

UC Irvine Libraries Update

A Newsletter for Faculty

From the University Librarian

The Teaching Mission of the Libraries

Historically, the UCI Libraries have played an active role in educating the students at UCI. Librarians work collaboratively with faculty in the classroom, and also teach a series of library classes and workshops. Last year our librarians taught over 16,000 participants the skills they need to effectively find, critically select, and expertly manage information. These skills are essential for students,

✿ Last year our librarians taught over 16,000 participants the skills they need to effectively find, critically select, and expertly manage information.

not only for their university studies, but also to enhance lifelong learning, and to contribute to success in their careers, and as active citizens and members of their communities.

The positive responses we received regarding our campus instruction program convinced us of the importance of extending this instruction to high school students in Orange County. Our new SPIRIT program (School Partnership for Instruction, Research, and Information Technology) was established last year and provides library outreach partnerships with ten high schools. Through this program, our librarians help students become more competitive for admission to a University of California campus, prepare them for the demanding work that will be required of them once they are admitted, and assist them in completing their studies and graduating.

Articles in this issue give more details about both of our programs. UCI Librarians are particularly interested in pursuing opportunities to work with faculty to provide general or specialized instruction to undergraduate and graduate students. We welcome your interest in working with us or suggestions on improving our programs.

Gerald J. Munoff
University Librarian



As University Librarian Gerry Munoff notes, the ability to function successfully in the 21st century requires knowledge of and facility with a rapidly changing information environment. In a university setting, achievement is closely related to how well students navigate the often-treacherous terrain of the modern academic library, in all its traditional and virtual forms. Over the past several years, the UCI Libraries have designed and implemented programs to assist in this navigation for both currently enrolled students and high school students we hope to see here in the future. The following two articles describe some of our outreach and instruction efforts. Angela Yang, Outreach Services Librarian and Steve MacLeod, Head of the Main Library's Research and Instructional Services Department, discuss the inaugural year of the Libraries' SPIRIT (School Partnership in Instruction, Research, and Information Technology) Program. In her article on "Library Instructional Services: Outreach to the Campus Community," Instructional Services Librarian Catherine Palmer explains the goals and outlines the components of the Libraries' exceptionally active teaching program.



University-School Outreach Librarian Michael Martinez assists a student during instruction.



The UCI Libraries

SPIRIT Program (School Partnership in Instruction, Research, and Information Technology)

The UCI Libraries have had a well established outreach services program in place for the last decade. Outreach to the local Orange County community during this period has been the responsibility of Angela Yang, Outreach Services Librarian. In the last few years the Libraries have been working collaboratively with other campus units to expand our outreach program into the communities from which UCI recruits students. In Fall 1999, with additional funding provided by Vice Chancellor for Student Services Manual Gomez as part of the Academic Unit Initiatives program, the Libraries established the School Partnership for Instruction, Research, and Information Technology Program (SPIRIT Program). The grant supports the creation of a pilot program which will lay the groundwork for a long-term partnership between the UCI Libraries and target Orange County high schools to help increase the number of students who meet and exceed UCI admissions requirements. The new project is designed to forge closer relationships between the UCI Libraries and ten designated Orange County high schools. The goals of the program are to:

- ❧ Teach life long learning skills to high school students;
- ❧ Enhance the academic performance and readiness of the students by teaching them library research skills and information competence;
- ❧ Facilitate student and teacher access to, and use of, scholarly electronic resources;
- ❧ Increase student understanding and confidence related to functioning in a research university environment; and
- ❧ Support efforts to increase the number of UC-eligible students at target high schools that attend and graduate from UCI.

In January 2000, Michael Martinez became the first University-School Outreach Librarian and he and Angela started working on the project. They have worked closely with individuals from the Center for Educational Partnership, UCI faculty assisting in the Santa Ana Teacher's Institute, local high school and public librarians, and other librarians and staff from the UCI Libraries. A great deal of thoughtful preparation took place before the first group of high school students came to UCI. Preparations included the design of student assessment tools, evaluation forms, syllabi for library instruction based on the class assignments, an instructional packet for the students, the identification of additional assistants for the library instruction session, and obtaining printing and lunch cards for students. With the assistance of the Center for Educational Partnership, ten target high schools were identified. Fieldwork and analysis of the ten schools included:



SPIRIT Librarian Michael Martinez conducts a class for high school students.

