastrophysical Abstracts] on CD-ROM

NEW CD-ROMS

The Sciences-Engineering Library has two new CD-ROMs available:

Aerospace Database (1988+). Worldwide coverage of aerospace engineering. Disciplines include remote sensing, atmospheric and space sciences, propulsion, energy production and conversion, and laser and robotic technologies. .

Wildlife Review & Fisheries Review (1971+) Surveys selected literature on mammals, birds, reptiles, amphibians, and fish. Coverage includes studies of economically important species, hunting, wildlife behavior, management techniques, diseases, parasites, fish culture and propagation, limnology and oceanography, genetics and behavior, and natural history.

FAX PROGRAM ADDS UCSD BIOMED

The Sciences-Engineering Library has added the Biomedical Library at UC San Diego to the libraries participating in the Fax Program. The MELVYL code is "UCSD BIOMED." If UCSB does not own a periodical and UCSD BIOMED does, you may request a copy of the article at the SEL Reference Desk. Please note that the UCSD Medical Center Library (MELVYL code "UCSD MCL") does *not* participate in the Fax Program. As always, UCSB faculty, students, and staff are eligible for this service.

REFERENCE GUIDES AVAILABLE

SEL librarians have recently created or updated reference guides on a variety of subjects. These guides will help students locate library resources they may need. All of these guides are available at the SEL Reference Desk.

• Artificial intelligence
• Astronomy
• Beach erosion in the Santa Barbara area
• Computer science
• Earth and atmospheric sciences
• Earthquakes and volcanism
• Electrical and computer engineering
• Electronic sources in astronomy*
• Electronic sources in mathematics*
• Electronic sources in physics*
• Energy
• Environmental studies
• Geography information on CD-ROM
• Geoscience information on CD-ROM
• Marine science
• Mathematics
• Physics
• Radon
• Remote sensing of earth resources
• Robotics
• Semiconductor devices
• Speech and hearing
• Statistics
• Water resources
• Wave electronics

* Resources available on the Internet

LIBRARY BUDGET

The Library's collection budget is tight this year and a serials cancellation project may be necessary. As more details become known, librarians will consult with faculty about titles to be trimmed.

University of California, Santa Barbara

WHERE ARE THOSE BOOKS?, PART I

The books in question are a set of the UCSB Library's List of Serials which were kept at the SEL Information/Reference Desk. Recent visitors to SEL have asked about *those books*. Since the List of Serials was last printed in March 1990, they include no information about cancelled journals or newly added titles. We hope to have a short printed list of our current subscriptions available for your use later this quarter.

KEYWORD ACCESS ON PEGASUS

PEGASUS now has keyword access. Keyword is helpful if you are unsure of the exact author, title, or subject or when you need to combine terms, such as author and title.

To search by keyword:

- **Type k followed by the word(s) you want to search.**
  Example: *k quarks*

- **Broaden you search by using OR.**
  Example: *k geoscience or geology* [retrieves items that have either geoscience or geology]

- **Narrow your search by using AND.**
  Example: *k chemistry and organo-metallic* [retrieves items that have both chemistry and organometallic]

- **Use truncation to retrieve various forms of a word.**
  Example: *k comput?* [retrieves computer, computers, computing, etc.]

- **Limit by language.**
  Example: *k biology and spa.la.*

- **Limit by date.**
  Example: *k algebra and 1992.dtl.*

- **Limit by format.**
  Example: *k environment? and s.fmt.* [retrieves serials only]

NOTE: Periods are used both before and after the limiting field names (such as .fmt.)

WHERE ARE THOSE BOOKS?, PART II

Long-time users of the SEL collection may have noticed that many materials have moved over the summer. Two projects are responsible for all the shifts. First, we have enlarged our Reference Area next to the SEL Desk, incorporating many reference works that had been scattered through the collection. You will now find such items as the Beilstein, Gmelin and Landolt-Bornstein handbooks, and the Sadtler spectra collections in the area to the left of the desk (as you face the desk.) Also there are all the science materials classed in the Z's, including books on computer software, bibliographies, and such indexes as *Science Citation Index, Index Medicus*. and *Zoological Record*.

