

**CSUF Pollak Library**  
**Program Performance Review**  
**2018-2022 Self Study**

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## *I. Introduction*

The Program Performance Review (PPR) at CSU Fullerton (CSUF) is governed by UPS 410.200 (Appendix A) and conducted according to the Office for Academic and Institutional Effectiveness's (OAIE) guidelines (Appendix B). The Self-Study (p. 5 of Appendix B) provides college instructional departments the opportunity to reflect on their achievements and plan opportunities for growth. Independent reviewers - both external and internal to CSUF – use the Self-Study to consider the unit under review and provide recommendations for moving forward. CSUF's Pollak Library (Library) has elected to use the Self-Study approach and the opportunity to receive recommendations from such reviewers to assess the Library's achievements and opportunities in preparation for searching for a new, long-term Dean of the Library in 2023 and the drafting of a new Strategic Plan in 2024. The Self-Study format used by college departments has been modified because the Library does not have a program, curriculum, or majors. Here, the Self-Study serves primarily as a reflection on how the Library has operated the last four years, both the Library's accomplishments and its constraints, and its alignment with the CSUF Mission, Goals, and Strategic Plan. Planning for the future will be the focus of a retreat in August 2022 and will be based in part on the reviewers' recommendations.

This is the Library's first comprehensive self-study. Previous internal reviews have addressed specific Library practice areas. For example, a 2013/2014 analysis by librarians Ann Roll and Heather Tunender examined a decade's worth of collections activity during a time of economic stress (Appendix C). White papers authored in 2019 reviewed instruction and reference practices (Appendices D and E respectively) and recommended changes. The Diversity, Equity, and Inclusion (DEI) Committee has completed a rough draft of a white paper on equity and inclusion in the library (Appendix F). The only comprehensive examination of the Library, by the former dean of the library at CSU Northridge, Dr. Sue Curzon (Appendix G), was prepared in 2018 at the request of Dean Emily Bonney. The report was a blunt assessment of library activities, personnel, and budget, and included recommendations for each. Shared widely on campus, the Curzon Report has provided a foundation for operational decisions for the last four years and guided planning at a 2019 all-library employee retreat. Therefore, the present Self-Study has adopted preparation of the Curzon Report as a baseline and focuses primarily on the last four years.

## *II. Department/Program Mission, Goals and Environment*

The CSUF Library is one of 24 separate library units within the CSU system each serving faculty and students, both undergraduate and graduate. The Library thus operates on two levels, local and consortial, each with its own expectations and responsibilities. The system shares a single discovery tool, OneSearch. CSUF's recent attainment of Carnegie classification R2 as a doctoral granting institution will not affect the centralization of library services.

The Library's Vision Statement ("The Pollak Library empowers and nurtures our academic community in the pursuit, discovery, and creation of knowledge") and Mission Statement ("To advance the success of the academic community by providing access to an evolving collection, developing information literacy skills, creating innovative spaces, encouraging intellectual curiosity, and welcoming diverse perspectives") reflect its commitment to serving the faculty and students of an institution centered on teaching, student success, and diversity, equity and inclusion. The [Library Values](#) expand on these vision and mission statements, outlining how the library furthers its goals. These statements, as implemented in the library's practice, align with the University Mission of enriching "the lives of students" and inspiring them "to thrive in a global environment." The evolving collection that reflects current issues and interests, as well as the University Archives and Special Collections (UA&SC) holdings of unique and rare materials, both support the University's aim of cultivating lifelong habits of scholarly inquiry. Both the information literacy instruction and the support of faculty and student research that the library provides enable the critical and creative thinking that CSUF promotes. Finally, the aim of "creating innovative spaces, encouraging intellectual curiosity, and welcoming diverse perspectives" underpins all parts of the CSUF mission, particularly the "development of dynamic inclusivity and social responsibility." The Pollak Library Vision reinforces the CSUF Mission, that "we embolden Titans to become intellectual, community, and economic leaders who shape the future."

### *III. Background*

Because this is the Library's first Self-Study, it is important to provide context for the present circumstances, in particular the events leading up to the present arrangement of space, the administrative organization, and Library staffing and budgeting.

#### **The Space**

The Library, initially located at a local high school, moved into the basement of the science building initially, before settling into what is now the south tower in 1966. For nearly 30 years, that building housed the collection on the upper three floors along with seating for 650 students. Operating functions - acquisitions and processing, UA&SC, cataloging, and Interlibrary Loan - shared the second and third floors with library administration, faculty and staff offices, and the Center for Oral and Public History (COPH). Circulation and public access, including the reference desk, were on the first floor. The north tower, funded in part by a generous donation from Paulina June Salz-Pollak and George Pollak, opened in 1996. The new space increased seating from 650 to 3000 and allowed for some reorganization of the library collection. Additional faculty offices, the Audio Visual Curriculum Materials Center, and both large and small study rooms, were added to the fourth floor. There were big classrooms (PLN 103, PLN 303, and PLN 403) and a smaller classroom located in PLN 420. On the first floor, a suite of rooms in PLN 120 that was originally the Chicano Resource Center, became the home of the University Honors Program in 2000, which in turn was replaced in 2014/2015 by the offices of the Academic Senate chair and staff. Granite counters were installed as service desks for reference (first floor), periodicals (second floor), government documents (third floor), and media (fourth floor).

In 2012, the Library participated in the CSU discourse led by the Library of the Future Taskforce, which aimed to create a blueprint for the modern academic library. The project focused primarily on the organization of the Library space, as is apparent in the PowerPoint that summarized the findings of the Fullerton committee (Appendix H). The CSUF LOFT Committee developed a plan that allocated library functions to specific areas while meeting the needs of Library patrons within budgetary constraints. The College of Communications and IT would share the south basement, with communications classrooms and studios on the southern end, and an IT server farm and offices in the north. Compact stacks would be installed in the north basement. Student related services – for example Honors, Scholars, and Graduate Studies (the area now occupied by DIRC) – would be located on the first floor. The fourth and fifth floors of the south tower would be dedicated to stacks and study spaces. The second

floor of the north tower would become a technology center, while the third and fourth floors would remain dedicated to stacks and study areas. UA&SC, currently lodged on the third floor of the south tower, would be moved into a new, built-out space on the sixth floor of the south tower where it would have environmental controls and much-needed storage space. COPH would occupy the south side of the floor and UA&SC the north.

The 2014 earthquake disrupted those plans, rendering the upper three floors of the south tower unsafe to casual browsers and the books accessible only through paging by staff in hard hats. Funds for realization of the LOFT plan were diverted to the necessary work of remediation and retrofitting.

The campus still needed a library attuned to new expectations for libraries to be centers for engaged, active, and experiential knowledge production, the academic and intellectual heart of the university. The campus community had arrived at a newfound enthusiasm for the Library. The first floor reopened in February 2016 while work on the 4<sup>th</sup> and 5<sup>th</sup> floors remained limited, due primarily to clearing debris and the elimination of hazards. In 2017, IT installed a glass structure that currently houses the Innovation and Maker Space.

### **Administrative Organization**

For 53 years, the CSUF library administrative structure remained stable with only two University Librarians for most of that time - Ernie Toy, the founding University Librarian (1959-1983), and Richard Pollard (1987-2013). Following Pollard's retirement, the library entered a period of more frequent change with University Librarians serving only short terms. Pollard's interim replacement was Susan Tschabrun, who served from 2013-2014. She was followed by interim replacement Scott Hewitt (2014-2017). The head of the library was recharacterized as the dean with Clem Guthro (2017-2018) as the first dean. His tenure was followed by Emily Bonney, who has served as the acting library dean since 2018. Dean Bonney will serve until 2023, at which time a permanent dean will be brought in to lead the library. The position of Associate Dean replaced that of Associate University Librarian in 2018. In 2018, Dean Guthro planned for the addition of a second associate dean, one responsible for collections and scholarly communications and the other for public services. The positions were filled in July 2018 and September 2019 respectively.

## **Funding**

Since its founding, the Library has relied almost entirely on the university general fund for resources. A baseline budget (to be discussed in more detail below) supports all faculty, staff, and administrative positions. Acquisitions have relied on supplemental one-time funds. The financial crisis of 2008/2009 led to furloughs across the CSU system in 2010/2011 and resulted in significant cuts to all units at CSUF. Although the budgets of other units were restored in the following years, the Library's funding was not. One consequence of this was that seven full-time library faculty positions were filled with non-tenure-track librarians, a practice at odds with recruitment practices at the other CSU campuses. Additionally, the Library's baseline budget, in terms of absolute dollars not adjusted for inflation, is essentially the same as it was in the early 2000s.

### *IV. Library Spaces and Places 2018-2022*

#### **Completion of the Renovations**

In 2018, the new university president Framroze Virjee saw the urgency of restoring the south tower and upgrading the north tower. The latter project came first. In Summer 2018, all the north tower flooring was replaced, hanging signs were removed, and uniform clings were placed on the pillars on the first floor to identify and visually unify the library partners in the space. The granite counter service points on each floor were removed, which increased the available floor space. To enable the book moves that would be required to renovate the south tower's fourth and fifth floors and to clear the sixth floor for the construction of the new home for the Center for Oral and Public History, manual compact shelving was installed in the north basement.

Renovation of the earthquake-damaged south tower was complicated. Remediation projects were completed, books were moved to offsite storage, and the shelving was removed in 2018/2019. However, the State Fire Marshal's determination that the south tower was a high rise necessitated cutting 72 windows through the solid concrete block of the south tower. Implementing this safety feature significantly impeded the renovation process. The windows themselves required a series of adjustments to function as expected and open automatically in the event of a fire. Nevertheless, work proceeded during the pandemic closure, and by spring 2021, the fourth and fifth floors of the south tower were ready for occupancy. In this new configuration, stacks occupied only the floor space abutting the elevator bays. Tables and chairs for student study, as well as power and data ports, filled the areas north and south of the elevators from the east wall to the west wall. The new arrangement added 380 seats to the Library, bringing the

building's capacity closer to the recommended population density of about 4,000. At the same time the Library space was being restored, the buildout for the new site for COPH was conducted on the south side of the sixth floor. The new COPH had its grand opening in December 2021. The suite of rooms previously associated with COPH were incorporated into the UA&SC spaces. In addition, a large conference space, PLS 360, was returned to the library and is used as an instruction and meeting space. UA&SC also occasionally uses PLS 360 as an overflow reading room when there are more researchers than the reading room can accommodate.

### **Changing Spaces**

At the same time, there were other changes to accommodate students. The collection of vinyl recordings, CDs, DVDs and VHS tapes, as well as the associated shelving that filled the center of the fourth floor north, was removed to increase student seating and computer access. The stacks on the second floor of the north tower, adjacent to and partially surrounding the glass-enclosed innovation and maker space constructed by IT in 2017, were emptied for removal and their contents were relocated to the compact stacks in the basement. These second-floor stacks were replaced by the Data Visualization Center, and eight sets of high-powered computer clusters, the Interdisciplinary Computers, are each equipped with software specific to the college with which it is identified.

Adjacent to the IT projects, the Public Services unit began to assemble the Library Maker Space, the MIX, so named as a place to Make, Innovate, and eXplore. The MIX features technology options ranging from laser cutters to sewing machines and button makers. In Spring 2022, faculty will be invited to tour the area and identify additional tools or materials that they would like to see included in the MIX. The space will open formally in Fall 2022. The MIX will provide the high impact practices and experiential learning opportunities that contribute to student success.

### **Specialized Spaces**

The Library's specialized spaces reflect the diversity of services the Library provides.

- **Instructional Spaces.** Four large instructional rooms - PLN 103, PLN 303, PLN 420, and PLS 360 serve as spaces for library instruction. PLN 403, the Schools First Room, also is available upon appointment with the College of Education. Up to this point, annual campus classroom refreshing has not included these spaces. Instruction rooms located in PLN 103 and PLN 303 in particular are in serious disrepair, with wires hanging from tables. PLN 420

will be refreshed in summer 2022, and Academic Affairs is endeavoring to refresh 103 and 303 within the next year, though at this point funding is unclear.

- **Study Rooms.** Thirty study rooms, concentrated primarily on the fourth floor of the north tower, can be reserved by students, but are available for use if not otherwise occupied. Large study rooms have screens and computer access. The 2018 work in the north tower did not include improving the study rooms, and all of them need to be refreshed. The Library, as part of its response to the increase in virtual instruction in the wake of the pandemic, supplemented these study rooms with eight free-standing, sound-proofed study booths where students who were on campus for an in-person class could also access virtual instruction. The Library also added 32 Steelcase Brody Chairs to provide similar privacy and two Zoom rooms that can accommodate four people. The Zoom rooms and the single-user Zoom spaces provide power and charging capabilities.

- **Research Center.** The refresh of the north tower in 2018 included construction of a new circular reference desk in the center of the first floor. This space allows for simple reference questions on one side and more prolonged research consultations on the other. This space is used both to answer questions and to provide more detailed information. In this sense, the research center serves as a center for individual, personalized information literacy instruction.

- **UA&SC.** A suite of rooms on the third floor of the south tower serves as the present home for UA&SC, PLS 351-363 on the southern end of the floor. The UA&SC space was expanded in fall 2021 when the Center for Public and Oral History, previously housed in room 363, moved to its new quarters on the sixth floor of the south tower. The additional space has reduced the crowding of the collection and provided additional workspace, but conditions still are far from optimal. Climate control is minimal, and the materials in the UA&SC remain in peril in a space with erratic atmospheric and temperature controls. Staff have attempted to mitigate this by monitoring temperature and humidity. Dehumidifiers have been installed, and stacks and work areas have been professionally cleaned. But these are temporary fixes, and present circumstances prevent UA&SC from expanding the collection. While staff make every effort to make the reading room a welcoming space, the reading room is cramped and not conducive to archival research. Staff have had to make special arrangements when multiple researchers are onsite. UA&SC does not have a proper digitization space that would allow it to share its



materials more effectively and meet increasing demands for digitized materials. Building out the sixth-floor UA&SC space in the south tower, as outlined in LOFT plans, remains the top priority for Library fund-raising and development.

- **Acquisitions and Cataloging Workspace.** Just north of UA&SC a suite of rooms (PLS 334-338, 340-348, 366, and 370) with cubicles (339A-P) at the core provides offices and workspace for acquisitions, collection development, cataloging, and interlibrary loan faculty and staff. The area needs paint and new flooring and a refresh or replacement of the cubicles. The windowless offices and conference room, decrepit cubicles, and inadequate storage spaces create a cheerless, almost oppressive workspace. Addressing these issues would improve staff and faculty morale. The faculty and staff, and the work they perform, ultimately should be moved to the spaces presently occupied by UA&SC.

- **Circulation.** During the renovations in 2016, circulation services was moved from the first floor north to its present site on the first floor of the south tower, where it shares space with Titan Card and some IT offices. At that time, the renovation plan created six workstations in a room just behind the circulation desk to accommodate LSS II circulation staff. This arrangement has turned out to be unworkable in terms of both the physical space and the effect of the crowded area on staff morale. During the pandemic, the space was repurposed into a makeshift digitization studio, although those activities need a new space with better lighting. Some circulation staff were relocated, at least temporarily, to offices on the second floor in the administrative area.

- **Exhibits.** The head of exhibits uses PLN 439 to store and curate materials for exhibits. This space is crowded, because the library has no storage space at this time. The inadequacy of the storage space means that larger pieces of exhibit furniture sometimes must be stored in public hallways. Actual exhibit spaces are situated in the open spaces facing each of the elevator bays in the north tower, as well as in the terrace spaces between the second floor north and south. The largest dedicated exhibit space is in the first-floor atrium opposite Starbucks.

- **Maker Space.** The MIX, the Library's maker space, occupies PLN 211 and the adjacent open floor space. The Innovation Center and Data Visualization Center were constructed by IT. Expansion and further development of the MIX is the other top priority for the Library in terms of space utilization. The Library will open the Maker Space in fall 2022 and link projects there to the interdisciplinary computer stations in the north part of the

floor. The space dedicated to the MIX is not well-suited for this purpose, but it is the only area available in an already very crowded building.

- **Single Use Spaces.** In 2019, PLN 441 was dedicated as a meditation space, and PLN 411 as a family room accessible by students who arrive at the circulation desk accompanied by one or more children. The room provides study space and has a selection of children's books and a modest number of toys. The Donoghue Collection of children's books occupies PLN 415.
- **Staff and Faculty Offices.** Construction of the north tower created 16 additional faculty offices, each with a window and access to natural light. Offices in the south tower are less congenial. The third-floor south space already has been addressed. The second floor, where the administrative unit is situated, remains problematic. Both IT and the Library occupy office spaces, and the area is shared with the Faculty Development Center and the Academic Technology Center (discussed further below with other Library partners). In 2019/2020, Supplemental Instruction moved into one of the larger rooms in the Library administrative area. Although LOFT indicated a plan for this area, in practice, actual implementation of space use and occupation has been haphazard. There is no clear plan other than competition for inadequate spaces for staff and faculty work.

## V. *Library Staffing 2018-2022*

### **Administration**

At CSUF, the Dean is responsible for all levels of library management and is the appropriate administrator for faculty assignments of responsibilities under the Collective Bargaining Agreement with the California Faculty Association, Unit 3. The Dean is a member of the Provost's Council of Deans and of the Academic Council that includes all deans and Associate/Assistant Vice-Presidents in Academic Affairs. The Dean is supported by a budget analyst, an HR specialist, and a building coordinator. Because the Library does not have a Director of Development, fundraising activities have been supported by an analyst-level staff member in the Collections and Scholarly Communications (CSC) unit, the HR Specialist, the budget analyst, and the members of the communications and marketing team (see below). A single person manages and runs library systems, a job typically performed by a group of five to ten employees at comparably sized CSU campuses. There are two Associate Deans; one manages the Public Services unit and the other CSC.

## **Public Services**

This unit handles all public-facing operations including: Exhibits, Circulation, Research and Reference Assistance, Information Literacy Instruction, Campus Communications and Outreach, and Library Systems (online presence). The unit comprises 15 librarians (eight tenured/tenure-track, two part-time temporary and five full-time temporary) and 12 staff/paraprofessionals (one LSS IV, two LSS IIIs, seven LSS IIs, two analysts) and soon will hire an additional LSS II. Two tenure-track faculty serve as coordinators or Dean's Fellows for instruction and reference/research. One of the staff members manages scheduling for instruction and reference, both in person and virtual. Public Services librarians provide information literacy instruction to undergraduate and graduate students, matching content to the demands of the academic programs. Public Services librarians also serve as liaisons to academic departments. Liaisons provide instructional services, but also work with the faculty to identify print and electronic materials that would support their respective curricula and research. In this latter capacity, they work with the CSC librarians and staff. Public Services staff, particularly those enrolled in MLIS programs, can provide support at the reference desk, but work primarily in the circulation desk area. Particular note should be made of the work of the staff in the unit. Throughout the whole renovation process, from the 2014 earthquake to the completion of the renovations on the south tower, from the clearing of the shelves on the fourth and second floors of the north tower to the reorganization of the compact shelving, the Public Services staff performed yeoman's work, moving hundreds of thousands of books multiple times and completing the job as swiftly as possible. Books were moved immediately after the earthquake, and at each of the stages of rebuilding and renovation described above. This unit also was among the first to return to the building in the summer of 2020, ensuring that students and faculty received the materials they needed.

## **Collections and Scholarly Communications**

The CSC unit includes: collection development, acquisitions and processing of materials, cataloging and metadata, UA&SC, electronic resource management, scholarly communications, and interlibrary loan. The unit comprises nine librarians (two full-time temporary and seven tenured/tenure-track), and nine staff (two LSSIV, three LSS III, three LSS II, and two analysts). The unit ensures that faculty and students are provided with the resources they need, and that electronic resources are always available. Subject matter liaisons work with collection development and acquisition personnel to gain access to ebooks and other digital content, print materials, databases, and streaming media that best fit the current curricula across the university. The cataloging and metadata unit provides the roadmaps patrons need to reach those

resources, and the scholarly communications unit encourages members of the campus community to embrace new and openly accessible means for disseminating scholarship and educational resources. UA&SC acquires, preserves, catalogs, and provides access to rare and unique primary source materials. As part of the CSU-wide repository system, ScholarWorks, the Library promotes the adoption of open access scholarship by collecting and sharing the works of faculty and students. In collaboration with the department of Online Education and Training (OET), the Library also participates in the CSU-wide Affordable Learning Solutions Initiative which helps to reduce education costs for students by implementing open educational resources and practices. The Copyright and Policy Librarian serves as an expert resource for faculty and students needing copyright assistance in their teaching and research. The electronic resources librarians resolve problems patrons encounter in accessing materials and update the system as necessary. CSC librarians provide the content Public Services faculty need, and the Public Services faculty often can assist CSC librarians' queries. Like the Public Services staff, the CSC staff returned to their work on campus in July of 2020 when the campus was otherwise closed. With the circulation staff, their focus was on ensuring that CSUF patrons could access materials needed for their courses and their research.