- ❧ Letters to high school principals;
- ❧ On-site principal/teacher meetings and orientations to introduce the program and to identify teachers and classes with library research assignments;
- ❧ On-site assessment of technological support available at the high school classroom and library; and
- ❧ The development of assignments and lesson plans, in coordination with interested teachers that require students to use scholarly library and Internet resources.

The UCI Libraries provided pre-orientation sessions at the local high schools. Those sessions provided the students with an introduction to the program and to the research resources they would use when visiting the UCI Libraries. High school classes were then invited to campus for a one-day, campus-based and library/information-centered learning experience. The on-campus sessions included a library training and orientation program so students could complete their library assignments with the help of peer trainers. A campus tour and lunch with UCI students in the dorms followed the training. Students and teachers completed pre- and post-visit evaluations as part of the program.

We view this first year of the SPIRIT Program, as a learning and experimenting year. We are now reviewing the feedback that students, teachers and

principals provided to us. Based in part on this feedback and on our own assessment and evaluation of the program, we will be reviewing and revising our plans for SPIRIT, year two. For further information about the SPIRIT Program please contact:

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The UCI Libraries Instructional Services Program

Library Instructional Services: Outreach to the Campus Community

Faculty members who are active in research and teaching cannot help but be aware of the growing number, complexity, and sophistication of information resources available in all academic disciplines. Faculty and students routinely rely on remote access to electronic information in order to achieve educational objectives. At the same time, the UCI Libraries continue to acquire and maintain, and faculty continue to use and expect their students to use, traditional materials like books, print journals, and microform collections. With all of this information available in multiple formats, it is easy for faculty and students (and librarians!) to feel overwhelmed by the challenges of conducting research in an increasingly complex information environment.

The Libraries' Instructional Services Program is designed to provide opportunities for faculty and students to learn how to locate and use information resources that support research in their areas of study. From July 1998 through June 1999, the UCI Libraries sponsored 627 instruction sessions (including tours and orientations) for a total of 16,093 participants. In the first two quarters of this academic year, we offered 435 sessions with a total of 10,384 participants.

Although there are instruction sessions designed to meet the needs of users at all levels of research ability, in all schools, departments and disciplines and at all academic levels from incoming freshman to senior faculty members, the majority of the instruction the libraries provide is course-based. Librarians work with faculty to integrate into classes sessions that teach students how to use library resources in order to complete research projects or assignments for a particular course. Course-based library instruction is a very effective way to introduce students to the academic research tools in particular disciplines.

Students benefit most from course-based instruction in subject-specific library research when they have a basic understanding of the underlying principles of identification, location, use and evaluation of information resources. In order to help students build a foundation of knowledge about the organization and use of information, the Instructional Services Program coordinates and provides introductory-level library instruction for three large, lower-division Humanities courses that have curriculum-integrated library assignments. The courses are Writing 39B (Expository Writing), Writing 39C (Argument and Research) and Humanities 1A-C (Humanities Core). These three courses enroll approximately 3,400 lower-division undergraduates each year.

The Library uses two instruction models to provide library instruction in these large Humanities courses. The Writing 39C course uses a workshop approach with one librarian or library staff member teaching one class session for each section. Students in the Writing 39B and the Humanities Core course, on the other hand, do not receive instruction directly from a librarian. Instead, they complete self-teaching worksheets, referred to as Discovery Tasks, which introduce them to basic and advanced library skills and resources. The Discovery Tasks require students to learn how to access and use sophisticated electronic resources like JSTOR and Project Muse, as well as more staid and traditional access tools like ANTPAC and the CDL/MELVYL® catalogs and databases.

The self-directed worksheet approach to library instruction offers many exciting possibilities to expand the number and type of learning opportunities for students. All library educators realize that a workshop approach is a very effective way to teach students how to use library resources. Worksheets may not offer the same opportunities for personal interaction that workshops do, but they have other advantages. Faculty members can use class time to introduce research concepts and assign worksheets as homework, rather providing instruction in the mechanical aspects of conducting research during class. Students can complete the worksheets independently at locations that are convenient to them. There is no need to schedule a librarian or library staff member for each session. In order to be successful, it is important that

faculty and librarians consult closely to identify the educational objectives for each library assignment and to make sure that the instructions for completing the assignment are clear, logical, and accurate. Faculty members who are interested in finding out more about how to integrate library instruction into their courses can contact the subject librarian for their discipline. The list of subject librarians is available on the Libraries website at: <http://www.lib.uci.edu/about/sublib.html> as well as on the back page of this issue of *Update*.