Second, we have made room for more new materials in the main SEL stacks by shifting our other indexes. This was to avoid sending more primary books and journals to the Annex due to lack of space. In general, any index which we have in electronic form (MELVYL or CD-ROM) has been sent to the Annex, as have cancelled indexes. The remaining indexes (including back volumes not available electronically) are in the section near the SEL MELVYL terminals, between the SEL desk and the card catalog. The beginning of the main SEL stacks (G-GC, Q1) are being moved into the vacated index area, and the rest of the stacks will be shifted to take advantage of this space as the year rolls on.

All the index and reference shifts will be reflected in PEGASUS later this year. We hope the temporary confusion will lead to better access to the primary books and journals in the long run. If you need help finding any material, as always, please check with us at the SEL Reference Desk.

RESEARCH CONSULTATION

INSPEC. COMP. ASFA. Agricola.

Not long ago, these names would not have been important to your research. Today, however, the Library provides these and other databases for you to search for the information you need. Knowing which one(s) to use and how best to find the information you need is not always easy.

The librarians in SEL are happy to meet with faculty or students doing library research. They can provide individual consultations as well as assistance and instruction for larger groups and classes.

Librarians can recommend MELVYL databases and CD-ROMs that would be most likely to contain the information you need, and can provide instruction and guides for searching PEGASUS, MELVYL, and CD-ROMs.

If you would like to confer with a librarian about your research needs, or if you would like to arrange instruction for a class, please call Duane Anderson at x2762.

MELVYL AND YOUR PC

Have you ever wished that you could download your MELVYL search results to a disk? You may be in luck. If you have an e-mail address, you can now send your search results to your address. This makes it easy to peruse them, download them, or print them on your microcomputer or workstation. [To learn more about the e-mail feature, type "show exp 52" at a MELVYL prompt.] With your printed search results in hand, you can use your time in the library more efficiently.

Another new feature is the TAGS display format. This format allows you to download MELVYL records which have each record part (e.g., author, title, year, etc.) separated by two-letter tags. This eases importing into databases, especially personal bibliographic software programs for Macintoshes or PCs (such as EndNote, Pro-Cite, or Papyrus). Using the TAGS format can help you create reference databases, which when used with a bibliographic database manager, will generate formatted bibliographies. [To learn more about this feature, type "show exp 51" at a MELVYL prompt.]

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CAMPUS NEWSLETTERS

The following is a list of newsletters issued by various departments on campus, along with contact names and numbers.

GENERAL

Name of publication: **93106**

Contact person: News & Communications Office
Phone number: x4620

Frequency: Weekly

Distribution: UCSB Faculty and Staff

Name of publication: **Campus and Insight**

Contact person: Judy Watts
Phone number: x8735

Frequency: Weekly, (may be added to E-Mail with additions and corrections daily)

Distribution: Campuswide

Name of publication: **Daily Nexus**

Contact person: Advertising Office (x3828); News Office
                   (x2691)