### **Students and Interns**

Students serve in two capacities: interns and paid student assistants. Some of the interns are from the San Jose State MLIS program, and their work is part of that curriculum. Interns from the CSUF Anthropology Department's Museum Studies program support the library's exhibit program, and interns from History, American Studies, Ethnic Studies, and other departments throughout the University acquire academic credit while supporting library research projects and peer-assisted learning. Interns can be expected to perform complex tasks linked to their degree plans.

Student assistants support the library's work in a broad array of responsibilities that often mirror staff assignments. Student assistants are particularly critical to the library's communications program and the work of the circulation department. They staff the library administration front desk and support work in CSC. Student assistants in UA&SC are assigned projects geared to their interests and goals and have the opportunity to experience various aspects of archival work, including processing, reference assistance, and exhibit preparation. A small number of students with special skills support the work of the Chicana Resource Center, where their proficiency in Spanish is crucial to the project of transcribing oral histories from Spanish-speaking interviewees. All of these students, whether interns or library employees, are engaged in High Impact Practices.

Budget cuts in 2020 forced the library to reduce the number of student assistants by about 50% from 80 to 39.

## **Long-Term Staffing Concerns**

### ***Increase Staffing Levels***

At the beginning of 2018, Pollak Library had 22 full-time faculty: 13 tenured/tenure-track faculty, three part-time temporary faculty, and nine full-time temporary faculty. In 2018/2019, two of the tenure-track/tenured faculty and one full-time temporary faculty resigned, and one tenured faculty retired. The work from one of the tenure line positions was transferred to a staff position. In Spring 2019, the Library replaced the electronic resources librarian who had retired, added two new tenure-track positions – Open Educational Resources Librarian and Online Learning Librarian, supported with GI 2025 funds – and hired an additional three tenure-track lines, two of which were filled by individuals who had been full-time temporary librarians. This reduced the number of full-time temporary faculty from nine to seven. Further, the individual serving as associate dean in 2018 returned to the faculty in 2019, and two of the tenured faculty were appointed associate deans. A tenure-track Director for University Archives and Special Collections was hired in 2021. All of these changes mean that at the beginning of calendar 2022, the library had 15 tenured/tenure-track faculty of whom eight were untenured, three were associate, and four were at full rank; two part-time temporary faculty; and seven full-time temporary faculty, all entitled, for a total of 22 full-time library faculty. There have been changes among the staff, mostly at the LSS II level, and the total as of the beginning of 2022 was 25, about the same level as in 2018.

The Curzon Report noted that both faculty and staff levels in the Library were lower than they should be for a campus with 40,000 students and 2,000 faculty. As the data above indicate, no progress has been made in correcting that imbalance. The current staffing levels mean that both faculty and staff are working exceptionally hard to meet the ongoing needs of students and faculty. Some academic units have no liaisons, most notable being the College of Engineering and Computer Science and the College of the Arts (further detail below). Staying on top of the rapid changes in the library resource landscape constitutes a further challenge and inhibits the Library's ability to participate in these change processes. With its current staffing levels, the Library cannot meet even foundational needs. Faculty have agreed on the urgency of hiring an Arts Librarian. We have no one who can support the work of faculty in COTA, and their interest in the MIX increases the importance of creating a link. Current liaisons lack the

expertise necessary to support Theatre and Dance and Visual Arts. There also is a need for an Engineering and Computer Science Librarian. Right now, a single librarian is serving both the College of Natural Sciences and Mathematics and the College of Engineering and Computer Science. That is not sustainable. Finally, there is strong interest in a Communities and Cultures Librarian. The addition of a mandated ethnic studies course to the CSU curriculum and the growing importance of library commitment to DEI issues requires retaining a librarian who can support that work.

Equally urgent is hiring a systems head. At a time when technology in the library is becoming increasingly important, there is a real need for someone who specializes in library systems to direct that work. The Library has for the last eight years relied on the talents of a single staff person, and that is not sustainable. Comparable sized CSU libraries have 5-10 people working in systems. The Library also needs a Maker Space Manager to ensure safe practices are in place and provide training for students and faculty to use equipment. These positions are only the most urgent.

A final concern about the need for more staff addresses a different issue. Library faculty and staff engage actively as members of the Library, campus, and system communities. Whether supporting short-term projects or dealing with long-term issues such as managing Alma, librarians and staff step up to serve on task forces and committees on library issues. Two librarians work with talented students to provide communications services, from creating holiday cards for the library to weekly messages about the faculty noontime talks. Library faculty serve on nearly every Academic Senate committee and two of the three general committees of the faculty. Two librarians sit on the Academic Senate. Library faculty and staff serve on nearly every CSU-wide library committee. This level of engagement may be difficult to sustain if faculty and staff continue to work at the level required now.

### ***Telecommuting and Workplace flexibility***

A second concern for both faculty and staff is an increase in opportunities to work remotely. While many library services require in person contact, there are substantial portions of library work that do not. Faculty and staff note that concerns about climate change and sustainability argue strongly for reducing the amount of commuting as does the price of gasoline. Since the majority of Library employees cannot afford to live near the campus, these are important desiderata. The dreary work conditions in some parts of the Library have prompted a concern for workplace morale that could be ameliorated if employees were able to work in other more congenial spaces. These issues cannot

be resolved at the Library level, because they involve both bargained for agreements and the policy of Academic Affairs, but they were a serious concern for most employees.

### ***DEI Work***

Library faculty and staff recognize the need to revise broad swaths of library work, ranging from LibGuides to the character of metadata, in order to address the issue of systemic racism. These concerns are likewise a focus for the campus as a whole, involving all divisions. Current staffing levels make it difficult for the librarians and the staff to address these matters to the depth and extent that they would want. The Library LibGuides are an important tool in the librarians' instructional kit. Unfortunately, LibGuides often reflect the impact of privileged structures in the way in which information is presented. Revision of the LibGuides and the proactive development of instructional resources that embody principles of diversity and inclusion reflect the University-wide commitment to equitable pedagogy. Choices about what to acquire and the decisions about how to provide access are additional ways in which the CSUF Library promotes DEI principles. An important project that again requires more time than staff currently have would be a diversity focused assessment of the collection. Finally, the Cataloging and Metadata Librarian's concerns with decolonizing the metadata (for example replacing "illegal immigration" with "undocumented immigrants") by which patrons find materials is a serious project that again requires more personnel than the Library has at present.

## VI. *Library Resources 2018-2022*

### **Resources**

#### ***Digital***

The library became an e-preferred institution in 2012. Librarians have opted to purchase ebooks with a perpetual license in contrast to the system preference for licensing ebook collections. The Library participates in demand driven acquisitions, paying for titles only as used. In 2019/2020, 78% of funds spent on one-time monograph acquisition went toward the purchase of electronic formats, and in 2020/2021, it was 74%. Electronic books constitute over 60% of the books available at the Library.

The Library also produces digital materials. Digitization makes the holdings of UA&SC available to off-campus researchers. UA&SC was the first campus to pipe

ArchivesSpace online finding aids into OneSearch making archival collections more easily accessible to everyone. During the pandemic, the library increased its e-reserves, particularly of digitized materials, to enhance student access and invested CARES funds in streaming services and digital archives.

The Library is one of three CSU libraries testing the Rapido system for Interlibrary Loan. With Rapido, patrons request an item from another library with a click of one button, thereby eliminating the need for patrons to fill out a long form. Staff can streamline the workflow, and Rapido is open to a wide community of lenders. Significantly, current efforts will enable Rapido to support Controlled Digital Lending and ebook lending in the future. The Library participates in the system-wide electronic repository, ScholarWorks, depositing faculty articles - both published and pre-prints - as well as all CSUF theses and dissertations completed since 2020. A digitization project directed by the Scholarly Communications Librarian is digitizing pre-2020 theses available in print only.

Equitable provision of resources to faculty, students and staff is at the heart of Library work. Guided by the metadata provided through cataloging, CSU OneSearch enables students to access print materials, as well as the full range of electronic resources to which we have licensed access. Print materials include not only the more than 800,000 items in the building, but also holdings from the 22 other CSU campuses. These include 14.4 million monographs and over 800,000 AV materials which can be delivered within two to three days. The CSUF Library provides access to over one million ebooks, 220 databases, and 95,000 streaming media files.

### ***DEI Concerns***

The Library recognizes that many types of publications never, or only years later, appear in e-formats. Ethnic studies publications and the products of non-Western presses are examples of the kinds of materials that the Library attempts to be more intentional in including in the collections and acquisitions processes. Similar issues arise in gaining access to databases and the acquisition of digitized archives and streaming media with the uneven availability of ethnic studies content. There are abundant resources pertaining to African American subject matter and a good selection on Native Americans, choices are much more limited with respect to Asian American or Latinx topics. The Library needs to be candid about these issues with the faculty seeking such materials.



## Resources in a Pandemic

The Library was proactive in responding to the special demands of the 2020/2021 pandemic closure.

- **Leganto.** In Spring 2020, the Library began to investigate the Leganto platform. Leganto facilitates faculty preparation of course resource lists by permitting easy insertion of electronic content with faculty annotations. This capability contributed significantly to the transition of virtual instruction by all faculty in Fall 2020.
- **Lockers.** The Library was the first in the CSU system to work with Luxer lockers as a way of providing contactless delivery of print materials at any time. Our systems employee worked to integrate the locker software with Alma, the system used for circulating Library materials. When patrons opened the lockers using their smartphones, the locker contents were automatically checked out to them. This system is now in use across the CSU.
- **MeeScan.** When students and faculty returned to campus, MeeScan offered safe and efficient checkout of materials. Patrons can check out materials themselves using either the MeeScan app on their smartphones or at one of the two MeeScan self-checkout kiosks.
- **Digitization and Streaming Media.** In collaboration with Online Education and Training (OET), library staff members have digitized over 925 DVDs for 140 faculty since Summer 2020. Complying with the constraints of copyright and ensuring that the students would have access to essential resources at no additional cost, ShareStream was utilized to host these digitized videos. Even more importantly, the Library provides streaming video through services such as Kanopy, Swank, and Alexander Street and increased these holdings during the pandemic. The Library also actively engaged in the acquisition of digitized archival material such as the ethnic studies [collection](#) acquired in collaboration with the College of Humanities and Social Sciences as well as Library-acquired collections.
- **Instruction.** Librarians quickly adjusted to the provision of information literacy instruction both synchronously via Zoom and asynchronously via recorded presentations, assigned readings, and self-paced tutorials. The popularity of virtual instruction means that faculty can reach even more students, expanding the impact of information literacy instruction. This success is particularly important, as information literacy is critical for students whose high school experiences may not have included adequate training in using databases and other electronic resources critically.

### Constraints on the Library's Ability to Provide Resources

The fiscal issues underscore the limits on providing resources. CSUF enrollment is the highest of all CSUs, and the campus has the second highest number of faculty, just barely under California State University Northridge. CSUF FTE is higher than UC Irvine, whose material budget is roughly \$8M. However, CSUF materials expenditures are 6th out of the CSUs in one-time purchases, in subscriptions, and overall, which shows that we are spending much less on materials than we should be based on FTE alone. The CSU campus with the highest materials spend is San Diego State University (SDSU), which has an enrollment that is 87.9% of Fullerton's, and they spent \$3,977,422 on library materials in 2017. Northridge and Long Beach have the closest student enrollment and number of faculty to Fullerton, and in 2018/2019, they spent \$2,967,760 and \$2,492,922 respectively on library materials, compared to Fullerton's \$2,252,234. In 2019/2020, Fullerton spent only \$2,144,300. Looking at the materials expenditures for these three campuses, the Library's Collection Development and Management Librarian arrived at the following numbers by taking the lowest spend and highest spend between 2017 and 2019 from these three comparator campuses and adding the average percentage difference in FTE and faculty to CSUF. Fullerton should be spending at least \$2,607,072 on library materials to be in line with the other CSUs based on FTE and faculty. If CSUF were to spend in line with SDSU, we would be spending \$4,336,271 on library materials. Furthermore, on average Northridge spends 84% on subscriptions, and Long Beach spends 85.6%, whereas CSUF spent only 80.4% on subscriptions in 2018/2019 and 77% in 2019/2020.

	20/21 FTE	Materials Budget 19/20	Budget to FTE Ratio 19/20	Ongoing Subscriptions 19/20	% for Subscription
Fullerton	33,687.5	\$2,161,175	\$64.15	\$1,658,020	77%
San Diego	33,515.2	\$3,642,148	\$108.67	\$2,727,726	75%
Long Beach	32,362.3	\$2,570,705	\$79.44	\$2,147,048	84%
Northridge	31,327.7	\$2,764,323	\$88.24	\$2,187,366	79%
San Jose	27,571.2	\$3,215,374	\$116.62	\$2,570,811	80%

Sacramento	26,406.5	\$1,645,746	\$62.32	\$1,403,578	85%
Pomona	24,986.3	\$1,459,210	\$58.40	\$1,205,327	83%
San Francisco	24,137.9	\$2,659,273	\$110.17	\$2,141,591	81%
Los Angeles	21,735.1	\$1,946,879	\$89.57	\$1,519,502	78%
Fresno	21,466.0	\$1,739,369	\$81.03	\$1,717,330	99%
San Luis Obispo	20,360.4	\$2,282,515	\$112.11	\$1,473,006	65%
San Bernardino	15,999.3	\$1,328,917	\$83.06	\$1,019,579	77%

- CSUF budget: if in line with San Diego based on FTE: \$3,660,872
- if in line with San Jose based on FTE: \$3,928,661
- if in line with Northridge based on FTE: \$2,972,549
- if in line with San Francisco based on FTE: \$3,711,353
- if in line with Long Beach based on FTE: \$2,675,972
- if in line with San Luis Obispo based on FTE: \$3,776,558
- if in line with Los Angeles based on FTE: \$3,017,492
- if in line with Fresno based on FTE: \$2,729,665

Average of the above: \$3,309,140

Based on these data, the bare minimum that CSUF would need based on FTE and the other CSU budgets is \$2,675,972, the ideal being \$3,928,661, and average is \$3,309,140.

Looking at the Library’s bottom line and what the campus needs to keep going, the estimate is that CSUF would need \$2,450,00 in the future. This is considering that the Library has been able to take advantage of flat renewal costs during the pandemic, but that is not likely to continue. Instead, it is likely that subscription costs will increase due to the current inflation rate and possibly vendors needing to make up for the last few years of flat renewals. During the pandemic, the Library was able utilize CARES funds to cover some additional materials that were strongly needed for virtual instruction. However, that additional funding will not continue. Also, the Library spends less of the

materials budget on subscriptions than the other CSUs. Dedicating more of the budget to subscriptions to be more in line with the other CSUs would put CSUF library materials funds closer to \$2,675,000.

## VII. *Library Services and Programming 2018-2022*

### **Services**

Library staffing and practice reflect the increased reliance on e-resources. In 2019, the Provost provided funding and approved searches for two new faculty positions: an Open Educational Resources Librarian, responding to the system-wide commitment to reducing the cost of a CSU education, and an Online Learning Librarian, tasked with supporting the design and execution of online pedagogy. Another librarian's duties have been expanded to encompass digital literacy and the creation of a digital hub that would be part of the growth and integration of technology planned for the second floor north.

The Library's programming priorities build on its present strengths to support faculty research and instruction to the benefit of the students. Librarians collaborate with the instructional faculty in the colleges, both as research partners through their consultations, and as instructional aides by identifying and providing additional resources for their teaching when possible. Librarians also aim to ensure that their expertise in information literacy and research techniques be available to students both in the librarians' own instruction sessions as well as by being embedded in the curricula of the colleges. Since librarians cannot reach all 40,000 CSUF students in person, they work with college instructional faculty to enmesh information literacy principles and techniques into their syllabi. Library faculty will continue to ensure that their own instruction reflects the most current pedagogy.

### **Instruction**

The library provides information literacy instruction at all levels, from introductory to upper division and graduate. Each instruction session is tailored to the different needs of students in finding, accessing, and assessing resources. Prior to the pandemic, librarians provided around 730 sessions during the academic year. Instruction was predominantly in-person but included significant amounts of virtual instruction as well. During 2020/2021 librarians, much like other faculty, shifted to completely online offerings. Librarians conducted over 600 online instruction sessions during the campus closure. As of Fall 2021 and the return of 65% of in-person instruction in the colleges,

60% of the 600 information literacy sessions were still conducted online. It seems likely that the desire for online and hybrid instruction will still be present when the campus returns to 80% in-person instruction.

### Reference and research support

Beginning in 2018, Pollak Library changed the name of the reference desk to the Research Center to more clearly reflect its teaching mission. The Research Center provides guidance at every stage of the research process serving students, faculty, and the general public. Interactions focus on building information literacy skills and competency using scholarly sources. Patrons visiting the Research Center have access to immediate, drop-in assistance with library resources during in-person desk hours and online 24/7. Extended research consultations with subject librarians are available by appointment. As Table 1 below indicates, librarians have significantly expanded the amount of research assistance provided in virtual spaces. The table also demonstrates the growth in advanced research consultations with library subject specialists.

Year	Total Transactions	Research Consultations	Virtual Interactions	Virtual % of Total
2018	11,451	118	3,470	30%
2019	8,860	349	3,738	42%
2020	8,655	441	7,219	83%
2021	8,848	463	7,095	80%

Table 1: Year over year transactions, consultations, and virtual growth

The increased demand for online library services is clear in the dramatic increase in virtual sessions during the pandemic, which increased sixfold following the pivot to all-virtual instruction. The apparent drop in overall drop in total transactions is illusory, a product of the librarians separating standard transactions from more complex research consultations.

The library participates in 24/7 chat through Springshare's 24/7 global chat cooperative to ensure access to research support even when members of the Pollak Library reference team are busy, unavailable, or asleep. The Reference Coordinator and a staff

member manage the scheduling for the Research Center. The Reference Coordinator also supervises an internship program which incorporates a peer-assisted learning model at the Research Center, where students serve as allies in the research process. This program has been a successful, high-impact practice for students, who gain experience working alongside library professionals and develop their own research skills in support of their peers. The internship program has also provided an opportunity for future librarians to participate in essential professional learning through sister campus programs like San Jose State’s Library Science iSchool.

### **Archival and Primary Source Material**

UA&SC currently provides an array of specialized services by appointment. Prior to the pandemic, UA&SC offered open reading room hours from 9:00 a.m. – 4:00 p.m., Monday – Friday. The plan is to re-establish these hours in Summer or Fall 2022, when the unit will be fully staffed. The unit also provides access to original materials through digitization of sources, enabling researchers everywhere to access the CSUF collection. As table 2 below indicates, prior to March 2020, the vast majority of reference encounters were in-person research appointments. This flipped during the pandemic, as the physical facility was closed to researchers from late March 2020 through July 2021 – though a few in-person appointments were made available on a limited basis. Since the space reopened in August 2021, in-person appointments have increased, though as of March 2022 the majority of transactions are virtual. Nevertheless, the expectation is that in-person usage will increase.

Academic year	Total Transactions	In-person	Virtual
2018-19	461	328	133
2019-20*	287	201	86
2020-21 <sup>+</sup>	204	12	189
2021-22 (as of Mar 24, 2022)	270	61	209

Table 2: UA&SC year over year transactions

\*Transactions dropped dramatically after March 2020; there were zero in-person transactions from April through the end of June 2020.

<sup>+</sup>The Library building was mostly closed to the public during the 2020-21 academic year; UA&SC made in-person appointments on a very limited basis during that time.