In addition to course-based instruction and curriculum-integrated instruction, the Library regularly schedules drop-in workshops throughout the academic year. The schedule of the UCI Libraries Workshops is available at <http://www.lib.uci.edu/serv/classes.html>. Librarians also provide instruction for academic departments and campus-wide programs like Summer Bridge and SPOP (Student-Parent Orientation Program). Finally, librarians teach credit courses for students. These classes include Humanities 75: Library Research Methods, Patient-Doctor Practice I and II, and Women's Studies 160: Gender and the Politics of Information.

The goal of the Libraries' Instructional Services Program is to create informed users who can make intelligent use of the entire range of information resources available to them. In order to help our users achieve this goal the UCI Libraries offer a variety of opportunities and instruction models. If you would like to investigate the library instruction options available to you, contact the liaison librarian for your academic department or Cathy Palmer, Instructional Services Librarian, for more information.



The screenshot shows a Netscape browser window displaying the UCI Libraries website. The page title is "UCI Libraries/Library services/Library classes - Netscape". The address bar shows "http://www.lib.uci.edu/serv/classes.html". The page content includes a sidebar with links like "Library Home", "ANTPAC", "CDL/Melvyll", "Library Hours", "Guides & Tutorials", "Visitor Info", and "Search This Site". The main content area is titled "Classes for 2000" and "Spring Quarter". It includes a note: "Please note that these classes require **preregistration**." Below this is a table with the following data:

Date	Class Name	Time	Location
Monday, April 24	Searching the Web	1 - 3 p.m.	Science Library ILC 160
Monday, April 24	Resources in the Social Sciences	3 - 5 p.m.	Main Library TEC
Thursday, April 27	Searching PubMed MEDLINE	10 - 12 p.m.	Science Library ILC 166
Friday, April 28	Government Resources: Social Sciences and Humanities	1 - 3 p.m.	Main Library TEC
Wednesday, May 3	Resources in the Humanities	1 - 2 p.m.	Main Library TEC
Thursday, May 4	Resources in the Humanities	3:30 - 5 p.m.	Main Library TEC
Tuesday, May 16	Resources in the Social Sciences	11 - 12:30 p.m.	Main Library TEC
Wednesday, May 17	Searching the Web	11 - 1 p.m.	Science Library ILC 160

The exhibit currently on display in the Main Library's Muriel Ansley Reynold's Exhibit Gallery, *The Legacy of Silence: A Japanese American Story* stands as a powerful testimony to strength, courage, and resiliency in the face of adversity. In the next article, Head of Special Collection and University Archives and Library Exhibits Officer Jackie Dooley describes the display based on the life and work of a remarkable woman, Irvine poet and teacher Mitsuye Yamada.