Frequency: Weekdays during school year, weekly in summer session

Distribution: Campuswide

Name of publication: **Exploration**

Contact person: Lindsey Reed
Phone number: x3667

Frequency: Fall and Spring

Distribution: Undeclared Lower division students

Name of publication: **Grad Division News**

Contact person: Susan Hart
Phone number: x2398

Frequency: Fall and Spring

Distribution: Graduate students

Name of publication: **The Grad Newsletter**

Contact person: Daryl Carr
Phone number: x3824

Frequency: Quarterly

Distribution: Graduate students

Name of publication: **Honors Newsletter**

Contact person: Lindsey Reed
Phone number: x3667

Frequency: quarterly

Distribution: Undergraduate Honor students

Name of publication: **Inside Wave**

Contact person: Associated Students
Phone number: UCen Room 3177, x8849 or x2566

Frequency: Weekly, on Wednesdays, throughout school year

Distribution: Campuswide

Name of publication: **REACH**

Contact person: Eric Dahlin
Phone number: x2208

Frequency: Monthly during session

Distribution: Computer newsletter to the Humanities Faculty and Graduates

HUMANITIES

Department: Art History

Name of publication: **Art History Newsletter**

Contact person: Sharon Karlskint
Phone number: x2454

Frequency: Monthly

Distribution: Faculty, Graduate students, Undergraduates

Department: English

Name of publication: **The Bard**

Contact person: Delta Giordano
Phone number: x3479

Frequency: Irregularly

Distribution: Faculty and Graduate students

Department: Film

Name of publication: **Filmnotes**

Contact person: Marti Mangan
Phone number: x8675

Frequency: Quarterly

Distribution: Undergradutes

Department: Film

Name of publication: **Trailer**

Contact person: Marti Mangan
Phone number: x8675

Frequency: Four times a year

Distribution: Alumni

Department: Religious Studies

Name of publication: **Religious Studies Newsletter**

Contact person: Kimberly Labor
Phone number: x2744

Frequency: Once a year during the summer

Distribution: Available upon request (distributed internationally)

Department: Spanish

Name of publication: **Tinta** (in Spanish)

Contact   on: Herlinda Ramirez-Baradas
Phone   er: x3161

Frequency: Irregular

Distribution: Graduate students (Cost: $2.50 or higher)

SCIENCES

Name of publication: **Neuroscience Research Program**

Contact person: Steve Bernstein
Phone number: x4721

Frequency:

Distribution:

Department: Biology

Name of publication: **This Week in Biology**

Contact person: Angie Gallagher
Phone number: x2405

Frequency: Weekly

Distribution: Faculty members

Department: Chemistry

Name of publication: **UCSB Chemist Association Newsletter**

Contact person: Christine Simms
Phone number: x2638

Frequency: Once a year

Distribution: Alumni, Faculty, Graduates, Post-doctorates

Department: Engineering Materials

Name of publication: **Material Witness**

Contact person: Karen Gundensen
Phone number: x8888

Frequency:

Distribution:

Department: Environmental Studies

Name of publication: **The Messenger**

Contact person: Jeane Summers
Phone number: x2968

Frequency: Irregularly

Distribution: Graduate students, Faculty members and
                Undergraduates

Department: Geological Sciences

Name of publication: **Alumni Newsletter**

Contact person: Patty Kelly
Phone number: x4831

Frequency: Yearly

Distribution: Alumni

Department: Geological Sciences

Name of publication: **Week To Be**

Contact person: Patty Kelly
Phone number: x4831

Frequency: Weekly

Distribution: Faculty and Graduate students

Department: Marine Science

Name of publication: **Currents**

Contact person: Jo Anne Sharpe
Phone number: x3764

Frequency: Every two weeks

Distribution: Marine Science Institute Staff

SOCIAL SCIENCES

Department: Anthropology

Name of publication: **The Informant**

Contact person: Linda Sanchez
Phone number: x2257

Frequency: Weekly

Distribution: Graduate students and Undergraduates

Department: Black Studies

Name of publication: **Elimu**

Contact person: Dr. Richard Turner
Phone number: x4245

Frequency: Three times a year

Distribution: Faculty, Graduate students, Undergraduates, available upon request

Department: Chicano Studies

Name of publication: **Notes from the Chair**

Contact person: Jim Vieth
Phone number: x3012

Frequency: Irregularly

Distribution: Available upon request

Department: Communication Studies

Name of publication: **Interactor**

Contact person: Tatiana Howard
Phone number: x4479

Frequency: Bi-annually

Distribution: Graduate students, Faculty members and
                    Undergraduates

Department: Economics

Name of publication: **The Forecaster**

Contact person: Katie Bridgewater
Phone number: x2205

Frequency: Every other week

Distribution: Graduate students only

Department: History

Name of publication: **Historia** (for History Alumni Assoc.)