UA&SC also works with faculty to incorporate the use of primary source material into courses to enrich the curriculum. For example, students in Anthropology 490 are using materials from the science fiction collections, as well as prayer books from the rare book collection, to prepare exhibits on the anthropology of religion. Users have access to some particularly important collections. The UA&SC houses the Roy V. Boswell Collection for the History of Cartography, acquired with the support of the Patrons of the Library and other generous donors. The Freedom Center Collection contains a rich assortment of publications from and by political groups on the fringe of mainstream politics. Science Fiction holdings include original manuscripts for Frank Herbert's *Dune* series as well as the Phillip K. Dick manuscripts. A new undertaking by the library will be the acquisition of materials in the emerging area of Latinx Science Fiction, a direction entirely in accord with the university's Hispanic-Serving Institution (HSI) status and the important collection of materials that are part of the Chicanx Resource Center. Additionally, UA&SC is the official location for the CSU Fullerton University Archives, which comprises documents that chronicle the university's history as mandated under EO 1031. Although UA&SC was designated as an official unit of the library in 1967, a permanent, tenure-track director was not hired until Fall 2021. The new director will continue the work already underway and create an official budget for the unit. The director will also provide important leadership for the effort to fundraise for the buildout on the sixth floor of the south tower. Additionally, they will expand connections with outside archival and special collections groups, as well as collaborating within the CSU Library system.

### **Building Usage**

It is not surprising to see different patterns for what seem to be three distinct periods: pre-pandemic, 2020/2021 pandemic closure, and the return to campus. Pre-pandemic gate counts demonstrate decisively that the library was the center of campus academic activity. During that period, the library was open 6:30 a.m. to midnight Monday through Thursday, 6:30 a.m. to 7:00 p.m. Friday, and 10:00 a.m. to midnight Saturday and Sunday. Pollak library has a daily visitor count that rivals that of Disneyland Monday through Thursday, the days when nearly all classes are held. During those days, there were 17,000-19,000 people in the library, dropping to around 13,000 on Friday and with Saturday and Sunday usage at about 13% of the Monday through Thursday usage. Patrons had access to both an in-person reference desk on the first floor north, staffed

10:00 a.m. - 6:00 p.m., as well as the 24/7 chat reference via QuestionPoint, a consortial reference service that preceded the SpringShare product. In an average month, librarians answered over 1000 research questions, the vast majority of which were answered in-person. Prior to the pandemic, roughly 30% of our reference transactions were online. In the return to campus phase those numbers have completely flipped: virtual reference transactions now account for 80% of our overall reference activity. While face-to-face reference continues to be a valuable service, we have entered a virtual-first reference environment.

Librarians also offer research consultations to students. Research consultations are reserved for more complex research questions that cannot be covered in a simple transaction. In 2018, librarians performed 118 research consultations. In 2019, a self-study was performed by reference librarians in response to the Curzon report. The report stated that more emphasis needed to be placed on research consultations. The following year, 349 consultations were performed. Since the changes went into place, the annual count of research consultations has increased fourfold.

Website traffic patterns changed in the return to campus, reflecting the demand for more group study space. The webpage that is used to reserve study rooms in three-hour increments became one of the most visited Library webpages. Instruction sessions in 2018/2019 and Fall 2019 were predominantly in person and held in the library in one of the three dedicated classrooms: PLN 103, 303, and 420. Librarians delivered 1172 instruction sessions, predominantly in-person.

During the pandemic closure, gate counts evaporated, as in-person reference was dangerous. UA&SC offered virtual reading room hours in lieu of open hours, and ILL was slow for the first few months. A key achievement of the CSUF Library during the pandemic closure of 2020/2021 was that it was one of the first in the system (except for the single library that never completely closed) to resume service. The library reopened in effect in the middle of June 2020. While the building was still closed, books began circulating at this time. The installation of lockers outside and in front of the library was hugely successful. The Library's first attempt at a contactless delivery system required library staff to put books on a table in front of the library synchronous with the borrower's arrival. The lockers, however, allowed borrowers to collect their materials at any time they wished. Throughout 2020/2021, 95% of the available lockers were in use at any given time.



Instruction continued, with over 570 sessions delivered online through a mix of synchronous and asynchronous modalities. In June 2020, the library activated additional proactive chat reference services that increased the amount of pop-ups offering research support to students online. This implementation resulted in more than a 600% increase in virtual reference chat traffic supported by the library. This demonstrates a clear example of library services adapting to meet the needs of patrons in digital spaces. It also aligns naturally with the growing use of electronic resources, with virtual support services readily available in tandem with scholarly resources. This increase in demand for virtual research help has largely maintained since the return to in-person instruction, with many students continuing to seek research help virtually.

The return to campus and the extended impacts of the pandemic suggest that some of the changes that occurred during the pandemic may be permanent. Resumption of in-person instruction at a roughly 65% level raised the gate count, but the number of visitors remained well below pre-pandemic levels. With gate counts around 8000-9000 Monday through Thursday, students were likely not using the library as a refuge from poor internet at home but instead were in the building because they had one or more classes in-person. Circulation remained about where it had been during the pandemic. While demand for in-person instruction sessions returned it was at a reduced level, and the demand for virtual sessions continued. Virtual sessions made up about 40% of instruction requests. Interlibrary Loan is lower than pre-pandemic levels, although borrowing and lending levels are closer than ever.

### **Outreach**

The Library reaches out to students in particular in a broad array of activities providing an extra-curricular overlay to student engagement with the library. The Communications Committee, also known as the “COMM Squad,” is composed of library employees and student assistants that lead this effort. The committee provides orientation activities that introduce students to the various services that the library offers and maintains the library’s active social media presence. The committee has provided opportunities for dog therapy with puppies that attract hundreds of students for much needed emotional support. The committee ensures that holidays are appropriately observed and offers significant quantities of snacks and other necessities during the two weeks at the end of the term that include final exams. The committee is proactive in many student-engagement efforts: “Read” posters of notable students/faculty, library contests (e.g., the popular “Peeps” literature dioramas), book displays (e.g., “Banned Books Week”), and tabling at campus orientations and resource fairs. The committee also publishes

the Dean's monthly newsletter to the campus, a document that highlights a particular bit of library news, a library employee, and one of the partners in the building.

### **Exhibits**

The Pollak Library has an active exhibit program that relies on student assistants and interns for whom it serves as a valuable educational opportunity. The program is linked to the anthropology department's museum studies courses. The head of the program solicits proposals for exhibits from members of the campus community and works with exhibitors for appropriate space and curation. One goal for this program is to establish a clear budget line to properly account for expenses. The Library has one major gallery on the first floor in the atrium, and additional gallery spaces on each floor in the north tower in the areas facing the elevator banks.

### **Faculty Noontime Talks**

In 2018, the Library had initiated a series of faculty noontime talks conducted in person for an hour on either a Monday or a Tuesday at noon. At first, the talks were occasional, perhaps six a semester, but it was clear by Fall 2019 that there was demand for nearly every week. Speakers could be temporary or tenured/tenure-track faculty. The event allowed the faculty to present on a topic before they delivered the paper at a conference, to try something they were still exploring, or for any other reason. During the pandemic closure the talks continued in a virtual format, which actually increased demand for these sessions. In the virtual format, faculty could invite family, friends, or advisors to attend regardless of their physical location. Members of the audience no longer had to leave early to get to a 1:00 class. Now talks are always on Tuesdays and will remain in a virtual format even though the campus has reopened. Both the presenters and the audience are enthusiastic. Presentations have come from faculty in every college and covered a broad array of topics.

## **VIII. *Library Partners***

### **Students Services**

The identity and roles of the library partners reflect the impact of the LOFT plan as well as the gradual expansion of the library's mission. When the first floor of the north tower reopened in the spring of 2017, the entire first floor of the library was completely dedicated to student resources. In the south tower scholars and cultural groups provide support to targeted populations: the Honors Program, the Scholars Center (Abrego Scholars, President's Scholars, Guardian Scholars) and the Diversity and Inclusion

Resource Centers (DIRC). Titan Card joined the circulation staff at the desk along the east wall after the reopening.

In the north tower, there are service points aimed at the student body, including the Pollak Gallery on the west. The most profitable Starbucks in north Orange County is also located in the atrium. In the north tower on the first floor the Genius Center provides computer support and provides laptops which are available for extended check out.

Along the north wall of the building, the Writing Center, the Learning Center and the Supplemental Instruction Area are located. All of these programs provide focused academic services to students. PLN 130 is a large room that is available for use to both campus and non-campus entities. It serves as the meeting site for the Academic Senate and serves as an area for large campus events. Faculty governance, academic instruction support, and community engagement are thus brought together in the same room.

### **Faculty Support and More Student Services**

In the south tower, the second floor is a hub for faculty services. The bridge to the north tower provides work areas for temporary faculty in need of a space for some work or a conversation with students. The rest of the floor houses Faculty Support Services, a unit that includes the Faculty Development Center, the Academic Technology Center, Faculty Affairs and Records, and OET. The Faculty Development Center provides professional development opportunities with rich programming on all aspects of university education. The Academic Technology Center is a haven for faculty with technological issues, or who are in need of additional technology training. OET supports digitization work and the activities of the online educational resource team. Faculty Affairs and Records provides secure file storage and support for faculty moving through the university's retention, tenure and promotion process. The collocation with the library administration space has facilitated collaboration among these different units.

In the north tower, the second floor embodies much of the vision of LOFT for this area, which always was seen as a technology hub. At the center of the floor are the IT-sponsored Data Visualization Center, the Innovation and Maker Space, Digital Print Services, and the recently added Center for Equitable Digital Access (CEDA) that will participate in the Chancellor's Office's CSUCCESS (California State University Connectivity Contributing to Equity and Student Success) initiative with the distribution

of iPads and laptops and provide software support. The north part of the floor includes the interdisciplinary computers, for which programming, in the sense of integrating the resources into faculty syllabi and curricula, is still being developed.

COPH, on the sixth floor of the south tower, serves multiple purposes. COPH continues to be an important project of the CSUF history department, and the new space securely and safely contains materials in a variety of media, in particular recordings of oral histories. A library in the COPH houses the transcripts of these interviews. Workrooms, an exhibit space, and a conference room attest to the ongoing vitality and variety of the unit's undertakings.

This configuration of services and partners on both floors still is evolving. While the locations of most were finalized with the reopening of the first floor south in 2017, the precise relationships with the library have not yet been fully articulated. The plan is to complete brief MOUs with each of the partners to set forth how their work fits into the library's mission and goals, and also to clarify the process for scheduling and use of space.

## *IX. Funding 2018-2022*

### **The Budget**

#### **Operations**

Strong advocacy for a budget that is appropriate for a library of more than 375,000 square feet that supports 40,000+ students and 2000+ faculty remains essential. The Curzon Report, at page 15, sets out the situation in 2018 when the baseline budget was, as it had been in 2005/06, \$6.4 million. In 2021/2022 the library's baseline budget is just over \$6 million. During the years between 2005/2006 and 2021/2022, enrollments at CSUF increased by approximately 7,000 students but the library budget remained flat. The Curzon report also provides comparisons for funding at comparable libraries in the CSU system in 2018 and demonstrates that allocations per student at other large CSUs were significantly higher. This has a clear impact on the level of services and resources the library can provide to its users. As at other libraries, CARES and HEERF funding were essential to meet the needs of the CSUF students and faculty during the 2020/2021 pandemic closure. Indeed, there have been helpful and much appreciated infusions of one-time money from the Provost, however the library is currently not able to hire the faculty and staff needed to build on what has been accomplished.

A recent study of Academic Affairs budget and procedures by the National Association of College and University Business Officers (NACUBO) underscored the urgency of securing appropriate funding for the library (Appendix K). The NACUBO report noted particularly saliently that “Examining total expenditures in all categories, CSUF dropped from 13.4% below the peer average in 2017 to 19.6% below the peer average in 2019. During this period only CSUF reduced total library spending and if this trend continued in 2020 will rank at the bottom of the peer list.”

### **UA&SC**

The second funding issue and a major priority for the library is the buildout of the UA&SC on the north side of the sixth floor of the south tower included in the 2012 LOFT plan. This project has been in the planning stages for nearly a decade, but funding remains elusive. A recent bequest of \$1.2 million, particularly if it receives \$500,000 in matching funds from the Scott-Jewett gift to the university, provides a foundation for efforts to obtain significant gifts from outside sources. Active support from University Advancement in the form of a Director of Development is critical to this project. Even a half-time employee would help in this endeavor. The recently-hired director of the UA&SC has the experience to lead this undertaking, but needs support. There are preliminary plans and two renderings of the lobby area of the UA&SC. Previous estimates for construction were approximately \$7-8 million.

### **Long-Term Funding**

Long-term funding will remain a central topic in discussions with the Provost. The NACUBO report was clear that the biggest challenge confronting the library is baseline funding which is about 30% less than it should be. In the wake of the 10% cut to its budget in 2020/2021, the Library is in even more dire circumstances than it was in 2018. An infusion of \$300,000 in recurring one-time funds has restored part of that loss, but barring a significant addition of funds in 2022/2023, the Library will once again be operating in the red and will be forced to reduce its acquisitions budget. Having already reduced the student workforce from 80 students in 2018/2019 to 39 in 2021/2022, that is one area in which no further cuts are possible. The Library is already understaffed and cannot sustain any reductions in staffing.

Funding outside the General Fund is de minimis. The Patrons of the Library (Patrons), a long-time support group, provides approximately \$10,000 a year to UA&SC to defray the cost of materials and cover special purchases. The Patrons have also spent

approximately \$3,000 annually to purchase books recommended by the faculty. University support for increasing revenue through fundraising has been positive in tone but there has been little change. The Library does not have even a half of a director of development and is receiving no significant support in fundraising. This lack means that there is no clear way to raise the money for the buildout of UA&SC, or any other one-time expenditures such as the materials for the MIX. The failure to increase baseline funding is part of the reason that even with seven hires in the last two years, the Library has one fewer full-time faculty and exactly the same number of tenured/tenure-track faculty as in 2018.

## X. *Looking to the Future*

The Library had planned a January 2022 retreat to discuss planning for the future as part of the review process, but the omicron surge put an end to those plans. The list that follows comprises ideas that have been shared among faculty and staff but require additional time and reflection to identify the most important and most sensible goals. Library discussions about goals will also be shaped by recommendations received from reviewers and the Provost as part of the present exercise. To reflect the contingency of these plans, they are listed here simply as possibilities.

### **Possibilities**

- The imminent reduction in general education units also provides faculty with an opportunity to develop a for-credit course on information literacy. The recent adoption of a for-credit Library course at CSU Northridge and the existing courses at Dominguez Hills, East Bay, Pomona and Chico suggest that CSUF faculty should consider creating such a course and begin the long process of securing adoption through Curriculog, the CSUF system for course and curriculum development.
- Through the efforts of the fundraising committee, the CSUF Library will develop a plan for more effective and efficient participation in the campus-wide fundraising opportunities in the month-long October drive and on the Fullerton Day of Giving in the spring.
- Working with leaders in the ranks of the faculty, the Dean and Associate Deans will formulate a plan for professional development for all employees. As an operational unit, the CSUF Library needs to ensure that staff and faculty are aware of important developments in their particular areas.

- The Library needs a handbook that clearly lays out the processes and procedures by which the library operates and governs itself. Such a document could include the Library's Strategic Plan, the charter for the Association of Library Employees (ALE), the handbook on the rights of student assistants, the MOUs with the partners in the building, and the faculty bylaws which still are under development.
- With limited resources and significant needs, the Library needs to develop hiring plans for both staff and faculty, as well as provide clear rationales for each of the positions.
- Working with instructional faculty, the Library should continue its expansion and development of the MIX, including integrating the other technological units on the second floor north. This should include the interdisciplinary computer pods and the digital hub that still is under development.
- Finally, there may be an opportunity to work with the Office for Research and Sponsored Projects in the creation of an Undergraduate Research Center with its office in the Pollak Salon.
- Continuous modernization of the library space and technology also are imperative. The University Archives & Special Collections remain in constant peril with the archival material currently stored in a space with erratic atmospheric and temperature controls. The reading room is cramped and not conducive to research. There is no adequately arranged digitization lab for UA&SC materials. The library lacks the space and the resources to expand the collection.

## XI. *Supporting the University's Mission and Goals as we Move Forward*

To conclude the self-study, the Library hereby reaffirms its commitment to supporting the [University's Mission and Goals](#) as articulated in the Strategic Plan.

**MISSION:** The long-term plan for opportunities for growth and change in the library is key to helping students cultivate the lifelong habits of scholarly inquiry, critical and creative thinking, dynamic inclusivity, and social responsibility. Library instruction and research and reference support is all about developing critical thinking. As librarians are able to move beyond the one-shot instruction classes that limit the number of students

they can touch to create a more holistic environment built on those principles, they will have advanced the university's mission.

**CSUF GOAL 1:** A modern academic library allows students from all backgrounds equitable access to the most sophisticated and innovative resources the budget allows. As the library focuses on a recharacterization of the subject matter areas to reflect the increasing interdisciplinarity of university instruction, we will provide the environment that helps students build increased cultural competencies. Student employment is an acknowledged high impact practice and thus part of a transformational Titan experience. Students move from one level of competence to another in library and work skills. Library employment is a signature program.

**CSUF GOAL 2: Student Success and Completion.** A robust academic library can make available and readily accessible all the resources the student needs to graduate in a timely manner. Because the library provides a place where all are welcome and are treated equitably, the library provides a student-centered space that increases student identification with the larger space. As we work to erase the markers of colonialism in how materials are organized and described, we will contribute to student success and retention.

**CSUF GOAL 3: Commitment to Faculty and Staff Diversity and Success.** The Library continues to forge a relationship with the Office of Research and Sponsored Projects that will strengthen the library's role in research on the campus. Situated at the heart of the physical space, the library is a natural locus for transformational experiences, not just for students but for faculty. Clearly, this will provide opportunities to promote faculty teaching and scholarly and creative activities. The library already has a robust commitment to DEI work. We recognize the ways in which traditional methods of providing library services have privileged certain ways of creating and consuming knowledge and are working on reducing that impact. We are looking for ways in which we can contribute to a greater sense of belonging, not just for students, but also for faculty and staff, whether by programming or by showcasing different parts of our collection. The exhibits program is one way that we can work toward that end. Libraries also have become the epicenters for the exploration of emerging technologies and as a shared space provide unique opportunities for collaboration and partnerships.



#### **CSUF GOAL 4: Commitment to Learning Environment and Legacy.**

While the University has committed significant resources to the Library with the renovation of the north tower and the restoration of the south tower, much remains to be done that would establish the Library as the embodiment of the University's educational mission. Most significant of the outstanding needs is the construction of the space for the University's Archives and Special Collections. Although at one time there were said to be some funds available for this project, those monies were expended in the response to the earthquake and other more urgent matters. Second is the recognition that the Library staff and faculty must be partners in any technological changes in the building. There should be reassessment of technology in the Library from a pedagogical and research-oriented perspective, shaped through consultation with instructional and library faculty. What are the technological innovations that we need to achieve our educational mission? At the same time, adoption of technological innovations requires careful assessment of the extent to which such items are equitable or if they simply reproduce the problems of the past.

#### *XII. Appendices*

Appendix A: UPS 410.200

Appendix B: PPR Guidelines

Appendix C: Tunender and Roll Article

Appendix D: Instruction White Paper

Appendix E: Reference White Paper

Appendix F: DEI

Appendix G: Curzon Report

Appendix H: LOFT Report

Appendix I: Faculty & Staff CV's

Appendix J: Current Operating Budget

Appendix K: NACUBO Report

# **California State University, Fullerton**

## **PROGRAM PERFORMANCE REVIEW** ***(PPR)***

### ***Guidelines and Procedures***

***April 2021***

Supporting UPS 410.200

# **PROGRAM PERFORMANCE REVIEW**

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2. Program Review Process
3. Review Team
4. Outcome of the Review
5. Disciplinary Accreditation: Limited Option for Substitution
6. Content Requirements and Elements of the Self-study
7. Submission Deadline
8. Appendices to the Self-study

# Program Performance Review

2021-2022 Cycle

## 1. Introduction

**Program Performance Reviews (PPR)** are to be conducted at least once every seven years for all academic programs (all degree programs, including joint degree programs, and the General Education program). The main purpose of these reviews is to serve both as a *reflective assessment* and forward-looking *evidence-based planning tool* that can guide the unit's strategic actions and strengthen its capacity to undertake program improvements. In addition, increasingly the assessment of student learning outcomes/the documentation of student academic achievement is of paramount importance in determining program effectiveness. The PPR self-study should be an action-oriented review and plan. Departments and programs are encouraged to stay within 25 pages in length for the PPR self-study (excluding appendices).

## 2. Program Review Process

### *Initiating the PPR*

The PPR process shall be initiated by the Dean. Each dean, in consultation with each program chair (or head of the academic unit) and any academic unit review committee shall designate a team consisting of internal and external reviewers. Internal reviewers are defined as faculty from within the university. Reviewers shall be selected based on their qualification and ability to objectively and credibly participate in the review process. See "3. Review Team" for further detail.