The Spring 2000 Main Library Exhibit

The Legacy of Silence: A Japanese American Story

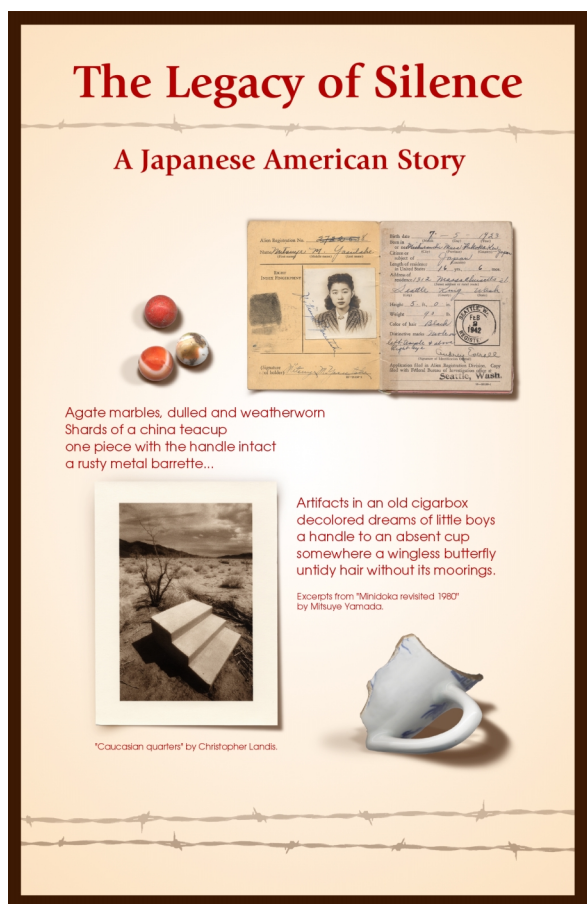
"Much has been written about the decades-long collective silence surrounding the Japanese American Internment experience. Over the years, I have learned that a combination of factors have contributed to my own silence. Many of us who kept silent all those years about our own war experiences should reflect on why we did so. Did we feel that we did not have the right to speak out, as our parents had felt?"

"Young people these days are very astute in understanding that their own freedom is in jeopardy when the Constitutional rights of certain segments of our country's population are violated. Executive Order 9066 ... was the nation's immediate response to Japan's bombing of Pearl Harbor, but it is important to point out to young people that the seemingly sudden surge of anti-Japanese sentiment in 1941 was the result of years of racism against Asians and other minorities that had gone unchecked for decades."

—Mitsuye Yamada, May 2000

The UC Irvine Libraries' spring exhibit, *The Legacy of Silence: A Japanese American Story*, examines the Japanese American relocation experience during World War II through the memories, eyes, and voice of Mitsuye Yamada, a renowned poet and human rights activist who is also an adjunct professor of Asian American Studies at UCI. Through photographs, posters, documents, pamphlets, personal memorabilia, and other materials, the exhibit both outlines her family's experiences during World War II and examines the influences which, as a result, were brought to bear on Yamada's later life.

In February 1942, two months after Japan bombed Pearl Harbor, President Franklin D. Roosevelt's Executive Order 9066 authorized the U.S. military to ban anyone deemed a security risk from all "military areas." The states of California, Oregon, and



The Legacy of Silence: A Japanese American Story
exhibit checklist cover.

Washington were quickly so designated, and within four months, all 110,000 ethnic Japanese residing in these states, both resident aliens and U.S.-born citizens, had been evacuated to assembly camps, and from there to longer-term "relocation camps." Yamada was a high school senior when World War II broke out, living a straightforward middle-class life with her parents and three brothers in Seattle, when these wartime events suddenly changed everything. Her father, Jack Yasutake, a prominent member of the Japanese American community, was immediately arrested and jailed, and the rest of the family was sent to a camp in Minidoka, Idaho.

As Yamada explains in her text for the exhibit, both she and many other Japanese Americans submerged these events from their conscious lives for years thereafter. In the mid-1960s, however, she began writing poetry and essays, and an extraordinary voice emerged. Her first book, *Camp Notes and Other Poems*, was published by the feminist Shameless Hussy Press in 1976, and this deeply affecting set of reflections on her experiences during the relocation area has since been issued in six separate editions. Other books and innumerable essays followed. In addition to her writing and teaching, Yamada also became, and continues to be, an important activist for international human rights and a well-known leader in the women's movement.

The exhibit was inspired by two recent acquisitions in the Department of Special Collections: Yamada's donation of her own papers documenting her years of writing and activism, and a stunning portfolio of photographs by Southern California photographer Christopher Landis, entitled *Pilgrimage: Images from Manzanar*, which also is included in the exhibit. Together, these materials tell a profoundly important story from our nation's recent past. In addition to preserving Yamada's own personal and family history and making it available for study and research, the Mitsuye Yamada Papers provide a rich interdisciplinary resource for those studying the quest for Japanese American redress and reparations during the 1980s, the activities of Amnesty International and other human rights organizations, and the Asian American experience in general.

Yamada and Jackie Dooley, Head of Special Collections and University Archives in the UCI Libraries curated *the Legacy of Silence*. The materials on display are from the Mitsuye Yamada Papers and other collections in the Libraries; some were loaned by Yamada and her family. We are also grateful to the Japanese American National Museum and the Anaheim Public Library, which each loaned an item from their collections as well.