Contact person: History Alumni Association
Phone number: x2288

Frequency: Once a month

Distribution: Graduate students, Faculty members and
                    Alumni

Department: Political Science

Name of publication: **McGrad**

Contact person: Department Office
Phone number: x3431

Frequency: Weekly

Distribution: Graduate students

Department: Political Science

Name of publication: **Department of Political Science Newsletter**

Contact person: Department Office
Phone number: x3431

Frequency: Every 2 to 3 weeks

Distribution: Faculty and department members

Department: Psychology

Name of publication: **Psych City Tribune**

Contact person: Sherri Jones
Phone number: x2791

Frequency: Weekly, via electronic mail

Distribution: Within the department

Department: Sociology

Name of publication: **Sociology Sentinel**

Contact person: Norma Marquez
Phone number: x3630

Frequency: Once a week

Distribution: Faculty members and Graduate students

XI.   Future Directions

Our overall direction for this program is to increase user self-reliance.
Library instruction should be incorporated into every aspect of the library:
the physical arrangement, signage, subject guides to resources, floor plans,
etc. Within each of the specific categories briefly described below, this one
factor is the key to the success of each.

The basic goal, to teach users the effective use of the library and its
resources, has not changed: the library, its resources, and the methods of
teaching them have changed and are continuing to evolve. Technology has
created new materials to teach, and new methods of teaching. The growing
number of online systems, from bibliographic catalogs to CD-ROM
products; the increasing use of the Internet; and new developments in
computer programs, including word processing and display graphics, all
provide a wealth of new materials and methods in instruction.

Keeping current with these new developments is essential in remaining
effective as instructors. On-going training in the use of all this technology
becomes an imperative. A minimal level of familiarity with new products
and systems is necessary for their effective incorporation in instruction.
This level of competence comes not just from training but also with time to
practice, explore, compare and discuss. Computers and Internet connections
for librarians become essential for maximizing instructional methods and
faculty outreach.

Structural changes include lower staffing levels available to reach the
objectives of this program. Instruction has been continually evaluated with
time efficiency and program effectiveness as criteria. As we look toward
the future and formulate directions and goals, these factors must be taken
into consideration. Currently we are concentrating on the program as it is
presently laid out. If staffing increases, more time and energy will be
available to work on expanding instruction in ways identified below.

Specific Directions

1.   Instruction Outside the Library

We have already made headway in moving instruction outside the library.
As we continue to progress in the direction of scholars' workstations, and as
more and more users become more technologically adept, our challenge is to
make instruction go beyond the library's walls: to faculty offices, residence
halls, etc. This relies heavily on campus support for wiring to accommodate
online demonstrations as well as on library staffing levels.

2.   Computer-Assisted Instruction

Development of CAI modules can be investigated for library instruction.
This could serve to greatly increase self-reliance of users. Funding and time
to develop such a system are considerations to its success.

3.   Outreach to Campus

Campus organizations and committees can be reached by means of liaisons and/or contributions to the groups' newsletters; library programs, lectures, and/or guides to library resources can be coordinated with campus events and activities; faculty orientations could be held in the library; and the library can be showcased by holding open houses.

4.   Training/Instruction for Librarians

Continue quarterly programs for librarians offering information on instructional issues. Explore bringing in guest lecturers to speak on instructional information and/or techniques.

5.   ADA Concerns

Accommodations are made for special service and/or instructional needs by use of formats other than print and by focusing efforts to make all of its facilities accommodating the needs of all users.

Monitoring technological developments/directions:

Systems Director
Computerized Information Services Coordinator
Working Group on Enhanced Information Service (WGEIS)
User Instruction Program Coordinator
Library Instructional Services Committee (LISC)
PEGASUS Public Services Task Force (guides to use of PEGASUS for user
        training/distribution; design of public access screens)
MELVYL user group liaison

XII. Appendices

1. Sample memos/letters to faculty for outreach/instruction

2. *Designing Effective Library Assignments*

3. Pointers to instructors on giving lectures: *Lecture Basics*

4. Guide for instructors on questioning: *The Use of Questioning*

[GENERAL INSTRUCTION - 1]

[Date]

TO: [Dept] Faculty

FROM: [Librarian]

RE: Library Instruction Services

The library offers instructional and orientation services to assist you and your students.
If you're planning on assigning projects or papers requiring the use of the library, I
would welcome the opportunity to provide a presentation to your students, which can
prevent hours of student frustration. I can tailor lectures to the needs of your class,
describing our resources and research methods.