Each dean shall call a general orientation meeting of all chairs (or heads of the academic unit) of academic units undergoing review to present the procedures and deadlines for the review process.

### *Preparation of the Report*

The academic unit under review shall prepare a **self-study** following the current Guidelines and Procedures provided by the Office of the Provost and Vice President for Academic Affairs.

**Statistical data** for inclusion in the self-study shall be provided to the academic unit by the University and CSU.

The **team of internal and external reviewers** with reference to the Guidelines and Procedures provided by the Office of the Provost and Vice President for Academic Affairs **reviews the self-study, evaluates the academic unit, and prepares a report.** This report is submitted to the Chair (or Head of the academic unit), the respective dean, and the Provost and Vice President for Academic Affairs.

The Chair (or Head of the academic unit), in consultation with relevant academic unit review committee(s) and with faculty, shall provide a written response to the report of the team of internal and external reviewers.

#### *Review of the Report*

The Dean (and any other appropriate reviewers) shall read the report and write a summary of the major findings and recommendations for the academic unit. The Chair (or Head of the academic unit) shall provide a response to the Dean's summary. The Dean shall meet with the Chair (or Head of the academic unit) to discuss the recommendations.

The Dean's summary of the major findings and recommendations and the unit's response to the Dean's summary shall be sent to the office of the Provost and Vice President for Academic Affairs, together with the self-study, the report of the internal and external reviewers, and the Chair's (or Head of the academic unit's) response to the reviewers.

The Provost and Vice President for Academic Affairs convenes a culmination meeting consisting of the respective dean/associate dean, the Chair (or Head of the academic unit), the faculty of the program, the Associate Vice President for Academic Programs and Enrollment (or other Provost's designees) and the Associate Vice President for Institutional Effectiveness.

The Provost and Vice President for Academic Affairs or designees send follow-up comments in the form of a culmination meeting memo to the Chair (or Head of the academic unit), copying the respective dean.

#### *Report Submission*

The complete PPR package, including all of the aforementioned documents (self-study, external reviewer report, chair's response to the reviewers, dean's summary, and chair's response to the dean), should be submitted electronically to the Provost and Vice President for Academic Affairs (VPAA) via a designated email address: [ppr@fullerton.edu](mailto:ppr@fullerton.edu). With the approval of the Provost and VPAA, the Office of Assessment and Institutional Effectiveness will facilitate the review of the documents, summarize the major accomplishments and issues raised in the PPR process, and organize a Culmination Meeting between the Provost and VPAA and/or her designee, the Dean/Associate Dean, and the Department/Program chair and faculty to discuss all aspects of the review. A memo will be generated based on the discussion in the Culmination Meeting.

### **3. Review Team**

The review team shall be composed of a minimum of three members, two of whom must be external reviewers. Internal reviewers of an academic unit may include faculty of another academic unit on campus. External reviewers may not be CSUF employees. Often, one external reviewer comes from another CSU campus, and the other is chosen from a non-CSU institution. Both internal and external reviewers must possess the professional and scholarly experience and qualifications for their role. The review team evaluates the unit's progress in implementing the departmental/program mission, goals and strategies and their contribution to the University's Mission and Goals. Typically, the review team spends one or two days on campus, allowing sufficient time to interact with all academic unit members and for careful study and analyses of

the evidence presented in the self-study document. The review team assesses the alignment among the goals and criteria developed and results/outcomes achieved and planned and makes recommendations for quality improvement. The review team submits its analysis and recommendations (report) in a timely manner (within two weeks). The expenses associated with the review team are determined and covered by the college to which the academic unit belongs.

#### **4. Outcome of the Review**

The outcome of the review process is an agreed upon set of prioritized goals for the unit and a long-term plan to achieve those goals, designed to implement the University Mission and Goals, and arrived at in consultation with the members of the unit. In addition, the review informs long-term budgetary decisions.

#### **5. Disciplinary Accreditation: Limited Option for Substitution**

Any currently accredited academic unit subject to PPR may request, with approval of the Dean, to substitute an accreditation report for a PPR. Programs should make a formal request in writing prior to or during the fall semester.

The Provost and Vice President for Academic Affairs (or designee) may accept an accreditation report in lieu of a PPR if the accreditation materials sufficiently address the University PPR requirement.

If only one degree, for example the bachelor's is accredited in an academic unit that offers several programs or degrees, the academic unit must submit a PPR for the non-accredited programs or degrees.

The Provost and Vice President for Academic Affairs (or designee), in agreeing to accept an accreditation report in lieu of a review, may require that certain questions unique to the PPR, be answered and submitted with the accreditation report. For example, the campus may require that reports include sections on educational effectiveness.

Academic units requesting to substitute an accreditation report in lieu of PPR self-study should provide a cross-walk between the accreditation report materials and the required elements of the self-study.

#### **6. Content Requirements and Elements of the Self-study**

The Program Performance Review must address each of the following eight (8) topics:

- I. Department/Program Mission, Goals and Environment
- II. Department/Program Description and Analysis
- III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes
- IV. Faculty
- V. Student Support and Advising

- VI. Resources and Facilities
- VII. Long-term Plans
- VIII. Appendices Connected to the Self-study (Required Data)

I. Department/Program Mission, Goals and Environment

- A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the University mission, goals and strategies.
- B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact the program (e.g., community/regional needs, placement, and graduate/professional school).
- C. Identify the unit's priorities for the future.
- D. If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/program (e.g., new student groups regionally, nationally, internationally, new delivery modes, etc.).

II. Department/Program Description and Analysis

- A. Identify substantial curricular changes in existing programs, new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?
- B. Describe the structure of the degree program (e.g., identify required courses, how many units of electives) and identify the logic underlying the organization of the requirements.
- C. Using data provided by the Office of Assessment and Institutional Effectiveness to discuss student demand for the unit's offerings; discuss topics such as over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, and time to degree (see instructions, Appendices A and B).
- D. Discuss the unit's enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program (see instructions, Appendices A and B).

- E. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions or discontinuances. Relate these plans to the priorities described above in section I. C (unit's future priorities).
- F. Include information on any Special Sessions self-support programs offered by the department/program.

### III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

Because student learning is central to our mission and activities, it is vital that each department or program includes in its self-study a report on how it uses assessment to monitor the quality of student learning in its degree program(s) and/or what plans it has to build systematic assessment into its program(s). Please provide information on the following aspects, and if applicable, please feel free to include relevant documents in the appendices.

- A. Describe the department/program assessment plan (e.g., general approach, time table, etc.) and structure (e.g., committee, coordinator, etc.), and if applicable, how the plan and/or structure have changed since the last PPR.
- B. For each degree program, provide the student learning outcomes (SLOs); describe the methods, direct or indirect, used to measure student learning; and summarize the assessment results of the SLOs.
- C. Describe whether and how assessment results have been used to improve teaching and learning practices, and/or overall departmental effectiveness. Please cite specific examples.
- D. Describe other quality indicators identified by the department/program as evidence of effectiveness/success other than student learning outcomes (e.g., graduation rate, number of students attending graduate or professional school, job placement rates, etc.).
- E. Many department/programs are offering courses and programs via technology (e.g., online, etc.) or at off-campus sites and in compressed schedules. How is student learning assessed in these formats/modalities?

### IV. Faculty

- A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure track faculty lines (e.g., new hires, retirements, FERP's,



resignations), and how these changes may have affected the program/department's academic offerings. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor) [see instructions, Appendix C]. Attach faculty vitae (see Appendix D).

- B. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the discipline, the career objectives of students, the planning of the university, and regional, national or global developments.
- C. Describe the role of full-time or part-time faculty and student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and student teaching assistants. Identify any parts of the curriculum that are the responsibility of part-time faculty or teaching assistants.
- D. Include information on instructor participation in Special Sessions self-support programs offered by the department/program.

#### V. Student Support and Advising

- A. Briefly describe how the department advises its majors, minors, and graduate students.
- B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities supported? List the faculty and students participating in each type of activity and indicate plans for the future.

#### VI. Resources and Facilities

- A. Itemize the state support and non-state resources received by the program/department during the last five years (see instructions, Appendix E).
- B. Identify any special facilities/equipment used by the program/department such as laboratories, computers, large classrooms, or performance spaces. Identify changes over last five years and prioritize needs for the future.
- C. Describe the current library resources for the program/department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases etc.

## VII. Long-term Plans

- A. Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity (see instructions, Appendix F).
- B. Explain how the long-term plan implements the University's mission, goals and strategies and the unit's goals.
- C. Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, and how it will collect and analyze such evidence.
- D. Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?

## VIII. Appendices Connected to the Self-study (Required Data)

1. Undergraduate Degree Programs
2. Graduate Degree Programs
3. Faculty
4. Resources
5. Long-term planning
6. *Curriculum Vitae* of faculty (which should include recent scholarly/creative activity and any research funding)

## **7. Submission Deadline**

**The required PPR documents shall be submitted** electronically to the Provost and VPAA via a designated email address ([ppr@fullerton.edu](mailto:ppr@fullerton.edu)) **no later than Friday, April 29, 2022.**

The final PPR documents shall include the following:

- 1) Self-study prepared by the department/program faculty, including required data.
- 2) Report of internal/external review visiting team.
- 3) Written response to the visiting team by the department or program.
- 4) Dean's comments and recommendations.
- 5) Department/program's response to the Dean's recommendations, summarizing any changes enacted and/or planned.

## **8. Appendices to the Self-study**

The Office of Assessment and Institutional Effectiveness ([www.fullerton.edu/data](http://www.fullerton.edu/data)) will provide

the data for Tables 1-9 needed for review and analysis by **December 1, 2021**. The completed tables should be placed in the appendix, and the narrative and analyses should be woven into the body of the self-study.

**APPENDIX A. UNDERGRADUATE DEGREE PROGRAMS**

TABLE 1. Undergraduate Program Applications, Admissions, and Enrollments

For each undergraduate degree program, a table will be provided with the number of student applications, number of students admitted, and number of new enrollments.

TABLE 1-A. First-time Freshmen: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2016			
2017			
2018			
2019			
2020			

TABLE 1-B. Upper-division Transfers: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2016			
2017			
2018			
2019			
2020			

TABLE 2. Undergraduate Program Enrollment in FTES

For each undergraduate degree program, a table will be provided showing student enrollment for the past five years, including lower- and upper-division enrollment.

TABLE 2-A. Undergraduate Program Enrollment by course-based FTES

Academic Year (Annualized)	Enrollments in FTES		
	Lower-division FTES <sup>1</sup>	Upper-division FTES <sup>2</sup>	Total FTES
2016-2017			
2017-2018			
2018-2019			
2019-2020			
2020-2021			

<sup>1</sup> All students' FTES enrolled in lower-division courses of the program, regardless of student major.

<sup>2</sup> All students' FTES enrolled in upper-division courses of the program, regardless of student major.

TABLE 2-B. Undergraduate Program Enrollment (Headcount and FTES by Major Only)

Academic Year (Annualized)	Majors						
	Lower-division		Upper-division (including Post-Bac & 2 <sup>nd</sup> Bac)		Total		
	Headcount	FTES <sup>1</sup>	Headcount	FTES <sup>2</sup>	Headcount	FTES <sup>3</sup>	FTES per headcount
2016-2017							
2017-2018							
2018-2019							
2019-2020							
2020-2021							

<sup>1</sup> FTES of the lower division students who are majoring in the program.

<sup>2</sup> FTES of the upper division students who are majoring in the program.

<sup>3</sup> FTES of all students who are majoring in the program.

**TABLES 3. Graduation Rates for Degree Program**

For each undergraduate degree program, tables will be provided showing the 4-year, 5-year, and 6-year graduation rates and Pell and underrepresented status equity gaps for 6-year graduation rates by program for all majors at entry. Table 3-A will summarize the first-time, full-time freshman graduation rates. Table 3-B will summarize the transfer student graduation rates.

TABLE 3-A. First-time, Full-time Freshmen Graduation Rates

Entered In Fall	Cohort	% Graduated in 4 years	% Graduated in 5 years	% Graduated in 6 years	Pell Equity Gap	UR Status Equity Gap*
2013						
2014						
2015						
2016						
2017						

\*Note. Equity gap is calculated as the percentage point difference in six-year graduation rates between two sub-populations of each cohort year (e.g., 2012 non-UR six-year graduation rate – 2012 UR six-year graduation rate). Please consider cohort sizes when interpreting the equity gap data.

TABLE 3-B. Transfer Student Graduation Rates

Entered In Fall	Cohort	% Graduated in 2 years	% Graduated in 3 years	% Graduated in 4 years
2015				
2016				
2017				
2018				
2019				

TABLE 4. Degrees Awarded

For each undergraduate degree program, a table will be provided showing the number of primary degrees awarded for the five most recent college years for which data are available.

TABLE 4. Degrees Awarded

College Year	Degrees Awarded
2016-2017	
2017-2018	
2018-2019	
2019-2020	
2020-2021	

**APPENDIX B. GRADUATE DEGREE PROGRAMS**

TABLE 5. Graduate Program Applications, Admissions, and Enrollments

For each graduate degree program, a table will be provided showing the number of student applications, number of students admitted, and the number of new enrollments.

TABLE 5. Graduate Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2016			
2017			
2018			
2019			
2020			

TABLE 6. Graduate Program Enrollment by FTES

For each graduate degree program, tables will be provided showing student enrollment for the past five years by headcount and FTES.

TABLE 6. Graduate Program Enrollment by Headcount and FTES

Academic Year (Annualized)	Headcount	FTES	FTES per headcount
2016-2017			
2017-2018			
2018-2019			
2019-2020			
2020-2021			

TABLE 7. Graduate Student Graduation Rates

For each graduate degree program, a table will be provided showing the graduate rates for master's or doctoral programs.

TABLE 7-A. Graduation Rates for Master's Programs

All Master's Entered in Fall:	Cohort	% Graduated in 2 years	% Graduated in 3 years	% Graduated in 4 years
2015				
2016				
2017				
2018				
2019				

TABLE 7-B. Graduation Rates for Doctoral Programs

All Doctoral Entered in Fall:	Cohort	% Graduated in 3 years	% Graduated in 4 years	% Graduated in 5 years
2015				
2016				
2017				
2018				
2019				

TABLE 8. Master's Degrees Awarded

For each graduate degree program, a table will be provided with the number of degrees awarded.

TABLE 8. Graduate Degrees Awarded

College Year	Degrees Awarded
2016-2017	
2017-2018	
2018-2019	
2019-2020	
2020-2021	

## APPENDIX C. FACULTY

Table 9. Full-Time Instructional Faculty, FTEF, FTES, SFR

For the five most recent fall terms, a table will be provided with the number of tenured faculty, number of faculty on tenure-track, number of faculty on sabbatical, number of faculty in FERP, number of full-time lecturers, and full-time faculty equivalent (FTEF) as of fall term.

Table 9. Faculty Composition

Fall	Tenured	Tenure-track	Sabbaticals at 0.5	FERP at 0.5	Full-time Lecturers	Actual FTEF
2016						
2017						
2018						
2019						
2020						

## APPENDIX D. FACULTY CURRICULUM VITAE

Include recent scholarly/creative activity and any research funding obtained.

## APPENDIX E. RESOURCES

Table 10. Provide a table showing for the past five years all department resources and the extent to which each is from the state-supported budget or from other sources, such as self-support programs, research, contracts and/or grants, development, fund-raising, or any other sources or activities.

## APPENDIX F. LONG-TERM PLANNING

The unit will need to first develop goals regarding student learning, scholarship, and service outcomes and then develop criteria for assessing whether they have been achieved. Important quality outcomes may include the definition and analysis of student academic work/achievement; impacts of research and scholarly activity on the discipline, the institution, and the community; impacts of service on the discipline the institution, and the community; and the marks of a successful graduate from a program in this unit.

Using the information provided in the appendices (e.g., graduation rates, and faculty composition, FTES enrollment), determine how they inform and influence the long-term goals of the department or degree program.

# Pollak Library Core Collection: Essential Content and Funding to Support the CSUF Community

Heather Tunender, Head, Collections and Processing Services Unit, and

Ann Roll, Collection Development Librarian

April 12, 2013

## Introduction

The scholarly information landscape has changed significantly in the last 15 years with the increasing availability of online information, the expanding academic information landscape, and the rising costs of scholarly journals. The Cal State system is offering more online courses and programs than ever before, and will continue to grow. To support the online educational needs of our growing community, and support student success, the Pollak Library must provide access to quality online content.

We have addressed these challenges creatively while struggling to maintain an adequate collection in a time of significantly decreased funding. We hope this report will inspire a conversation about the Library's role on campus, help define what a Core Collection for the CSUF community should include, and most importantly, discuss the extent to which the Library can meet growing campus demands for content and accreditation requirements within its current budget. We hope to justify sufficient financial support to sustain a Core Collection, i.e. a collection of content that will serve a majority of the information needs of the CSUF community.

As you can see in the chart below, baseline expenditures to support the Library's electronic resources subscriptions, (e.g. ebooks, research databases, and ejournals) have steadily increased even though we have completed several significant cancellation projects (see Appendix C). In addition to database cancellations, journal subscriptions and standing order book cancellations have allowed the Library to redirect baseline funding to support the ER budget. Additionally, our baseline book budget has decreased 77% since fiscal year 06/07 from \$649,180.00 to \$138,563.00.

Fiscal Year	Electronic Resources (ER) Baseline Budget	Electronic Resources (ER) Budget Expenditure	Baseline Deficit	Departmental Transfers	Inflationary Budget Increases, 5%
10/11	\$ 1,432,073.00	\$ 1,550,157.98	\$ 118,085.00	\$ 38,000.00	X
11/12	\$ 1,483,573.00	\$ 1,586,134.92	\$ 102,562.00	\$ 30,000.00	X
12/13	\$ 1,483,573.00	est. \$ 1,635,000.00	*est. \$ 151,427.00	\$ 30,000.00	X
13/14	?	est. \$ 1,749,450.00	?		est. \$ 81,750.00

\* One-time money from the Library's budget has been used to shore up our 12/13 ER baseline deficit.

## RECOMMENDATIONS:

1. Increase the Library's baseline materials budget by \$151,000.00 to cover the estimated 13/14 ER deficit. Without this additional funding, core subscriptions will need to be canceled in 13/14 as invoices arrive.
2. Increase the Library's baseline ebooks budget by 50% annually (est. \$34,000.00 for 13/14). Without this increase, most ebooks will be removed from the Library Catalog. A longer-term solution would be to establish a CSU ebook consortial collection. Until then, short-term baseline increases will ensure access to adequate book content.
3. Incorporate an annual 5% inflationary increase to the Library's baseline materials budget in order to maintain the current collection. While the baseline increase of \$151,000.00 would cover expenses for 13/14, core resources will need to be canceled in the coming years as costs increase.

These recommended increases allow us to maintain the current collection without further cancellations. Additional funds will be needed to continue to add new materials to address changing priorities in campus curriculum, to contribute to students' academic success, and to meet the increasing demand for online accessible content. To get an idea of the ongoing demand for resources, see the Library's Content Wish List (Appendix D).



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## **Research Databases**

Research Databases are online searchable collections of article and book citations, i.e. indexes, (e.g. Philosopher's Index, Web of Science), collections of data, (e.g. Mergent Online, Journal Citation Reports), or collections of full image or audio files, (e.g. ARTSTOR, Jazz Music Library). Some indexes include the full text of articles, (e.g. Academic Search Premier, CINAHL Plus with Full Text), while others include only citations.

The Library acquires most Research Databases on an annual subscription basis. Others are purchased with one-time money for perpetual access and include a modest annual access fee. Many of the Research Database subscriptions are managed centrally through the Chancellor's Office, Systemwide Digital Library Content (SDLC). SDLC negotiates cooperative acquisitions to maximize discounts through bulk pricing agreements. In addition, they fully fund subscriptions identified for the CSU Electronic Core Collection (ECC), working closely with CSU Librarians to define what should be included. The Pollak Library subscribes locally to Research Databases that complement the SDLC collection, and address the unique academic needs of the CSUF community.

The Library has canceled 35 Research Database subscriptions in the last 5 years in an attempt to keep up with both subscription cost increases and budget cuts. Canceled resources are listed in Appendix C.