Librarians at UC Irvine lead exceptionally active professional lives. On the job, they are responsible for acquiring, processing, maintaining, providing access to and interpreting collections that are growing rapidly, both in size and complexity. While engaged in the daily business of creating a vital collection of traditional and electronic resources, librarians are also making their mark in other arenas. The following offers a small sampling of some of the creative projects and collection development initiatives in which librarians are currently involved. In subsequent issues of *UC Irvine Libraries Update* we will continue to report on new collecting initiatives as well as bring you more information on the research and scholarly activities of your librarians.

UC Irvine Librarians: Building Collections, Contributing to Scholarship

Biomedical Informatics Education Coordinator Sandra Martin has been actively involved with the College of Medicine's Office of Medical Education in an important initiative to

integrate informatics instruction within the years 1 and 2 Patient Doctor courses. The content of Sandra's sessions closely parallels the recommendations of the Association of American Medical Colleges (AAMC) in the Medical School Objectives Project Report II. Sandra is a member of a UCI research team that has developed and tested an instructional model that embeds informatics instruction within the framework of teaching reasoning skills using Standardized Patients in a problem-based learning curriculum. This work has been supported by a grant from the National Board of Medical Examiners for a two-year research project to investigate if acquiring informatics-related skills leads to effectiveness in retrieving and applying clinically expedient information during the students' routine patient-care activities.

Another one of UCI's busy Health Sciences librarians, Linda Murphy, has been working on research paper that describes the various gateways that UCI offers to its affiliated users for local and remote access to electronic licensed web resources. Linda will present her paper, "The Complexity of Accessing Electronic Licensed Resources Using the World Wide Web Technology: What We Have Learned," this coming July at the 8th International Congress on Medical Librarianship in London. The full-text of Linda's paper is available at <http://www.icml.org/Wednesday/internet/murphy/murphy.htm>

On the other side of campus, Lorelei Tanji, Arts and Art History Librarian, has written a chapter on "Dance & Interdisciplinary Studies" for the book *Dance: A Core Bibliography of Resources* to be published by the Association of College & Research Libraries next year. Lorelei is also contributing two book chapters on library instruction for dance and art in the *Active Learning Series* slated for publication next year by Library Instruction Publications.

Pauline Manaka, Social Sciences Librarians specializing in Anthropology and Sociology, developed a bibliography for the "Muslim Identities in America" conference held at UCI on May 20-21, 2000. In addition to the bibliography, Pauline provided biographical information on the conference speakers.

Another key project in which Pauline is involved concerns identification of strategies for preserving a collection of films housed in Social Science Tower. Pauline has been working with Professor William Maurer to investigate how best to address issues of

preservation, including identifying titles available on video as a way to preserve the content.

Applied Sciences Librarian Julia Gelfand has had a longstanding interest in "grey literature." This year saw the inaugural issue of *International Journal of Grey Literature*, with Julia as editor. She has also embarked on a project entitled "Ethnographic Research in Scholarly Communication: Understanding the Proliferation of Grey Literature and the Potential in New Publishing Formats." Julia plans to investigate emerging new publishing mediums and their implications for disciplinary and cross-disciplinary research and publication and what the impact of this might be on institutions such as libraries and museums.

Sally Tseng, Head of Serials Cataloging, received a grant from the UC Office of the President to conduct a project on the creation of Chinese materials on the World Wide Web. Her goals are to improve access to resources in Chinese by developing digital and electronic resources and to develop Chinese web tools, including inputting, authoring and retrieval software, that do not require specific Chinese software to display or to retrieve information in Chinese characters. She hopes researchers will develop search engine and translation interfaces that will permit speakers of either Chinese or English to access materials in the other language without necessarily knowing that language. Tseng also encourages Chinese Web sites creators and designers to adopt international ISO and NISO standards, Dublin Core elements and HTML/SGML/XML, classifications and subject headings so that the Chinese resources will be displayed, indexed and retrieved efficiently and effectively via the World Wide Web.

James Crooks, Health Sciences Librarian, has employed his talents and expertise in information organization and design to two very special projects. He has created a subject index, including personal names, for volumes 1-25 (1976-2000) of the *Journal of Mormon History* which will appear in 2000. He has also developed an index for *Dialogue: A Journal of Mormon Thought* covering volumes 21-30 (1988-1997).