Please call me if I can help you individually or to provide a presentation to your class.
I look forward to your questions, comments, and requests.

FAC-LET

[NEW PRODUCT]

[Date]

TO: [Faculty Library Liaison or Dept. Hd.]

FROM: [Librarian]

RE: New product

We just recently purchased a new CD-ROM product that your faculty and graduate students might like to know is available. It is the _____ and covers subjects such as _____. I would appreciate the opportunity to come to one of your department meetings to demonstrate this product, provide guides to its use, and answer any questions you might have. If that is not feasible, I can arrange to meet with any interested individuals. I look forward to hearing from you.

FAC-LET1

[GENERAL INSTRUCTION - 2 (IN LIBRARY)]

[Date]

TO: [Dept] Faculty

FROM: [Librarian]

RE: Library Instruction Services

Library Room 1575 has been converted to a library instruction classroom and has been set up to accommodate computer demonstrations. I would welcome the opportunity to provide a presentation to your students, describing our resources and research methods. I can tailor lectures to the needs of your class, and demonstrate the online resources available to them.

Please call me if I can provide a presentation to your class, or if I can demonstrate one of the systems to you individually. I look forward to your questions, comments, and requests.

FAC-LET2

[NEW FACULTY LETTER]

[Date]

TO: [New faculty member]

FROM: [Librarian]

RE: Library Instruction Services

I saw your name listed with new faculty appointments and wanted to make sure you were aware of some of the special services the library offers. We provide instructional and orientation services to assist both you and your students. I would welcome the opportunity to provide a presentation to your students, describing our resources and research methods. Library Room 1575 has been converted to a library instruction classroom and has been set up to accommodate computer demonstrations. Please call me if I can provide a presentation to your class, or if I can demonstrate one of the systems to you individually. I look forward to your questions, comments, and requests.

FAC-LET3

[FACULTY INTERESTS SURVEY]

[Date]

TO: [Dept] Faculty

FROM: [Librarian]

RE: Collection Development and Library Instruction

It has been sometime since I have formally surveyed your teaching and research interests for the purpose of collection development. So that I can better anticipate your needs, would you take a few minutes to respond briefly to the issues below? I would appreciate a response by _____.
(Please feel free to use additional space on the back to respond.)

Name _____

1.   Current research interests:

2.   Anticipated research interests:

3.   Publishers in your area(s) of interest:

4.   If there are topics, authors or journals that you/your students feel should be better represented, please list:

5.   If you are working with any graduate students whose research should be taken into account as I acquire materials for the collection, please list their names and I will forward this survey to them:

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6.   Please list classes which you are teaching that have assignments requiring use of the library (and please attach assignment):

7.   Are there any assignments for which you would like a library guide developed or a lecture given on library resources? Please list, or give me a call at [phone #]:

Thank you for your timely response!   70

To: Dance Department

Faculty, Students, & Staff

Fr: Sylvia Y. Curtis, Librarian for Dance Resources

Re: UCSB Library

During the next several weeks, I hope to talk with each of you about library services and resources. This note summarizes some of the information I want to pass along regarding the library, computerized sources and the instructional and research assistance I extend to you. Please feel free to call/contact me:

Office: 2922 or 3992
Reference Office (messages): 8147
FAX: 893-4676
email: lb10curt@ucsbuxa.bitnet
email: sycsb@uccmvsa.bitnet

WILL YOUR CLASS BE DOING LIBRARY RESEARCH?

If so, I would like to give them a brief *introduction to library research* in their area. I usually highlight both print and computer sources in their area of study, steps to take in compiling a bibliography, and look at some of the specialized dance reference materials.