We have identified a list of Research Databases as part of our Core Collection. These subscriptions are selected based on recommendations from subject liaison librarians who work closely with students and faculty in their liaison departments. Additionally, database reviews and a bibliography, *Resources for College Libraries*, provide endorsements for these Research Databases as core to the specified subjects. The list is subject to change as new programs are added/removed, new databases are published, or faculty and student demand changes.

**See Appendix A for Recommended Research Databases for a Pollak Library Core Collection.**

## Journals

The increasing cost of periodicals, beyond the rate of inflation, has led to a “serials crisis” in libraries as the costs of academic journals rise beyond Library budget increases. New models of scholarly publishing have evolved in an attempt to address this crisis, (e.g. open access publishing) with some success. However, libraries still rely heavily on traditionally published academic journals and struggle to maintain subscriptions without baseline budgetary increases.

It is Pollak Library’s practice to subscribe to periodicals electronically rather than in print, and “flip” print subscriptions to electronic when an e-version becomes available. Electronic versions are more accessible and see more use, but usually cost more. In an effort to rationalize new subscription choices and control the increasing periodicals expense, all new periodical subscriptions must have usage data showing that Interlibrary Loan (ILL) requests/costs (appx \$22 per ILL request) for the periodical exceed the annual institutional subscription cost. Faculty requests go directly to a new periodicals wish list and unless they appear on the ILL high-use periodicals list, they will not be considered for addition to the collection. Without annual baseline budget increases, the Library will be unable to add new subscriptions.

The Pollak Library subscribes to approximately 20,000 periodicals, (e.g. journals, newspapers) including large packages of electronic journals from major publishers, (e.g. Elsevier, Springer), often called “Big Deal” journal packages. Our Big Deal subscription agreements are negotiated by SDLC on behalf of the CSU Libraries to maximize discounts through bulk pricing agreements. Big Deal subscriptions enable the Library to provide access to a large number of journal articles from significant publishers, but at a very high cost, absorbing 36% of the ER budget.

A recent trend is on-demand article delivery (DDA), (e.g. Copyright Clearing Center’s Get-It-Now). DDA transaction costs are equivalent and sometimes exceed the cost of traditional, staff mediated, Interlibrary loan. Providing access to high-cost, but low-use, content quickly via electronic delivery is the strength of DDA, but the costs render this model unsustainable as a single solution to the serials crisis. We will continue to experiment with new implementations of on-demand article delivery in order to maximize our materials budget spending.

### Recommended Journal Packages for a Pollak Library Core Collection:

<b>“Big Deal” Journal Packages</b>	<b>Type</b>	<b>Cost</b>
ACM Digital Library	SDLC (“Big Deal”)	\$ 6,230
American Chemical Society Journals	SDLC (“Big Deal”)	\$ 30,000
American Institute of Physics (AIP) Journals	SDLC (“Big Deal”)	\$ 29,135
Elsevier ScienceDirect Complete	SDLC (“Big Deal”)	\$ 226,377
Oxford University Press Journals	SDLC (“Big Deal”)	\$ 12,109
Sage Publications (Premier)	SDLC (“Big Deal”)	\$ 82,931
Springer Link Online Journals	SDLC (“Big Deal”)	\$ 74,832
Wiley Journals	SDLC (“Big Deal”)	\$ 126,000
<b>Smaller Journal Packages</b>		<b>Cost</b>
AIP Scitation American Society of Civil Engineers	Local sub	\$ 12,583
Allen Press American Accounting Association	Local sub	\$ 1,510
American Society for Microbiology	Local sub	\$ 4,039
ASME Digital Library Journals (American Society of Mechanical Engineers)	Local sub	\$ 7,143
Berkeley Electronic Press (Research Now--BEPres)	Local sub	\$ 8,628
Duke University Press (Highwire)	Local sub	\$ 3,241
Emerald Management 120 (Was: Management Xtra 111)	SDLC	\$ 6,822
JSTOR (A&S 1-7, Free Early Journal content, and Life Sciences)	SDLC	ECC
Ovid Nursing Full Text Plus	Local sub	\$ 11,035
Project MUSE Standard Collection	SDLC	ECC

## Books and eBooks

In recent years, book collecting methods at academic libraries have shifted. For decades, libraries have monitored collection use and followed changing priorities in curriculum and research in order to predict what students and faculty will need. Collection development policies set clear guidelines stating the appropriate subject matter and academic level for books in libraries' collections. Librarians utilized these guidelines to select books that were most likely to be used by students and faculty in the future. Libraries have shifted to a trend of selecting for the present.

Many libraries, including the Pollak Library, have worked in recent years to meet the needs of students as they occur, rather than predict future needs. The increasing availability of ebooks has enabled libraries to establish demand-driven-acquisitions (DDA) plans. Pollak Library currently participates in a DDA plan in which staff add records for ebooks to the catalog, and only when a book is used, the Library is charged a portion of the full price. This has enabled the Library to offer a broader selection of books to students, while reducing costs. The Library has also established a Buy-Not-Borrow workflow, in which some books requested by students and faculty via Interlibrary Loan are purchased for the collection rather than borrowed from another library. This method not only supplies the book to the requestor quickly, but also builds the Library collection with needed material.

While these efforts are meeting students' needs quickly and cost-effectively, Pollak Library needs to continue to build its book collection in order to fully support the academic programs of the University. Ebook availability of academic books has increased incredibly in recent years, but most new academic books are still only available in print format. DDA cannot be the only method for acquiring the books necessary for the students and faculty of the University.

From 05/06 to 12/13, the Pollak Library books budget has been reduced by 77%, and a significant number of relevant academic books have not been added to the Library collection as a result. The number of academic books published has declined slightly in recent years, but the number of books that the library has acquired has been reduced more dramatically. For example, the number of books acquired by the Library dropped 17% from 10/11 to 11/12, while the publishing output only dropped 3%.

As the number of academic books published in electronic format continues to grow, our number of books accessed via DDA will grow. In 11/12, the Library spent \$53,080 total for ebook uses via the DDA plan. However, with 12/13 not yet complete, this amount has already been exceeded, and \$57,680 has already been expended. The average amount spent monthly on DDA ebook access has increased 45% from 11/12 to 12/13. Funds needed for print books will gradually decline, but funds needed to provide access to ebooks will continue to grow dramatically.

<b>Books Baseline Budget History</b>			
<b>Fiscal Year</b>	<b>Baseline Book Budget</b>	<b>(Loss)/Gain</b>	<b>Notes</b>
05/06	\$ 612,434		
06/07	\$ 649,180	36,746	received inflation funds
07/08	\$ 620,725	(28,455)	received inflation funds and baseline cuts
08/09	\$ 600,105	(20,620)	baseline cuts
09/10	\$ 325,505	(274,600)	baseline cuts
10/11	\$ 107,405	(218,100)	baseline cuts
11/12	\$ 138,563	31,158	no baseline cuts
12/13	\$ 138,563	-	no baseline cuts

## Appendices

### Pollak Library Core Collection: Essential Content and Funding to Support the CSUF Community

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#### Appendix A – Recommended Research Databases for Pollak Library Core Collection



Index



Full Text Index



Collection





Collection - Data




















Collection - Audio


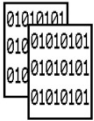








Collection - Images









Research Database Title and Vendor	Review	Content Type	Subscription Cost
ABI Inform (ProQuest)	“... contains complete runs of key business and management journals, providing a historical perspective on topics including corporate strategies, management techniques, marketing, product development, and industry conditions worldwide.” <sup>29</sup>		*SDLC ECC
Abstracts in Anthropology (Baywood)	Librarian recommendation.		\$900









Academic Search Premier (EBSCO)	"Content is king here ... Enthusiastically recommended for academic and large public libraries" <sup>49</sup>		\$30,343
African American Song (Alexander Street Press)	"... comprehensive through 1943 for blues and black sacred music, representative for various types of postwar 'American Folk' music, and seemingly random for jazz, ragtime, and stage/screen music." <sup>45</sup>		\$250 perpetual access fee
Ageline (EBSCO)	"... Several high-interest, ready-made thematic topics such as 'Long Term Care & Caregiving' and 'An Aging Society' ... Summing up: Recommended." <sup>76</sup>		\$3,075
Agricola (ProQuest)	"Summing Up: Recommended. All levels." <sup>2</sup>		\$210
America: History and Life (EBSCO)	"Published since 1964, this is the definitive bibliographic reference covering the history, culture, area studies, and current affairs literature of the United States and Canada, from prehistory to the present." <sup>26</sup>		*SDLC ECC
American Civil War: Letters and Diaries (Alexander Street Press)	"easy access to primary sources makes this a valuable resource for academic collections ... highly recommended." <sup>86</sup>		\$250 perpetual access fee
American Song (Alexander Street Press)	"... well suited to academic settings where the opportunity to explore the sounds and cultures of people from all over this country and the world contributes to the educational experience" <sup>31</sup>		\$250 perpetual access fee
Americas Historical Newspapers (Readex) including Early American Newspapers Series 1-5, 1690-1922	"... a valuable tool for historians and students in a wide variety of fields ... Summing Up: Highly recommended." <sup>6</sup>		\$4,421

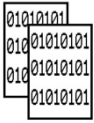








Annual Reviews	Included in <i>Resources for College Libraries</i> . <sup>2</sup>		\$5,881
Anthropology Plus (American Anthro Assn.) (EBSCO)	"... the database is essential to any type of anthropological or archaeological research" <sup>38</sup>		\$1,668
AnthroSource (Royal Anthro Inst. G Brit & Ireland)	"By creating this essential database, AAA has provided full-text searching of the 31 AAA journals (11 of which are peer-reviewed), newsletters, and bulletins, providing '100 years of anthropological material online to scholars and the public.'" <sup>38</sup>		\$1,695
AP Images	"If a picture is worth a thousand words, this database is worth billions ... Summing Up: Highly recommended." <sup>81</sup>		\$1,021
ArchiveGrid (OCLC Base pkg)	Librarian recommendation. Included with WorldCat base package.		Comes with WorldCat base pkg.
Art Full Text (EBSCO); Art Retrospective (EBSCO)	Included in <i>Resources for College Libraries</i> . <sup>2</sup>		\$4700
ArtBibliographies Modern (ProQuest)	"The Bottom Line: ARTbibliographies Modern is useful for both the beginning and experienced researcher; ABM on the web is an essential tool for large public, special, academic, and research libraries." <sup>47</sup>		\$3,748
ARTFL	"ARTFL is one of the premier resources for textual analysis, now extending beyond its original emphasis on French texts. With its powerful, full-text searching and retrieval capabilities and its store of bibliographic information, it is recommended for academic and research libraries" <sup>55</sup>		Paid one-time perpetual access fee.
ArticleFirst	Librarian recommendation. Included with WorldCat base package.		Comes with WorldCat









			base pkg.
ARTstor	"... the de facto standard for institutional image repositories and pedagogical use, and rightfully so. Scholars, faculty, students, curators, and the like have come to rely not only on the wide-ranging diversity of collections but also on the extensive tool set." <sup>32</sup>		\$10,007
Best Insurance Reports P/C and L/H	Librarian recommendation.		\$3790
Bibliography of Asian Studies	"... a crucial resource for scholarly research since 1971, as the Association for Asian Studies shows how much can still be accomplished outside the sphere of the major database providers" <sup>30</sup>		\$990
Biography Index 1984+ (Wilson/EBSCO)	"Summing up: Recommended. All levels." <sup>92</sup>		\$1950
Biological Abstracts (EBSCO)	Classic source. Librarian recommendation.		*SDLC ECC
Black Thought and Culture (Alexander Street Press)	"Another notable resource from Alexander Street, this site connects students and scholars with nonfiction works by leading African Americans ... Summing up: Highly recommended." <sup>93</sup>		\$250 perpetual access fee
Book Review Digest Plus (EBSCO); Book Review Digest Retrospective (EBSCO)	"Although collection managers and users can discover reviews on countless publisher sites, blogs, and unaffiliated reviewer sites these days, Book Review Digest Plus and Book Review Digest Retrospective offer not only the scope but certainly also a sense of authority lacking from those other sources." <sup>34</sup>		\$334
British and Irish Women's Letters and Diaries (Alexander Street Press)	"... this excellent resource will have a special appeal for students of history and literature. Summing up: Highly recommended." <sup>89</sup>		\$250 perpetual access fee




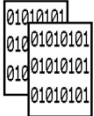






Business Full Text (EBSCO)	"... able to satisfy the research needs of everyone, from the community college <b>business</b> major to the demanding clients of a corporate library." <sup>27</sup>		Part of Omnifile.
Business Source Premier (pd w/Acad Sch Prem)	"... the database offers historians a wealth of primary source material. Outside academe, the business community, investors, consumers, and consumer advocates would all get considerable mileage out of Business Source Premier." <sup>27</sup>		Comes with ASP; on its own it's appx. \$30,000.
Cabell's Education & Business Sets	"... a classic in the business reference literature ... a worthwhile addition to any academic business collection." <sup>62</sup>		\$3,315
CAMIO	"Summing up: Recommended. Lower-level undergraduates through faculty/researchers" <sup>43</sup>		Comes with WorldCat base pkg.
Chicano Database (OCLC/RLG)	"Indispensable for college and university students and researchers in Chicano and Hispanic studies." <sup>58</sup>		\$952
Children's Literature Comprehensive DB	"It offers solid written materials and links to online resources, and is recommended for both academic and public libraries." <sup>83</sup>		\$800
CINAHL Plus with Full Text (EBSCO)	"... the usefulness of the available content cannot be denied." <sup>44</sup>		*SDLCC ECC
Clase and Periodica	"Content spans all disciplines, concentrating on scholarly literature from the Latin American world. Functionality for the set of databases produced by the Autonomous University of Mexico is undoubtedly enhanced with access through OCLC FirstSearch." <sup>5</sup>		Comes with WorldCat base pkg.










Classical Music Library (Alexander Street Press)	"The expanded repertoire and improved sound quality make the service more attractive to all libraries" <sup>8</sup>		\$250 perpetual access fee
Classical Scores Library (Alexander Street Press)	"CSL enables libraries to provide convenient online access to thousands of scores and to augment their print holdings with thousands of additional titles, including contemporary works from major publishers." <sup>82</sup>		\$250 perpetual access fee
Cochrane Library	"This resource is a valuable tool for a broad range of people interested in evidence-based health care, including clinicians, consumers, policy makers, researchers, educators, and others." <sup>9</sup>		\$1,493
Columbia Granger's World of Poetry	"... indispensable, subscription-based online literary resource ... Summing Up: Essential." <sup>66</sup>		\$1,375
Communication & Mass Media Complete (EBSCO)	"The searchability and full text push it up to a ten. This is one of the best interdisciplinary databases with which I have worked. It stretches effectively over a wide range of humanities and social sciences subjects, addressing a host of 'between the cracks' issues." <sup>53</sup>		*SDLC ECC
Compendex (EIVillage)	"...we are both EI Village 2 Compendex fans." <sup>46</sup>		\$8,842
Contemporary World Music (Alexander Street Press)	"... well suited to academic settings where the opportunity to explore the sounds and cultures of people from all over this country and the world contributes to the educational experience--whether as a part of the coursework or a personal journey." <sup>31</sup>		\$250 perpetual access fee
CQ Researcher	"This annual guide offers substantial detail about contemporary concerns; unclouded by shifting historical narratives, it will be vital to students and researchers." <sup>12</sup>		*SDLC ECC








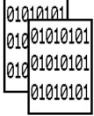
CQ Weekly	Librarian recommendation.		*SDLC ECC
Criminal Justice Abstracts (EBSCO)	“CJA offers much more content—for a broader span of years and the content is first-rate. So is the delivery system. Not just for libraries serving criminal justice researchers, this file will be used by researchers across the disciplines” <sup>54</sup>		\$2,202
Dissertations and Theses (ProQuest)	“This one-of-a-kind database would be very useful to faculty/researchers and students in academic institutions with graduate programs. Summing up: Recommended.” <sup>13</sup>		*SDLC ECC
EconLit (EBSCO)	“EconLit is obviously the primary bibliographic research tool for economists within and outside of academe, as well as for graduate and undergraduate students at all levels.” <sup>29</sup>		\$8,898
Education Full Text (EBSCO)	“A big player in the education database family, this file provides indexing and abstracting to more than 600 journals, of which 50 percent are available in full text.” <sup>94</sup>		Part of Omnifile.
EIU ViewsWire (ProQuest)	Librarian recommendation. Included with ABI Inform.		Comes with ABI Inform.
English Short Title Catalogue	“ESTC is an essential library research tool.” <sup>61</sup>		Free access
ERIC (EBSCO)	“Given its depth and breadth, ERIC is an indispensable and respected research and information tool for any education-related topic” <sup>21</sup>		*SDLC ECC
Ethnic Newswatch (ProQuest)	“... a very important acquisition for all academic research libraries—no other product comes close to providing the diverse coverage and breadth of US racial and ethnic minority full-text newspapers, magazines, and		*SDLC ECC

	journals.” <sup>22</sup>		
Ethnographic Video Online	“... this high-quality, one-of-a-kind resource is invaluable for most programs in the social sciences and specifically for film studies and anthropology. Summing Up: Highly recommended.” <sup>17</sup>		\$250 perpetual access fee
EuromonitorGlobal (Passport Reference)	“The world is an oyster for Euromonitor Passport subscribers. Whether it is gauging the market potential for baby food in Greece, identifying acquisition targets in Poland, or evaluating Chile's suitability as a manufacturing location, Passport is the Mercedes of business intelligence on industries, countries, and consumers.” <sup>14</sup>		\$22,660
Europa World Plus (Yearbook)	“... continues to be a staple in academic libraries ... Recommended for academic, special, and major public libraries.” <sup>16</sup>		\$5,455
Factiva	“Factiva, with its international reach, covers both the practical and theoretical aspects of the changing regulatory environment. It elegantly supplements what you'll find on free websites.” <sup>71</sup>		*SDLC ECC
FASB-Financial Accounting Standards Board	“Recommended for undergraduate and graduate students, educators, and practitioners.” <sup>2</sup>		Free access
Gale's Literary Index	Librarian recommendation. Included with Literature Criticism Online.		Comes with Literature Criticism Online.
Garland Encyclopedia of World Music Online	“The ability to search the over 9,000 pages of this work is wonderful, and the free Music Online interface allows for federated searching across other ASP databases.” <sup>11</sup>		\$100 perpetual access fee
GenderWatch (ProQuest)	“The diversity of mostly full-text academic, gray, and popular literature covered by GenderWatch will be a boon to all libraries supporting gender and women's studies research. Recommended to public, academic, and special libraries for its user-friendly interface and interdisciplinary subject		*SDLC ECC

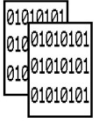








	coverage.” <sup>59</sup>		
General Science Full Text (EBSCO)	“The database content is a gem for undergraduate research and all-purpose exploration” <sup>84</sup>		Part of Omnifile.
GEOBASE (on Engineering Village)	Librarian recommendation.		\$8,435
GeoRef (EBSCO)	“... indispensable for any institution that supports research in the geosciences. Summing up: Essential.” <sup>37</sup>		\$4,908
Global Road Warrior	Librarian recommendation.		\$1,158
GPO Access	Librarian recommendation. Classic source included with WorldCat base package.		Comes with WorldCat base pkg.
Greenfile (EBSCO)	Librarian recommendation.		*SDLC ECC
Handbook of Latin American Studies - HLAS (LC)	“It is a wonderful resource for undergraduates, graduate students, and faculty.” <sup>2</sup>		Free access
HAPI (Hispanic American Periodicals Index)	“The real value of HAPI lies in the convenient access it provides to social science research on Latin America that is frequently underutilized or ignored. Anthropological field studies, for example, often provide detailed information on political attitudes, social conditions, and economic trends that cannot be found anywhere else.” <sup>63</sup>		\$1,600


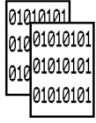






Historic Documents (CQ Press)	"This database is a rich and easily used source of primary material ..."25		\$125
Historical Abstracts (EBSCO)	"America: History and Life and Historical Abstracts are the standard, preeminent indexes available in historical research. Period."57		*SDLC ECC
Hoovers Company Profiles (ProQuest)	"Hoover's is here to stay, with a successful business model and some of the best free and fee business content anywhere."73		Comes with ABI Inform.
Human Relations Area File (HRAF) Archaeology	"Updated annually, the Ethnography Collection contains some 350,000 pages of data on all aspects of human societies—structures, organizations and unique social forms—ranging from religion to agriculture and technology ... Summing up: Highly recommended."77		\$915
Human Relations Area File (HRAF) World Cultures	Librarian recommendation.		\$1,803
Humanities and Social Sciences Index Retrospective (EBSCO)	(See review for Humanities Full Text and Social Science Full Text.)		\$501
Humanities Full Text (EBSCO)	"The Humanities Full-Text database is a boon for basic and advanced scholars alike, and its interdisciplinary coverage is commendable."91		Part of Omnifile.
IEEE Xplore	"...imbedded in an easy-to-drive search engine, IEEE has designed and is delivering an exciting and highly productive tool that facilitates cross-disciplinary research. This is a sports car that belongs in your information garage."3		\$55,576