Jim's ongoing research interest is Mormon fiction from 1830 to present. His goal is to identify and annotate a bibliography of fiction that includes Mormon characters or references to Mormonism with an emphasis on how accurate the portrayal is of the people and Mormon history.

❧ Women's Studies Librarian Joan Ariel and History, Film Studies, Classics and African American Studies Librarian Ellen Broidy are each in the process of drafting chapters for the third edition of *Women's Studies: A Recommended Core Bibliography* due from Libraries Unlimited in early 2001. Joan is compiling an annotated bibliography of the last decade's worth of core materials on feminist theory while Ellen's chapter covers communications, film, journalism, and media studies.

Several bibliographers are also engaged in concerted efforts to build collections in support of new academic initiatives as well as working to improve holdings in more traditional areas of the collection. Here is a brief overview of some of these collection development projects:

❧ Julia Gelfand (Applied Sciences Librarian) and Lorelei Tanji (Arts Librarian) jointly are acquiring more materials in support of the digital arts program, a new jointly sponsored cross-disciplinary program between the Schools of Arts, Engineering & ICS. A small sampling of some of the materials collected include publications from the Zentrum fur Kunst und Medientechnologie Karlsruhe and Laurie Anderson's *Puppet Motel* interactive

multimedia performance piece. New depth in collection resources is found in subject coverage of visualization, digital media and photography, audio, multimedia, interactive media. Corresponding call numbers at the Main Library to browse include N6494; TR 267 and in the SL, QA 76.575 and TK 5105. There are also many new titles including CD-ROMs located in the Interactive Learning Center (Science Library) and the Main Library's Multimedia Resources Center.


❧ Lorelei Tanji is also working with Film Studies Librarian Ellen Broidy to add an increasing number of videos and media in support of the new Ph.D. program in Visual Studies. Some selections include the video anthologies from Video Data Bank (*Surveying the First Decade: Video Art and Alternative Media in the U.S., I Say I Am: Women's Performance Video From the 1970s, The New Millennium, and Endurance: The Video Program*). Electronic Arts Intermix, Women Make Movies, NAATA, are among the vendors whose materials Lorelei and Ellen are adding to the collection. A list of 725 video titles can be seen near the end of the ANTPAC "Featured Lists": <http://antpac.lib.uci.edu/ftlist>

Contributors to this issue of *Update*: _____

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The UCI Libraries

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Collection Development Librarians

Please Note: The area code for all Irvine campus phone numbers is 949. The area code for the Medical Center and the Medical Center Library is 714. When dialing 824 numbers from a campus phone, just dial the last four numbers. Calls from home, dorm room, or other off-campus location, require the three-digit prefix.

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Music	Lorelei Tanji	ltanji	824-5216
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Business and Management	Carol Womack	cwomack	824-8159
Education	Christina Woo	cjwoo	824-4974
Engineering	Julia Gelfand	kgelfand	824-4971
Humanities			
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Classics	Ellen Broidy	ebroidy	824-5694
Critical Theory	Eddie Yeghiayan	eyeghiay	824-2263
East Asian Lang./Lit.	William Wong	wswong	824-8147
English & Comp. Lit.	Catherine Palmer	cpalmer	824-4972
Film Studies	Ellen Broidy	ebroidy	824-5694
French & Italian	Dawn Anderson	andersod	824-2766
German	Dawn Anderson	andersod	824-2766
History	Ellen Broidy	ebroidy	824-5694
Philosophy & Religion	Eddie Yeghiayan	eyeghiay	824-2263
Russian	Judith Paquette	jpaquett	824-4979
Spanish & Portuguese	Dawn Anderson	andersod	824-2766
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Interdisciplinary Studies			
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Cognitive Sciences	Christina Woo	cjwoo	824-4974
Economics	Daniel Tsang	dtsang	824-4978
Linguistics	Christina Woo	cjwoo	824-4974
Mathematical Behavioral Sciences	Daniel Tsang	dtsang	824-4978
Politics & Society	Daniel Tsang	dtsang	824-4978
Sociology	Pauline Manaka	pdmanaka	824-4969