TOURS FOR NEW FACULTY/MAJORS/VISITING SCHOLARS

I would be glad to give a more specialized orientation to library services and resources for dance majors, faculty and visiting scholars, upper division classes, etc.

RECOMMENDATIONS FOR NEW MATERIALS

Particularly in these times of constricted budgets, your suggestions for new materials are a critical component of the selection process. Do let me know what materials you need to accomplish your teaching and research goals.

LOCATING NEW MATERIAL AT THE UCSB LIBRARY

Whether it's a *video, audio-cassette, new audio recordings, current journal issue (or back issues), monograph, microprint or other format,* the best place to begin a search for UCSB library holdings is through PEGASUS, the UCSB on-line catalog. Free access to PEGASUS is available via modem from your computer. See attached on MELVYL & PEGASUS connections.

over

LOCATING JOURNAL ARTICLES

The UCSB Library has both print and computer access to journal articles in all academic areas:

CDs: Free print outs (or downloads to diskettes) of citations to articles in the social sciences, humani.ies, government publications, sciences, etc. Sources range from article citations, abstracts, to full-text of articles, as well as specialized statistical, census, and scientific data. A partial list of CDs available is attached.

MELVYL, the UC systemwide catalog, provides access to selected article databases. Free access to MELVYL is available via modem from your computer. See attached on MELVYL & PEGASUS connections. You will need a password, available for free from the Science Engineering Library (SEL), Reference Dept. office or the Arts Library.

UNIVERSITY OF CALIFORNIA CAMPUS LIBRARIES

MELVYL, the UC systemwide catalog, provides information on the cataloged holdings of libraries in the UC system. Free access to MELVYL is available via modem from your computer. See attached on MELVYL & PEGASUS connections.

OTHER UNIVERSITY CATALOGS:

Interested in the library holdings of Dartmouth, Harvard, or other universities outside of the UC system? MELVYL provides access to several other university catalogs. Access is via password, available from the Science Engineering Library (SEL), Reference Department offices and Arts Library.

COMPUTER DEMONSTRATIONS

If you have established access to MELVYL and/or PEGASUS from your office computer, I would be glad to give you and your colleagues a session on using these computer systems, either at the library or at your workstation.

liasd.doc October 1992

Designing Effective Library Assignments

Course-related library assignments can be an effective way to introduce students to library research if they are designed well. The following guidelines suggest ways of ensuring students do have a positive experience while using the library as a means of learning.

1. Talk with a Reference Librarian Before the Assignment.

Librarians can help you design an effective library assignment to achieve your course goals. If you send the appropriate librarians a copy of your assignment before it is distributed to the class they will be ready to help your students when they come in to do their research.

2. Assume Your Students Have Minimal Library Knowledge.

Many students don't understand the intricacies of subject headings, periodical indexes and abstracts, or library online systems. Some students may never even have been in a research library before.

3. Develop a Written Library Assignment Sheet.

Give students a clearly written description of the assignment: what it involves, what types of sources you want them to use, etc. Please give them complete citations (librarians can help) for specific works.

4. Avoid a Mob Scene.

Dozens (or hundreds) of students trying to use just one book or look up a particular article usually leads to chaos, as well as loss or mutilation of library materials. A librarian can suggest a variety of tools to "amortize" the number of students over different sources.

5. Please, No Scavenger Hunts.

Dozens (or hundreds) of students searching for obscure facts can also cause chaos and teaches students nothing useful about research.

6. Check the UCSB Library ACTUAL Holdings.

Students will be very frustrated (and the library assignment cannot be successful) if the material they are being assigned to use does not exist, has been discarded, or is checked out. Use the Reserve Book Service for materials that many students need to use in a short time period.

7. Teach Research Strategies When Possible.

Invite a librarian to give a presentation to your class of a list of steps involved in the research assignment and to discuss different types of material and means of accessing it.

With a little lead time, librarians can give your class instruction and computer demonstrations as well as printed materials geared specifically to your course assignment. Call 893-8147 to arrange a class.