Import Genius	Librarian recommendation.		Free access
In the First Person (Alexander Street Press)	“The quantity and variety of personal histories contained in this database is truly exceptional, and will appeal to a diverse group of users.” <sup>42</sup>		\$250 perpetual access fee
Intelliconnect (formerly CCH Tax Research Network)	Librarian recommendation.		\$4,325
Int'l Bibliography of Theatre & Dance (EBSCO)	Librarian recommendation.		\$2,467
Int'l Index to Music Periodicals (IIMP)	“In general, International Index to Music Periodicals is a valuable resource” <sup>39</sup>		\$4,920
Int'l Index to the Performing Arts (IIPA)	“Don't let <b>the</b> title fool you– <b>the</b> content is useful for anthropology, communication studies, literature, and more ... Highly recommended for special, academic (high school and college), and public libraries.” <sup>72</sup>		\$4,920
Iter Gateway to the Middle Ages & Renaissance	Included in <i>Resources for College Libraries</i> . <sup>2</sup>		\$1,085
Jazz Music Library (Alexander Street Press)	“JML is aggressively expanding a rich and deeply-indexed resource for jazz recordings ... even before this end-of-year push, JML offered the largest collection of streaming jazz recordings. JML is feature-rich and easy to use.” <sup>88</sup>		\$250 perpetual access fee
Lexis Nexis Academic	“Updated continually, this database is a distinctive, one-stop shop for current news, legal and business information.” <sup>65</sup>		*SDLC ECC







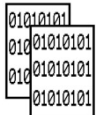

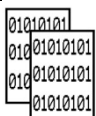
Library Literature & Info Science Full Text (EBSCO)	"This index needs scant introduction to the library community--it is a longtime staple of our profession." <sup>48</sup>		\$1,456
Library, Information Science, & Technology (EBSCO)	"... valuable database ... outstanding features ... recommended." <sup>24</sup>		Comes with EBSCO databases.
Literature Criticism Online (Gale)	"This easy-to-use database, with its strong searching capabilities, will be valuable for all academic libraries with strong literature collections, particularly those serving undergraduates." <sup>80</sup>		\$21,960
Literature Resource Center (Gale)	"Overall provides a good starting point for the large number of students enrolled in first- and second- year literature courses because of its content and ease of use." <sup>90</sup>		\$8,953
LLBA (Linguistics & Language Behavior Abstracts) (ProQuest)	Librarian recommendation.		\$2,103
Los Angeles Times - 1985-present (ProQuest)	Classic source. Librarian recommendation.		*SDLC ECC
Los Angeles Times Historical (1881-1987) (ProQuest)	Classic source. Librarian recommendation.		\$4,373
Marketline (EBSCO)	"Strengths include good industry and company level coverage. Currently there are more than 3,100 industry reports covering a broad variety of consumer and industrial markets." <sup>18</sup>		Comes with Business Source Premier.

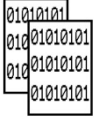

















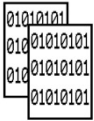
Material Safety Data Sheets (MSDS Online)	Paid for and managed by CSUF EH&S.		Paid for and managed by CSUF EH&S.
MathSciNet	Included in <i>Resources for College Libraries</i> . <sup>2</sup>		\$7,727
Mental Measurements Yrbk (+ Tests in Print)	"Summing up: Recommended." <sup>85</sup>		\$2,897
Mergent Online	"This modular subscription suite has evolved into a powerful financial resource." <sup>2</sup>		*SDLC ECC
MintGlobal	"Mint Global easy to use, highly customisable and a thoroughly fresh take on global business data." <sup>10</sup>		\$27,500
MLA Directory of Periodicals (EBSCO)	Classic source. Librarian recommendation.		*SDLC ECC
MLA International Bibliography (EBSCO)	"... unchallenged as the leading comprehensive bibliographical database in scholarship in the literatures and linguistics of the major European languages, as well as in folklore." <sup>87</sup>		*SDLC ECC
MRIPlus	Paid for and managed by CSUF Communication Dept.		Paid for and managed by CSUF Comm. Dept.
Music Online Listening	"Music Online is the LexisNexis of music, and it may make the use of many traditional library resources unnecessary." <sup>7</sup>		\$8,120




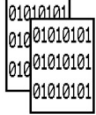




National Criminal Justice Reference Service Abstracts Database	"The NCJRS Abstracts database is a rich store of information about more than 150,000 articles, research reports, books, statistics, and other government documents related to every aspects of criminology published since the early 1970s." <sup>40</sup>		Free access
Net Advantage Industry Surveys (S&P)	"... provides valuable investor information on companies, industries, and mutual funds for both investors and students ... Summing Up: Recommended." <sup>2</sup>		\$21,139
New York Times - 1980-present (ProQuest)	Classic source. Librarian recommendation.		Comes in ProQuest Newsstand.
New York Times Book Review (ProQuest)	"The New York Times Book Review, which has been the most revered source for book reviews, often having the best novelists as critics, such as John Updike." <sup>41</sup>		Comes with NYT subscription.
New York Times Historical (1851-2007) (ProQuest)	Classic source. Librarian recommendation.		\$7,680
New York Times Magazine (ProQuest)	Classic source. Included with New York Times subscription.		Comes with NYT subscription.
Newssand (ProQuest)	"A solid, understandable news source that will meet the needs of most researchers and will work well for a wide assortment of users." <sup>52</sup>		*SDLC ECC
North American Immigrant Letters, Diaries and Oral Histories (Alexander Street Press)	"This database will support an extraordinary range of focused inquiries within a rich collection of texts and is recommended for any library with significant patron interest in 19th- or 20th-century American history." <sup>79</sup>		\$250 perpetual access fee

North American Indian Thought and Culture (Alexander Street Press)	Included in <i>Resources for College Libraries</i> . <sup>1</sup>		\$250 perpetual access fee
North American Theatre Online (Alexander Street Press)	"Overall this is an excellent site. Users should appreciate having so much information pulled together for them." <sup>2</sup>		\$250 perpetual access fee
North American Women's Letters and Diaries (Alexander Street Press)	(See review for In the First Person.)		\$250 perpetual access fee
OAlster	"A resource like OAlster really breaks down some of the barriers between the haves and have nots, which is something librarians strive to do when they provide equal access to all patrons." <sup>23</sup>		Comes with WorldCat base pkg.
OCLC Base Package	(See reviews for individual components.)		\$6,220
OmniFile FT Mega (Education, Gen Sci, Hum, Readers Guide, Soc Sci, Wilson Business FT)	(See reviews for individual components.)		\$20,435
Opposing Viewpoints (Gale)	"Students will find them appealing and easy to navigate, wonderful for finding information that is authoritative and credible. All are well worth the investment." <sup>1</sup>		\$3,150
Oxford African American Studies Center	"Now, the Oxford African American Studies Center provides that depth of historical context and interpretation... An essential reference." <sup>75</sup>		\$993
Oxford Art Online (Grove)	"The worst thing that can be said about OAO is that it is so captivating and attractive that it requires a certain amount of discipline on the part of researchers just to stay on task. It will meet the needs of scholars and teachers at the college and university level and give their students a		*SDLC ECC

	thorough grounding in the artists and research topics they're investigating." <sup>33</sup>		
Oxford English Dictionary	"This well-researched, current dictionary is highly recommended, especially for those not already owning the 11th edition." <sup>74</sup>		*SDLC ECC
Oxford History of Western Music	"Highly recommended for public and academic libraries." <sup>67</sup>	 	Paid one-time perpetual access fee.
Oxford Music Online (Grove)	"Summing Up: Recommended. All levels." <sup>2</sup>	 	*SDLC ECC
OxResearch (ProQuest)	"With its invaluable and substantial context and perspectives, this database is very highly recommended for academic, large public, and special libraries." <sup>51</sup>		Comes with ABI Inform.
PAIS International (ProQuest)	"The PAIS databases can be considered core holdings in the areas of public policy and international relations ... Summing Up: Highly recommended." <sup>2</sup>		\$5,398
Passport Reference (Euromonitor)	"Its content is unmatched by any other system. It is not just a source of data, but a source of business intelligence." <sup>14</sup>		\$23,790


Patty's Toxicology	Included in <i>Resources for College Libraries</i> . <sup>2</sup>		Paid one-time perpetual access fee.
Philosophers Index (ProQuest)	Included in <i>Resources for College Libraries</i> . <sup>2</sup>		*SDLC ECC
Physical Education Index (ProQuest)	Librarian recommendation.		\$1,066
PILOTS Database (ProQuest)	"This is a resource that goes beyond PubMed and other resources in what it presents. For information on this specialized topic, this would be my first choice." <sup>19</sup>		Comes with ProQuest databases.
Play Index (Wilson now EBSCO)	"... is a value-added tool that would be well worth its annual price in libraries supporting serious theater research; it could be of immense value to teachers and performers ..." <sup>70</sup>		\$896
PrimateLit	"An excellent resource for searchers seeking references on any topic involving primates, from paleontology through field and lab behavior to medical research. Highly recommended." <sup>15</sup>		Free access
PRISMA (ProQuest)	"Prisma delivers a solid body of specialized content in the interdisciplinary areas of Hispanic, Latin American, and Caribbean studies." <sup>28</sup>		\$4,430
ProQuest Congressional	Included in <i>Resources for College Libraries</i> . <sup>2</sup>	 	\$12,619

Proquest Digital Newspapers-- Los Angeles Times and New York Times	Classic source. Librarian recommendation.		\$12,053
PsycARTICLES (EBSCO)	"PsycARTICLES is recommended for public, academic, and special libraries supporting strong psychology curricula and/or researchers" <sup>60</sup>		*SDLC ECC
PsycINFO (EBSCO)	"Developed from the print indexes that preceded it, the highly valued and heavily used PsycINFO is an important basic resource in academia ... Summing Up: Recommended." <sup>2</sup>		*SDLC ECC
PubMed	Included in <i>Resources for College Libraries</i> . <sup>2</sup>		Free access
Rand California	Librarian recommendation.		\$3,701
Readers Guide Full Text Mega (EBSCO);	Classic source. Librarian recommendation.		Comes with Omnifile.
Readers Guide Retrospective, 1890-1982 (EBSCO)	Classic source. Librarian recommendation.		\$354
RIA Checkpoint	"While RIA material is available through other services, such as Academic Universe, none of them have the depth available in RIA's own Checkpoint." <sup>36</sup>		\$3,060

RILM Abstracts of Music Literature (EBSCO)	"... by far the most comprehensive music abstracting system available ... Summing Up: Highly recommended." <sup>2</sup>		\$2,352
SciFinder	Included in <i>Resources for College Libraries</i> . <sup>2</sup>		\$10,550
Smithsonian Global Sound (Alexander Street Press)	"Not only valuable as rare documentation of the music of the world, in many instances they are historic recordings in their own right." <sup>68</sup>		\$250 perpetual access fee
Snapshots North America (ProQuest)	"... provides thorough and authoritative coverage of industries and markets ... occupying a unique niche of in-depth market intelligence" <sup>4</sup>		Comes with ABI Inform.
Social Sciences Full Text (EBSCO)	"Social Sciences Full Text is recommended for public and academic libraries seeking full-text access to recent scholarly journal articles in the social sciences." <sup>56</sup>		Comes with Omnifile.
Social Services Abstracts (ProQuest)	"Most universities, especially those with graduate social work programs, will want to offer both of these CSA databases. Both databases: Highly recommended. Academic libraries serving lower-level undergraduates through faculty/ researchers." <sup>69</sup>		Comes with Sociological Abstracts.
Sociological Abstracts (ProQuest)	"Most universities, especially those with graduate social work programs, will want to offer both of these CSA databases. Both databases: Highly recommended. Academic libraries serving lower-level undergraduates through faculty/ researchers." <sup>69</sup>		*SDLC ECC
SPORTDiscus with Full Text (EBSCO)	"Overall, this is an extremely powerful, user-friendly, useful research tool. Summing up: Recommended." <sup>35</sup>		\$4,784

The Times (London) Digital Archive 1785-1985 (Gale)	Classic source. Librarian recommendation.		\$4,834
Ulrich's Periodical Directory (SerialsSolutions)	Librarian recommendation.		\$3,444
USA Trade Online	"... unique and very specialized ... the information is remarkable and the database would be useful to business students in marketing, exporters, importers, or libraries with business patrons." <sup>78</sup>		1 User license is Free for Federal Depository Libraries.
Wall Street Journal 1984-present (ProQuest);	Classic source. Librarian recommendation.		Comes in ProQuest Newsstand.
Web of Science	Included in <i>Resources for College Libraries</i> . <sup>2</sup>		\$78,800
Women and Social Movements (Alexander Street Press)	"This is an exciting resource and an intriguing publishing model ... a solid yet imaginative research tool that all academic, most public, and some special libraries should have" <sup>50</sup>		\$250 perpetual access fee
Women's Studies International (EBSCO)	"This database has little content overlap with such resources as <i>GenderWatch</i> , <i>Contemporary Women's Issues</i> or <i>Gerritsen Collection</i> ; thus it is worth consideration by libraries supporting women's studies collections." <sup>64</sup>		\$1,696
WorldCat (OCLC)	Classic source. Librarian recommendation.		\$28,196



Zoological Record - 1993-2003 (Ovid)	"The 'world's oldest continuing database of animal biology' continues to improve with age. Summing up: Highly recommended." <sup>20</sup>		One-time perpetual access fee.
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\*SDLC ECC: Systemwide Digital Library Content, Electronic Core Collection

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## Appendix B – Resources by Department

This list includes Research Databases, ebook collections, ejournal collections, and subject specialized online reference resources. Individual journal subscriptions are not included. Departments are not listed when there are no dedicated subject specific resources for that program.

*Italicized titles* are listed in multiple lists.

\*SDLC ECC: Systemwide Digital Library Content, Electronic Core Collection, funded by the Chancellor’s Office

COLLEGE & DEPARTMENT	TITLES	SUBSCRIPTION COST	NOTE
<b>ARTS</b>			
ART			
	<i>AP Images</i>	\$1,021	
	Art Full Text and Retrospective	\$4,700	
	ARTbibliographies Modern (ProQuest)	\$3,748	
	ARTstor	\$10,007	
	CAMIO	-	Part of OCLC Base Pkg.
	Oxford Art Online (Grove)	-	*SDLC ECC
<b>MUSIC</b>			
	<i>African American Song (Alexander Street Press)</i>	\$250	Access fee
	American Song (Alexander Street Press)	\$250	Access fee
	Classical Music Library (Alexander Street Press)	\$250	Access fee
	Classical Scores Library (Alexander Street Press)	\$250	Access fee
	Contemporary World Music (Alexander Street Press)	\$250	Access fee
	Garland Encyclopedia of World Music Online	\$100	Access fee
	International Index to Music Periodicals (IIMP) (ProQuest)	\$4,920	
	Jazz Music Library (Alexander Street Press)	\$250	Access fee
	Music Online (Alexander Street Press)	\$8,120	
	Oxford History of Western Music	-	Paid one-time perpetual access fee.
	Oxford Music Online (Grove)	-	*SDLC ECC
	RILM Abstracts of Music Literature (EBSCO)	\$2,352	
	Smithsonian Global Sound (Alexander Street Press)	\$250	Access fee
<b>THEATRE</b>			
	International Bibliography of Theatre & Dance with full text	\$2,467	

	(EBSCO)		
	International Index to the Performing Arts (IIPA) (ProQuest)	\$4,920	
	North American Theatre Online (Alexander Street Press)	\$250	Access fee
<b>ARTS Total</b>		<b>\$44,355</b>	

<b>MCBE</b>			
	ABI/INFORM Complete (ProQuest)	-	*SDLC ECC
	Best's Library Center (A.M. Best)	\$3,790	
	Business Full Text (EBSCO)	-	Part of Omnifile.
	Business Source Premier (EBSCO)	-	Comes with Academic Search Premier. On its own, \$30,000.
	Cabell's Education & Business Sets	\$1,995	
	Datamonitor Company Profiles		
	Directory of American Firms Operating in Foreign Countries (Uniworld)	\$479	
	Directory of Foreign Firms Operating in the United States (Uniworld)	\$399	
	Emerald Management 120 (Was: Management Xtra 111)	\$6,822	
	Euromonitor Global (Passport Reference)	\$22,660	
	<i>Europa World Plus</i>	\$5,455	
	Factiva (Dow Jones)	-	*SDLC ECC
	<i>Global Road Warrior</i>	\$1,158	
	Hoovers (ProQuest)	-	Comes with ABI Inform.
	IntelliConnect Tax (CCH)	\$4,325	
	Mergent Online	-	*SDLC ECC
	Mint Global	\$27,500	
	Net Advantage Industry Surveys (S&P)	\$21,139	
	OxResearch (ProQuest)	-	Comes with ABI Inform.
	<i>Rand California</i>	\$3,701	
	RIA Checkpoint	\$3,060	
	Snapshots North America (ProQuest)	-	Comes with ABI Inform.
<b>ACCOUNTING</b>			
	Allen Press American Accounting Association	1510	
	FASB-Financial Accounting Standards Board	-	Free access.

ECONOMICS			
	EconLit Full-Text (EBSCO)	\$8,898	
MARKETING			
	<i>MRIPlus</i>	-	Paid for and managed by CSUF Comm Dept.
<b>MCBE Total</b>		<b>\$106,069</b>	

<b>COMM</b>			
	<i>AP Images</i>	\$1,021	
	Communication & Mass Media Complete (EBSCO)	-	*SDLC ECC
	<i>LLBA (Linguistics &amp; Language Behavior) Abstracts (ProQuest)</i>	\$2,103	
	<i>MRIPlus</i>	-	Paid for and managed by CSUF Comm Dept.
<b>COMM Total</b>		<b>\$3,124</b>	

<b>ECS</b>			
	ASME Digital Library Journals (American Society of Mechanical Engineers)	\$7,143	
	Compendex (EIVillage)	\$8,842	
	IEEE Xplore	\$55,576	
	<i>Web of Science (Thomson)</i>	\$78,800	
COMPUTER SCIENCE			
	ACM Digital Library	\$6,230	*SDLC "Big Deal" journal package.
	Safari Tech Books Online	-	*SDLC ECC
<b>ECS Total</b>		<b>\$149,448</b>	

<b>EDUC</b>			
	Cabell's Education & Business Sets	\$1,995	
	Children's Literature Comprehensive Database	\$800	
	Education Full-Text (EBSCO)	-	Part of Omnifile.
	ERIC (EBSCO)	-	*SDLC ECC
<b>EDUC Total</b>		<b>\$2,795</b>	

<b>HHD</b>			
COUNSELING			
	<i>PsycARTICLES (EBSCO)</i>	-	*SDLC ECC
	<i>PsycINFO (EBSCO)</i>	-	*SDLC ECC
KINESIOLOGY			
	Physical Education Index (ProQuest)	\$1,066	
	<i>SPORTDiscus Full-Text (EBSCO)</i>	\$4,784	
NURSING			
	CINAHL Plus with Full Text(EBSCO)	-	*SDLC ECC
	Cochrane Library	\$1,493	
	Ovid Nursing Full Text Plus Collection	\$11,035	
	<i>PILOTS Database (ProQuest)</i>	-	Comes with ProQuest databases.
	PubMed (NLM)	-	Free access.
	<i>Web of Science (Thomson)</i>	\$78,800	
HEALTH SCIENCE			
	<i>SPORTDiscus Full-Text (EBSCO)</i>	\$4,784	
SOCIAL WORK			
	<i>Sociological Abstracts (ProQuest)</i>	-	*SDLC ECC
<b>HHD Total</b>		<b>\$101,962</b>	

<b>HS&amp;S</b>			
AFRICAN AMERICAN STUDIES	ACLS Humanities E-book		
	<i>Ethnic Newswatch (ProQuest)</i>	-	*SDLC ECC
	Humanities and Social Sciences Index Retrospective	\$501	Access fee
	Humanities Full Text (EBSCO)	-	Part of Omnifile.
	Social Sciences Full Text (EBSCO)	-	Comes with Omnifile.
	<i>Social Services Abstracts (ProQuest)</i>	-	Comes with Sociological Abstracts.
	<i>Web of Science (Thomson)</i>	\$78,800	
	<i>African American Song (Alexander Street Press)</i>	\$250	Access fee

	Black Thought and Culture (Alexander Street Press)	\$250	Access fee
	Oxford African American Studies Center	\$993	
ANTHROPOLOGY			
	Abstracts in Anthropology (Baywood)	\$900	
	Anthropology Plus (OCLC)	\$1,668	
	AnthroSource	\$1,695	
	Ethnographic Video Online	\$250	Access fee
	Human Relations Area Files (eHRAF) Archaeology	\$915	
	Human Relations Area Files (eHRAF) World Cultures	\$1,803	
ASIAN AMERICAN STUDIES			
	Bibliography of Asian Studies	\$990	
CHICANO/A STUDIES			
	<i>Chicano Database (OCLC)</i>	\$952	
	Handbook of Latin American Studies (LC)	-	Free access.
	HAPI Online: Hispanic American Periodicals Index	\$1,600	
	Prisma (ProQuest)	\$4,430	
CRIMINAL JUSTICE			
	Criminal Justice Abstracts (EBSCO)	\$2,202	
	National Criminal Justice Reference Service Abstracts Database (NCJRS)	-	Free access.
	<i>PAIS International (ProQuest)</i>	\$5,398	
ENGLISH			
	Columbia Granger's World of Poetry	\$1,375	
	<i>English Short Title Catalogue (British Library)</i>	-	Free access.
	Gale's Literary Index	-	Comes with Literature Criticism Online.
	Literature Criticism Online (Gale)	\$21,960	
	<i>MLA International Bibliography (ProQuest)</i>	-	*SDLC ECC
	Oxford English Dictionary	-	*SDLC ECC
	Play Index	\$896	
	Wright American Fiction, 1851-1875		
ENVIRONMENTAL STUDIES			
	<i>AGRICOLA (ProQuest)</i>	\$210	



	<i>GeoBase (EI)</i>	\$8,435	
	<i>GeoRef (EBSCO)</i>	\$4,908	
	GreenFile (EBSCO)	-	*SDLC ECC
GEOGRAPHY			
	<i>AGRICOLA (ProQuest)</i>	\$210	
	<i>GeoBase (EI)</i>	\$8,435	
	<i>GeoRef (EBSCO)</i>	\$4,908	
GERONTOLOGY			
	AgeLine (EBSCO)	\$3,075	
HISTORY			
	America: History and Life (EBSCO)	-	*SDLC ECC
	American Civil War: Letters and Diaries (Alexander Street Press)	\$250	Access fee
	<i>AP Images</i>	\$1,021	
	<i>British and Irish Women's Letters and Diaries (Alexander Street Press)</i>	\$250	Access fee
	<i>Chicano Database (OCLC)</i>	\$952	
	<i>English Short Title Catalogue (British Library)</i>	-	Free access.
	Historic Documents (CQ Press)	\$125	Access fee
	Historical Abstracts (EBSCO)	-	*SDLC ECC
	In the First Person (Alexander Street Press)	\$250	Access fee
	Iter: Gateway to the Middle Ages and Renaissance	\$1,085	
	North American Immigrant Letters, Diaries and Oral Histories (Alexander Street Press)	\$250	Access fee
	North American Indian Thought and Culture (Alexander Street Press)	\$250	Access fee
	<i>North American Women's Letters and Diaries (Alexander Street Press)</i>	\$250	
	<i>Women and Social Movements (Alexander Street Press)</i>	\$250	Access fee
LATIN AMERICAN STUDIES			
	<i>Chicano Database (OCLC)</i>	\$952	
MODERN LANGUAGES & LITERATURES			
	ARTFL	-	Paid one-time perpetual access fee.

	<i>LLBA (Linguistics &amp; Language Behavior) Abstracts (ProQuest)</i>	\$2,103	
	<i>MLA International Bibliography (ProQuest)</i>	-	*SDLC ECC
PHILOSOPHY			
	Philosopher's Index (ProQuest)	-	*SDLC ECC
POLITICAL SCIENCE			
	<i>Europa World Plus</i>	\$5,455	
	<i>Global Road Warrior</i>	\$1,158	
	<i>PAIS International (ProQuest)</i>	\$5,398	
	<i>ProQuest Congressional</i>	\$12,619	
PSYCHOLOGY			
	DSM-IV-TR (Diagnostic and Statistical Manual of Mental Disorders) 4th ed.		
	Mental Measurements Yearbook (EBSCO)	\$2,897	
	<i>PILOTS Database (ProQuest)</i>	-	Comes with ProQuest databases.
	<i>PsycARTICLES (EBSCO)</i>	-	*SDLC ECC
	<i>PsycINFO (EBSCO)</i>	-	*SDLC ECC
SOCIOLOGY			
	<i>Social Services Abstracts (ProQuest)</i>	-	Comes with Sociological Abstracts.
	<i>Sociological Abstracts (ProQuest)</i>	-	*SDLC ECC
WOMEN AND GENDER STUDIES			
	<i>British and Irish Women's Letters and Diaries (Alexander Street Press)</i>	\$250	Access fee
	GenderWatch (ProQuest)	-	*SDLC ECC
	<i>North American Women's Letters and Diaries (Alexander Street Press)</i>	\$250	
	<i>Women and Social Movements (Alexander Street Press)</i>	\$250	Access fee
	Women's Studies International (EBSCO)	\$1,696	
<b>H&amp;SS Total</b>		<b>\$206,880</b>	

<b>NSM</b>			
	Access Science: McGraw-Hill Online Encyclopedia of Science & Technology	\$1,166	
	CRC Handbook of Chemistry and Physics	\$880	

	General Science Full Text	-	Part of Omnifile.
	<i>Web of Science (Thomson)</i>	\$78,800	
BIOLOGY			
	<i>AGRICOLA (ProQuest)</i>	\$210	
	American Society for Microbiology	\$4,039	
	Biological Abstracts 1969-Present (EBSCO)	-	*SDLC ECC
	PrimateLit	-	Free access.
	Zoological Record - 1993-2003 (Ovid)	-	Paid one-time perpetual access fee.
CHEMISTRY			
	American Chemical Society Publications	\$30,000	*SDLC "Big Deal" journal package
	Merck Index	\$700	
	Patty's Toxicology	-	Paid one-time perpetual access fee.
	SciFinder (Chemical Abstracts and more)	\$10,550	
GEOLOGY			
	<i>GeoBase (EI)</i>	\$8,435	
	<i>GeoRef (EBSCO)</i>	\$4,908	
MATH			
	MathSciNet (AMS)	\$7,727	
PHYSICS			
	American Institute of Physics Journals (Scitation)	\$29,135	*SDLC "Big Deal" journal pkg.
<b>NSM Total</b>		<b>\$176,550</b>	

<b>MUTIDISCIPLINARY RESOURCES</b>			
	Academic Search Premier (EBSCO)	\$30,343	
	America's Historical Newspapers (Readex)	\$4,421	
	Annual Reviews	\$5,881	
	ArchiveGrid (OCLC)	-	Part of OCLC Base Pkg
	ArticleFirst (OCLC)	-	Part of OCLC Base Pkg
	Berkeley Electronic Press (Research Now--BEPress)	\$8,628	
	Biography Index (EBSCO)	\$1,950	
	Book Review Digest Plus and Retrospective (EBSCO)	\$1,700	
	Clase and Periodica	-	Comes with WorldCat base pkg.

CQ Researcher	-	*SDLC ECC
CQ Weekly	-	*SDLC ECC
Dissertations and Theses (ProQuest)	-	*SDLC ECC
Duke University Press (Highwire)	\$3,241	
Elsevier ScienceDirect Complete	\$226,377	*SDLC "Big Deal" journal pkg.
<i>Ethnic Newswatch</i> (ProQuest)	-	*SDLC ECC
Government Printing Office Access	-	Comes with WorldCat base pkg.
Import Genius	-	Free access.
JSTOR (A&S 1-7, Free Early Journal content, and Life Sciences)	ECC	
Lexis-Nexis Academic	-	*SDLC ECC
Library Literature & Info Science Full Text (EBSCO)	\$1,456	
Library, Information Science, & Technology (EBSCO)	-	Comes with EBSCO databases.
Los Angeles Times - 1985-present (ProQuest)	-	*SDLC ECC
Los Angeles Times Historical (1881-1987) (ProQuest)	\$4,373	
Marketline (EBSCO)	-	Comes with Business Source Premier.
Material Safety Data Sheets (MSDS Online)	-	Paid for and managed by CSUF EH&S.
MLA Directory of Periodicals (EBSCO)	-	*SDLC ECC
New York Times - 1980-present (ProQuest)	-	Comes in ProQuest Newsstand.
New York Times Book Review (ProQuest)	-	comes with NYT current sub
New York Times Historical (1851-2007) (ProQuest)	\$7,680	
New York Times Magazine (ProQuest)	-	comes with NYT current sub
Newsand (ProQuest)	-	*SDLC ECC
OAlster	-	Comes with WorldCat base pkg.
OCLC Base Package	\$6,220	
OmniFile FT Mega	\$20,435	
Opposing Viewpoints (Gale)	\$3,150	
Oxford University Press Journals	\$12,109	*SDLC "Big Deal" journal pkg.
Project MUSE Standard Collection	ECC	
<i>ProQuest Congressional</i>	\$12,619	
Proquest Digital Newspapers-- Los Angeles Times and New York Times	\$12,053	
<i>Rand California</i>	\$3,701	
Readers Guide Full Text Mega (EBSCO);	-	Comes with Omnifile.
Readers Guide Retrospective, 1890-1982 (EBSCO)	\$354	

Sage Publications (Premier)	\$82,931	*SDLC "Big Deal" journal pkg.
Springer Link Online Journals	\$ 74,832	*SDLC "Big Deal" journal pkg.
The Times (London) Digital Archive 1785-1985 (Gale)	\$4,834	
Ulrich's Periodical Directory (SerialsSolutions)	\$3,444	
USA Trade Online	-	Free access.
Wall Street Journal 1984-present (ProQuest);	-	Comes in ProQuest Newsstand.
Wiley Journals	\$ 126,000	*SDLC "Big Deal" journal pkg.
WorldCat (OCLC)	\$28,196	
<b>MULTI Total</b>	<b>\$486,096</b>	

\*SDLC: Systemwide Digital Library Content

\*SDLC ECC: Systemwide Digital Library Content, Electronic Core Collection, funded by the Chancellor's Office

\*SDLC "Big Deal": Systemwide Digital Library Content, large journal packages, managed by the Chancellor's Office

**Appendix C – Cancellations 2008 - 2013**

<b>Databases, 35 Canceled. Total savings \$137,936</b>			
<b>Title</b>	<b>Price</b>	<b>Year Canceled</b>	<b>Notes</b>
CountryWatch Forecast	\$1,192	2008-09	
D&B Million Dollar Database	\$7,718	2008-09	
International Index to Black Periodicals	\$5,612	2008-09	
RDS Tablebase	\$2,370	2008-09	
Ulrich's Serials Analysis	\$4,368	2008-09	
Africa Development Indicators	\$1,588	2009-10	
Alternative Press Index (OCLC)	\$581	2009-10	
Arts & Humanities Search (OCLC)	\$1,331	2009-10	
Associations Unlimited (Gale)	\$2,780	2009-10	
Biography & Genealogy Master Index (Gale)	\$827	2009-10	
Books in Print (OCLC)	\$2,163	2009-10	
Computer Abstracts International (Emerald)	\$4,176	2009-10	
CountryWatch	\$428	2009-10	
Essay & General Literature Index (Wilson)	\$1,801	2009-10	
eStatementStudies (RMA Statemt Studies)	\$6,520	2009-10	
Faculty of 1000 Biology	\$4,607	2009-10	
Johns Hopkins Guide to Literary Theory & Criticism	\$300	2009-10	
KCDL (Kraus Curric Devel Library) Online	\$1,457	2009-10	
Left Index (EBSCO)	\$420	2009-10	
LexisNexis Environmental	\$5,240	2009-10	
O'Dwyer's PR/Marketing Communications	\$295	2009-10	
Papers Invited (CSA)	\$2,295	2009-10	
Plunkett Research Online	\$2,995	2009-10	
Reference Universe (Paratext)	\$3,100	2009-10	
Resources for College Libraries	\$780	2009-10	Re-subscribed for one year 2012/2013.
Scholarly Stats	\$9,720	2009-10	
US Hispanic Newsstand (ProQuest)	\$3,520	2009-10	
USA Trade Online	\$4,778	2009-10	No longer IP auth source. Single workstation access for free because we are a federal depository library.

WorldCat Collection Analysis	\$6,870	2009-10	
RefWorks Citation Manager	\$21,633	2010-11	
CCH Securities	\$8,803	2012-13	
CollegeSource	\$6,422	2012-13	Opted to use online resources.
Communication Abstracts	\$3,143	2012-13	
Encyclopedia Britannica		2012-13	This dropped out of the ECC and we were unable to subscribe locally for the \$10,700 subscription cost.
Journal Citation Reports	\$9,109	2012-13	Decided to purchase biennially.
World Bank eLibrary	\$8,103	2012-13	Opted to use the free World Bank online resources.

<b>Periodicals, 562 titles canceled. Total savings \$132,996.44</b>				
<b>Title</b>	<b>Price</b>	<b>Year Canceled</b>	<b>Print or Electronic</b>	<b>ISSN</b>
ABA bank marketing	\$124.20	2008-09	P	1539-7890 0888-3149
Accountancy	\$205.65	2008-09	P	0001-4664
Accounting and business research	\$471.83	2008-09	P	0001-4788
African American review	\$82.80	2008-09	P	1062-4783
American craft	\$51.75	2008-09	P	0194-8008
American forests	\$31.05	2008-09	P	0002-8541
American heritage	\$24.84	2008-09	P	0002-8738
American history	\$24.79	2008-09	P	1076-8866 0002-8770
American journal of psychotherapy	\$127.31	2008-09	P	0002-9564
American literary realism	\$46.58	2008-09	P	0002-9823
American poetry review	\$22.77	2008-09	P	0360-3709
American scholar	\$31.05	2008-09	P	0003-0937
American secondary education	\$31.05	2008-09	P	0003-1003
Antioch review	\$82.80	2008-09	P	0003-5769
Appraisal journal	\$103.50	2008-09	P	0003-7087
Architect	\$61.07	2008-09	P	0746-0554
Argumentation and advocacy : the journal of the American Forensic Association	\$87.98	2008-09	P	1051-1431
Art bulletin	\$300.00	2008-09	P	0004-3079

Arts education policy review	\$139.73	2008-09	P	1063-2913
Auk	\$155.25	2008-09	P	0004-8038
Bilingual review. La Revista bilingue	\$41.40	2008-09	P	0094-5366
Black issues book review	\$15.47	2008-09	P	1522-0524
Black scholar	\$103.50	2008-09	P	0006-4246
Boston College environmental affairs law review	\$31.05	2008-09	P	0190-7034
Botanical review	\$222.53	2008-09	P	0006-8101
Botany	\$1,107.45	2008-09	E	1916-2804 1916-2790 1480-3305
Business history review	\$134.55	2008-09	P	0007-6805
Business insurance	\$100.40	2008-09	P	0007-6864
California management review	\$103.50	2008-09	P	0008-1256
Career development Quarterly	\$103.50	2008-09	P	0889-4019
Chasqui	\$25.88	2008-09	P	0145-8973
Chemical communications : Chem comm / the Royal Society of Chemistry	\$4,017.87	2008-09	E	1359-7345
Chicano-Latino law review	\$25.88	2008-09	P	1061-8899
China today	\$51.13	2008-09	P	1003-0905
Civil engineering	\$238.05	2008-09	P	0885-7024
College teaching	\$133.52	2008-09	P	8756-7555
Communication world	\$155.25	2008-09	P	0744-7612
Condor	\$186.30	2008-09	P	0010-5422
Corporate taxation	\$341.29	2008-09	P	0094-0593
Country monitor	\$1,242.00	2008-09	P	1528-4530
Critique	\$133.52	2008-09	P	0011-1619
Dispute resolution journal	\$155.25	2008-09	P	1074-8105
Dissent	\$37.26	2008-09	P	0012-3846
EContent	\$123.17	2008-09	P	1525-2531
Education and training in developmental disabilities	\$77.63	2008-09	P	1547-0350 0013-1237
Educational horizons	\$18.63	2008-09	P	0013-175X
El Trimestre economico	\$139.73	2008-09	P	0041-3011
EMBO Journal (& EMBO Reports)	\$4,037.00	2008-09	E	
Environmental law	\$41.40	2008-09	P	0046-2276



Ergodic theory and dynamical systems	\$1,138.50	2008-09	E	0143-3857
Essence	\$24.84	2008-09	P	0014-0880
Etc. a review of general semantics	\$98.33	2008-09	P	0014-164X
Exceptional children	\$155.25	2008-09	P	0014-4029
Faulkner journal	\$20.70	2008-09	P	0884-2949
Fiberarts	\$25.82	2008-09	P	0164-324X
Film comment	\$25.82	2008-09	P	0015-119X
Focus on exceptional children	\$70.38	2008-09	P	0015-511X
Geographical : the Royal Geographical Society magazine	\$133.50	2008-09	P	0016-741X
George Washington international law review	\$43.47	2008-09	P	1534-9977
Harvard journal of law & public policy	\$46.58	2008-09	P	0193-4872
Harvard law review	\$98.33	2008-09	P	0017-811X
History today	\$82.80	2008-09	P	0018-2753
horn book magazine	\$63.14	2008-09	P	0018-5078
Horticulture	\$20.65	2008-09	P	0018-5329
HR focus	\$392.21	2008-09	P	1059-6038
Hudson review	\$39.33	2008-09	P	0018-702X
Information technology and libraries	\$56.93	2008-09	P	0730-9295
Instructor	\$15.47	2008-09	P	1049-5851
International journal of physical education.	\$68.86	2008-09	P	0341-8685
International journal of political economy	\$1,006.41	2008-09	E	0891-1916
International philosophical Quarterly : IPQ	\$62.10	2008-09	P	0019-0365
International Tax Journal [print]	\$265.00	2008-09	P	
Irish literary supplement	\$6.21	2008-09	P	0733-3390
Journal of accounting, auditing & finance	\$291.87	2008-09	P	0148-558X
Journal of African American history	\$86.94	2008-09	P	1548-1867 0022-2922 0022-2992
Journal of American Indian education	\$46.58	2008-09	P	0021-8731
Journal of biological education	\$275.36	2008-09	P	0021-9266
Journal of business strategies	\$25.88	2008-09	P	0887-2058
Journal of correctional education : official publication of the Correctional Education Association	\$98.33	2008-09	P	0740-2708

Journal of current issues and research in advertising	\$51.75	2008-09	P	1064-1734 0163-3392;"0163-3392"
Journal of economic education	\$159.39	2008-09	P	0022-0485
Journal of economic issues	\$77.63	2008-09	P	0021-3624
Journal of environmental education	\$154.22	2008-09	P	0095-8964
Journal of fluid mechanics	\$3,363.75	2008-09	E	0022-1120 469-7645
Journal of general psychology	\$226.67	2008-09	P	0022-1309
Journal of genetic psychology	\$226.67	2008-09	P	0022-1325
Journal of international affairs	\$62.10	2008-09	P	0022-197X
Journal of modern optics	\$6,902.42	2008-09	E	1362-3044 0950-0340
Journal of motor behavior	\$255.65	2008-09	P	0022-2895
Journal of music therapy	\$181.13	2008-09	P	0022-2917
Journal of Physics, Condensed Matter	\$11,427.00	2008-09	E	
Journal of psychology	\$259.79	2008-09	P	0022-3980
Journal of small business strategy	\$20.70	2008-09	P	1081-8510
Journal of sport behavior	\$39.33	2008-09	P	0162-7341
Journal of taxation	\$439.60	2008-09	P	0022-4863
Journal of the Marine Biological Association of the United Kingdom	\$1,300.00	2008-09	E	
Journalism & mass communication educator	\$93.15	2008-09	P	1077-6958
Judicature	\$62.10	2008-09	P	0022-5800
Kappa Delta Pi record	\$18.63	2008-09	P	0022-8958
Labor Law Journal [print]	\$265.00	2008-09	P	
Latin American weekly report	\$1,081.58	2008-09	E	0143-5280
Law and contemporary problems	\$55.89	2008-09	P	0023-9186
Leadership	\$62.10	2008-09	P	1531-3174
Liberal education	\$67.28	2008-09	P	0024-1822
Macworld : the Macintosh magazine	\$36.19	2008-09	P	0741-8647
Massachusetts review	\$38.30	2008-09	P	0025-4878
Mechanical engineering	\$133.52	2008-09	P	0025-6501
Medium aevum	\$92.06	2008-09	P	0025-8385
Michigan law review	\$62.10	2008-09	P	0026-2234