LECTURE BASICS

(adapted from "Improving Lectures," by William Cashin, *Idea Paper* No. 14, Center for Faculty Evaluation & Development, Division of Continuing Education, Kansas State University, September 1985)

Provide overview
Present lecture
Recap major points

Preparation and Organization

1. Fit the lecture to your audience
    Relate the lecture to your student's needs and interests; relate lecture to levels appropriate to the abilities of your students.
2. Select the topic
3. Decide what you want to accomplish
4. Prepare an outline
5. Organize your points
6. Decide upon minor points
7. Select examples
8. Anticipate problem areas

Presentation and Clarity

1. Provide an introduction
    Let students know what you will be covering.
2. Present an outline (on the board, provide a handout, describe verbally, etc.)
3. Speak clearly and loud enough to be heard
4. Avoid distracting mannerisms
5. Emphasize principles and generalizations
6. Repeat your points
7. Stress important points
8. Pause
9. Recap what you have covered

Motivation and Interest

1. Use effective speech techniques (do NOT read your lecture; vary your inflection, gestures, position, pace of lecture, etc.)
2. Be enthusiastic
    Discuss ways in which you find the material interesting.
3. Start with a question, problem, or controversy; or use these to demonstrate relevance

4. Be relevant

   Use examples of how the course may be useful in their majors and careers.
5. Use AV
6. Use humor
7. Provide change

   Introduce some kind of change about every 15 minutes to maintain interest, such as stopping for questions, putting a transparency on the overhead, moving to a different part of the room, summarizing the materials, changing the topic, etc.)
8. Experiment with alternative learning methods (lecture, discussion, hands-on, etc.)

Feedback and Teacher-Student Interactions

1. Look at your listeners
2. Solicit questions
3. Use discussion techniques
4. Use praise

   Positive comments are more effective than negative comments in stimulating learning, and tend to build self-confidence. When giving negative feedback, make it clear that it is a comment on the particular performance, not upon the student as a person.
5. Stress understanding more than facts
6. Increase eye-contact
7. Encourage active participation

   Students need to be involved if there is to be "learning."
8. Provide a good model for the students: be human.
9. Self-evaluation

   What did you like/dislike about your lecture? What will you continue to do? What could you do differently next time?

References

Cashin, William. "Motivating Students," *Idea Paper* No. 1, Center for Faculty Evaluation & Development, Division of Continuing Education, Kansas State University, August 1979

Roberts, Anne and Blandy, Susan. *Library Instruction for Librarians*, 2nd rev. ed., 1989. [Z711.2R6 1989]

Ronkowski, Shirley. *TAs as Teachers: A Handbook for Teaching Assistants at UCSB*, 1991 ed.

THE USE OF QUESTIONING

(adapted from "Questioning in the College Classroom," by Ronald Hyman, *Idea Paper* No. 8, Center for Faculty Evaluation & Development, Division of Continuing Education, Kansas State University, August 1982)

Purpose of Questions

1. To diagnose a student's degree or level of understanding
2. To involve the student, help keep the student alert
3. To test a student's knowledge and understanding
4. To review, restate, and/or summarize fundamental points
5. To provide a springboard for discussion, stimulate creative imagination, and/or obtain ideas to which class members can react
6. To maintain discipline or stop a student from disrupting the class

Tactics for Questioning

1. Be patient
   After asking a question, wait for a response (at least four to five seconds) before answering the question yourself, repeating it, rephrasing it, modifying it, calling on another student to answer it, or replacing it with another question. Waiting for an answer expresses your expectation to receive a response and your willingness to listen to it.
2. Involve the students
   Call on your students to paraphrase or summarize what you have just said.
3. Ask only one question at a time
4. When student questions are desired, request them explicitly, wait, and then acknowledge student contributions.

Tactics for Fielding Student Responses/Questions

1. Positive feedback
   Give strong, positive feedback for a correct or excellent response (e.g., "excellent answer," "absolutely correct," "that's a good question," or "thanks for asking that," as opposed to "O.K.," "hm-hm," and "all right").
2. Respond to student
   Answer the student's question directly as often as possible, and build on the student's response.