MIS Quarterly : management information systems	\$181.13	2008-09	P	0276-7783
Mobile radio technology	\$40.18	2008-09	P	0745-7626
Multicultural education : the magazine of the National Association for Multicultural Education	\$103.50	2008-09	P	1068-3844
musical times	\$180.09	2008-09	P	0027-4666
NACLA report on the Americas	\$62.10	2008-09	P	1071-4839
National voter	\$15.53	2008-09	P	0028-0372
Natural resources journal	\$41.40	2008-09	P	0028-0739
Negro educational review	\$31.05	2008-09	P	0548-1457
New criterion	\$43.47	2008-09	P	0734-0222
Nka : journal of contemporary African art	\$93.15	2008-09	P	1075-7163
Novel a forum on fiction	\$41.40	2008-09	P	0029-5132
Perspectives on political science	\$185.27	2008-09	P	1045-7097
Poetry	\$39.33	2008-09	P	0032-2032
Practical tax strategies	\$491.51	2008-09	P	
presidency / American Council on Education	\$37.26	2008-09	P	1099-3681
Print	\$38.30	2008-09	P	0032-8510
Progressive	\$51.75	2008-09	P	0033-0736
Psychological record	\$155.25	2008-09	P	0033-2933
Psychology today	\$16.53	2008-09	P	0033-3107
Psychomusicology	\$37.26	2008-09	P	0275-3987
Psychotherapy	\$269.10	2008-09	P	0033-3204
Psychotherapy networker	\$24.84	2008-09	P	1535-573x 0739-0882
Public administration Quarterly	\$200.79	2008-09	P	0734-9149
Public manager	\$81.77	2008-09	P	1061-7639
Public relations strategist	\$155.25	2008-09	P	1082-9113
Reference & user services Quarterly	\$67.28	2008-09	P	1094-9054
Retail merchandiser	\$102.47	2008-09	P	1530-8154
Retailing today	\$123.17	2008-09	P	1935-7168 1530-6259 0012-3587
Review of contemporary fiction	\$26.91	2008-09	P	0276-0045
Sculpture review	\$24.84	2008-09	P	0747-5284
Social theory and practice	\$53.82	2008-09	P	0037-802X

Southern economic journal	\$144.90	2008-09	P	0038-4038
Studies in art education	\$25.88	2008-09	P	0039-3541
Studies in romanticism	\$62.10	2008-09	P	0039-3762
Studies in the literary imagination	\$36.23	2008-09	P	0039-3819
Studies in the novel	\$36.23	2008-09	P	0039-3827
Style	\$51.75	2008-09	P	0039-4238
Sunday Times (print newspaper)	\$666.42	2008-09	P	
Tax executive	\$113.85	2008-09	P	0040-0025
Taxes [print]	\$265.00	2008-09	P	
Theoria	\$90.78	2008-09	P	0040-5825
Visible language	\$67.28	2008-09	P	0022-2224
Vital speeches of the day	\$51.75	2008-09	P	0042-742X
Volta review	\$85.91	2008-09	P	0042-8639
Washington Monthly	\$46.52	2008-09	P	0043-0633
Washington report on Middle East affairs	\$30.02	2008-09	P	8755-4917
Wildfire (Fairfield, Wash.);"Wildfire : a Quarterly bulletin of the International Association of Wildland Fire"	\$35.31	2008-09	P	1073-5658 1064-1831
Wisconsin law review	\$37.26	2008-09	P	0043-650X
Woman's art journal	\$65.21	2008-09	P	0270-7993
World affairs	\$136.62	2008-09	P	0043-8200
World literature today	\$122.13	2008-09	P	0196-3570
Wyoming law review	\$18.63	2008-09	P	
Advances in applied probability	\$429.75	2009-10	E	0001-8678
Astronomical journal	\$460.58	2009-10	E	0004-6256 1538-3881
Byzantine and modern Greek studies	\$219.42	2009-10	E	0307-0131
California public employee relations: CPER series.	\$258.75	2009-10	E	0194-3073
Cartographic journal	\$429.53	2009-10	E	0008-7041
Cartography and geographic information science	\$165.50	2009-10	E	4055-7267
Charleston advisor : critical reviews of web products for information professionals	\$305.33	2009-10	E	1525-4011
Conflict management and peace science	\$235.98	2009-10	E	0738-8942
Consumption, markets & culture	\$301.19	2009-10	E	1025-3866

Crux mathematicorum with mathematical mayhem	\$120.06	2009-10	E	1706-8142 0700-0348 1496-4309
Europa World Plus Online (online serial subscription)	\$4,990.00	2009-10	P	
Europhysics letters	\$2,350.49	2009-10	E	0295-5075
Gastronomica	\$188.37	2009-10	E	1533-8622
International journal of shape modeling	\$185.27	2009-10	E	0218-6543
International review of social history / International Instituut voor Sociale Geschiedenis, Amsterdam	\$202.86	2009-10	E	0020-8590
International studies of management & organization	\$1,019.57	2009-10	E	0020-8825
Iranica antiqua	\$193.12	2009-10	E	0021-0870
Journal of access services	\$155.25	2009-10	E	1536-7967
Journal of hydraulic research. Journal de recherches hydrauliques	\$719.27	2009-10	E	0022-1686
Journal of Indo-European studies	\$132.48	2009-10	E	0092-2323
Journal of Jewish education	\$194.58	2009-10	E	1524-4113
Journal of library metadata	\$232.88	2009-10	E	1091-1367
Journal of operator theory	\$207.00	2009-10	E	0379-4024
Journal of radio & audio media	\$143.87	2009-10	E	1937-6529
Journal of the London Mathematical Society	\$1,233.18	2009-10	E	0024-6107
Journal of the Optical Society of America. B, Optical physics	\$1,785.38	2009-10	E	0740-3224
Journal of Vietnamese studies	\$170.78	2009-10	E	1559-3738
Kadmos	\$230.43	2009-10	E	1613-0723
Le Monde. Dossiers et documents (print newspaper)	\$61.27	2009-10	P	
Marine georesources & geotechnology	\$471.96	2009-10	E	1064-119X
Mathematical proceedings of the Cambridge Philosophical Society	\$736.92	2009-10	E	0305-0041
Measurement science & technology	\$2,240.78	2009-10	E	0957-0233
Mechanics of solids	\$2,577.15	2009-10	E	0025-6544
Militant	\$82.80	2009-10	E	0026-3885
Monthly bulletin of statistics / Statistical Office of the United Nations = Bulletin mensuel de statistique / Bureau de statistique des Nations Unies	\$408.83	2009-10	E	0041-7432
National Journal	\$4,257.00	2009-10		
Optics & photonics news	\$124.20	2009-10	E	1047-6938
Phycologia	\$658.26	2009-10	E	0031-8884
Proceedings of the IEEE	\$776.25	2009-10	E	0018-9219

Proceedings. Section A, Mathematics / Royal Society of Edinburgh	\$651.02	2009-10	E	0308-2105
PRweek	\$132.48	2009-10	E	1524-1696
Quarterly journal of engineering geology and hydrogeology	\$849.29	2009-10	E	1470-9236
Quarterly of applied mathematics	\$134.55	2009-10	E	0033-569X
Real estate taxation: RE	\$217.38	2009-10	E	1538-3792
SIAM journal on applied mathematics	\$592.02	2009-10	E	0036-1399
SIAM journal on computing	\$617.90	2009-10	E	1095-7111
SIAM journal on control and optimization	\$728.64	2009-10	E	0363-0129
SIAM journal on discrete mathematics : a publication of the Society for Industrial and Applied Mathematics / SIAM	\$517.50	2009-10	E	0895-4801 1095-7146
SIAM journal on matrix analysis and applications : a publication of the Society for Industrial and Applied Mathematics / SIAM	\$572.36	2009-10	E	0895-4798
SIAM journal on numerical analysis : a publication of the Society of Industrial and Applied Mathematics	\$652.05	2009-10	E	0036-1429
SIAM journal on scientific computing : a publication of the Society for Industrial and Applied Mathematics	\$741.06	2009-10	E	1095-7197
State & local government review	\$72.45	2009-10	E	0160-323X
Stochastic models	\$1,814.36	2009-10	E	1532-4214
Studia Iranica	\$85.65	2009-10	E	0772-7852
Theory of probability and its applications	\$794.88	2009-10	E	0040-585X
Theory of probability and mathematical statistics	\$548.00	2009-10	E	0094-9000
Transactions of the American Mathematical Society	\$1,306.00	2009-10	E	0002-9947
Visual resources : VR	\$658.26	2009-10	E	0197-3762
World Yearbook of Education	\$174.00	2009-10	P	
The Spectator	\$309.47	2010-11	P	0038-6952
Times : a publication of the San Diego Historical Society	\$62.10	2010-11	P	1067-8948
Cahiers du cinéma	\$124.05	2010-11	P	0008-011X
Ars combinatoria	\$304.51	2010-11	P	0381-7032
The American mineralogist	\$905.86	2010-11	P	0003-004X
Economic geology and the bulletin of the Society of Economic Geologists	\$300.21	2010-11	P	0361-0128
Paris-match	\$171.56	2010-11	P	0031-2029
Le Nouvel observateur	\$199.80	2010-11	P	0029-4713
Poetry review	\$123.99	2010-11	P	0032-2156

The Thoreau Society bulletin	\$77.99	2010-11	P	0040-6406
Revue d'histoire littéraire de la France	\$197.47	2010-11	P	0035-2411
Yeats Eliot review	\$63.03	2010-11	P	0704-5700
The journal of pre-Raphaelite studies	\$41.59	2010-11	P	1060-149X
Public finance = Finances publiques	\$467.17	2010-11	P	0033-3476
Mergers & acquisitions	\$719.33	2010-11	P	0026-0010
Public utilities fortnightly	\$174.92	2010-11	P	1078-5892 1074-6099
The Journal of real estate research	\$621.00	2010-11	P	0896-5803
Internal auditing	\$675.93	2010-11	P	0897-0378
Real estate review	\$397.15	2010-11	P	0034-0790
The Economist	\$131.50	2010-11	P	0013-0613
Trusts and estates	\$257.81	2010-11	P	0041-3682
Journal of financial education	\$124.25	2010-11	P	0093-3961
Euromoney	\$776.55	2010-11	P	0014-2433
The Institutional investor	\$512.33	2010-11	P	0020-3580
The American salesman	\$81.61	2010-11	P	0003-0902
Journal of insurance regulation	\$80.73	2010-11	P	0736-248X
The Financial analysts journal	\$408.83	2010-11	P	0015-198X 1938-3312
Multinational business review	\$124.25	2010-11	P	1525-383x
Annales historiques de la Révolution française	\$178.89	2010-11	P	0003-4436
Aidea : sekai no dezain-shi = Idea : international advertising art	\$361.91	2011-12	P	0019-1299
Neue Zeitschrift für Musik : NZ	\$88.69	2011-12	P	0170-8791
Brio	\$81.04	2011-12	P	0007-0173
Artibus Asiae ..	\$166.80	2011-12	P	0004-3648
Image	\$52.37	2011-12	P	0536-5465
Journal of museum ethnography	\$90.32	2011-12	P	0954-7169
Acta musicologica	\$167.77	2011-12	P	0001-6241
Exposure	\$36.67	2011-12	P	0098-8863
Taunton's fine woodworking	\$36.61	2011-12	P	0361-3453
National defense	\$41.42	2011-12	P	0092-1491
Filmfare	\$310.50	2011-12	P	0971-7277
Annual report on exchange arrangements and exchange restrictions	\$427.80	2011-12	P	0250-7366
What's Working	\$426.25	2011-12	P	

The School science review	\$205.96	2011-12	P	0036-6811
Siempre!	\$465.75	2011-12	P	0583-2039
Swimming world magazine	\$31.02	2011-12	P	
L'Avant-scène, théâtre	\$311.70	2011-12	P	0045-1169
Deutsche Vierteljahrsschrift für Literaturwissenschaft und Geistesgeschichte	\$196.28	2011-12	P	0012-0936
Esprit	\$177.88	2011-12	P	0014-0759
Poétique	\$115.35	2011-12	P	0032-2024
Les Temps modernes	\$133.82	2011-12	P	0040-3075
La Nouvelle revue française	\$106.09	2011-12	P	0029-4802
Akzente	\$81.59	2011-12	P	0002-3957
Bulletin d'informations proustiennes	\$47.72	2011-12	P	0338-0548
The Bibliotheca sacra	\$45.88	2011-12	P	0006-1921
Tropical ecology	\$182.36	2011-12	P	0564-3295
Athenaeum	\$273.49	2011-12	P	0004-6574
Seizième siècle	\$87.36	2011-12	P	1774-4466
The Ukrainian quarterly	\$155.58	2011-12	P	0041-6010
Internationale Politik	\$64.79	2011-12	P	1439-8443
The New England historical and genealogical register / New-England Historic Genealogical Society	\$62.23	2011-12	P	0028-4785
Jewish quarterly	\$85.62	2011-12	P	0449-010X
Conjuntura econômica / Instituto Brasileiro de Economia, Fundação Getúlio Vargas	\$197.07	2011-12	P	0010-5945
American Theatre	\$36.02	2012-13	P	8750-3255
Art Asia Pacific <incl. Art Asia Pacific Almanac>	\$82.32	2012-13	P	
Art ltd.	\$24.44	2012-13	P	1941-8558
Art US	\$30.87	2012-13	P	1546-7082
Choral Journal	\$46.30	2012-13	P	0009-5028
Clavier Companion	\$25.68	2012-13	P	1086-0819
Dance Magazine <incl. Dance Annual Directory>	\$35.97	2012-13	P	
Dramatics	\$27.79	2012-13	P	0012-5989
Galpin Society <incl. Journal / Newsletter>	\$62.69	2012-13	P	0072-0127
Interior Design <incl.: Interior Design Buyers Guide>	\$77.13	2012-13	P	0020-5508
International Center of Medieval Art <with: Gesta / ICMA Newsletter>	\$102.90	2012-13	P	
Journal of Band Research	\$13.38	2012-13	P	0021-9207



Landscape Architecture	\$77.18	2012-13	P	0023-8031
Old-House Interiors	\$24.69	2012-13	P	1079-3941
PEN America	\$20.58	2012-13	P	1536-0261
Perspectives of New Music	\$129.65	2012-13	P	0031-6016
Print Quarterly	\$154.35	2012-13	P	0265-8305
TheatreForum	\$51.45	2012-13	P	1060-5320
ABA Banking Journal	\$91.58	2012-13	P	0194-5947
AFP Exchange <formerly: TMA Journal>	\$66.89	2012-13	P	1528-4077
American Banker Magazine <formerly: US Banker>	\$112.16	2012-13	P	2162-3198
Cambio 16 Internacional <Weekly> <Incl. Espana Economica>	\$453.25	2012-13	P	0211-285X
Canadian Business	\$66.83	2012-13	P	0008-3100
Chartered Accountants' Journal of New Zealand	\$250.05	2012-13	P	1172-9929
China Business Review	\$138.92	2012-13	P	0163-7169
Convenience Store News	\$95.70	2012-13	P	
Employee Benefit Plan Review	\$344.72	2012-13	P	0013-6808
Financial Planning	\$101.87	2012-13	P	0746-7915
Forbes <incl. Supplements ForbesLife>	\$61.68	2012-13	P	
Harvard Business Review	\$101.87	2012-13	P	0017-8012
HRMagazine	\$72.03	2012-13	P	
Industry Week	\$101.68	2012-13	P	0039-0895
Journal of Accountancy	\$77.17	2012-13	P	0021-8448
Journal of Financial Planning	\$122.45	2012-13	P	1040-3981
Labour Research	\$72.24	2012-13	P	0023-7000
Money	\$41.05	2012-13	P	0149-4953
Mortgage Banking	\$77.18	2012-13	P	0730-0212
National Review	\$20.53	2012-13	P	0028-0038
National Wildlife	\$15.44	2012-13	P	0028-0402
PC World	\$25.68	2012-13	P	0737-8939
SAM Advanced Management Journal	\$65.86	2012-13	P	0749-7075
Strategic Finance <formerly : Management Accounting>	\$108.04	2012-13	P	1524-833X
The Academy of Accounting Historians <Membership> <incl.: Accounting Historians Journal / Notebook>	\$102.90	2012-13	P	
The CPA Journal	\$49.40	2012-13	P	0732-8435
The Indian Economic Journal	\$102.90	2012-13	P	0019-4662
The Tax Adviser	\$109.33	2012-13	P	0039-9957

Wired	\$24.70	2012-13	P	1059-1028
Workforce Management <formerly : Workforce>	\$81.30	2012-13	P	1547-5565
ADARA Journal : Journal of Professionals Networking for Excellence in Service Delivery with Individuals who are Deaf or Hard of Hearing <JADARA is the title of the journal>	\$92.61	2012-13	P	0899-9228
ASHA Leader	\$158.47	2012-13	P	1085-9586
Broadcasting & Cable	\$221.23	2012-13	P	1068-6827
Columbia Journalism Review	\$28.76	2012-13	P	0010-194X
Ear and Hearing	\$449.67	2012-13	P	0196-0202
Folio	\$98.79	2012-13	P	0046-4333
News Photographer	\$49.39	2012-13	P	0199-2422
Quill	\$74.09	2012-13	P	0033-6475
Sight and Sound : The International Film Quarterly	\$102.49	2012-13	P	0037-4806
Writer's Digest	\$25.69	2012-13	P	0043-9525
College Student Journal	\$82.32	2012-13	P	0146-3934
ED Digest <formerly: The Education Digest>	\$49.39	2012-13	P	0013-127X
Education	\$82.32	2012-13	P	0013-1172
Hispanic Outlook in Higher Education	\$20.53	2012-13	P	1054-2337
Issues in Teacher Education	\$82.32	2012-13	P	1536-3031
Journal of College Science Teaching <incl. Science Teacher>	\$139.94	2012-13	P	
Journal of Law and Education	\$92.09	2012-13	P	0275-6072
Journal of Negro Education	\$118.34	2012-13	P	0022-2984
Journal of Singing	\$61.74	2012-13	P	1086-7732
Reading Horizons	\$36.02	2012-13	P	0034-0502
Reading Improvement	\$51.45	2012-13	P	0034-0510
Reading Today	\$83.35	2012-13	P	0737-4208
School Business Affairs	\$132.74	2012-13	P	0036-651X
Teaching Exceptional Children	\$202.71	2012-13	P	0040-0599
Techniques : Connecting Education and Careers	\$58.65	2012-13	P	1527-1803
USA Today <Valley Stream> <formerly : Intellect> <formerly : School and Society>	\$246.96	2012-13	P	0161-7389
Electronic Design	\$123.48	2012-13	P	0013-4872
Journal / American Water Works Association	\$230.49	2012-13	P	0003-150X
Pharmaceutical Technology	\$75.12	2012-13	P	0147-8087
Sea Technology	\$61.74	2012-13	P	0093-3651

Water and Wastes digest	\$51.45	2012-13	P	0043-1141
China Pictorial	\$77.59	2012-13	P	0009-4420
Commentary	\$46.31	2012-13	P	0010-2601
Der Spiegel <incl. Kultur Spiegel>	\$453.54	2012-13	P	0038-7452
Discover	\$35.96	2012-13	P	0274-7529
Esquire : the magazine for men	\$16.41	2012-13	P	0194-9535
Marketing News	\$136.86	2012-13	P	0025-3790
Midwest Quarterly	\$15.44	2012-13	P	0026-3451
Mother Jones	\$18.52	2012-13	P	0362-8841
Muslim Journal	\$72.03	2012-13	P	0883-816X
National Audubon Society <Membership>	\$20.58	2012-13	P	
National Parks	\$22.64	2012-13	P	0276-8186
Natural History	\$30.87	2012-13	P	0028-0712
New York Review of Books	\$77.13	2012-13	P	0028-7504
Newsweek. - Domestic Edition	\$43.21	2012-13	P	0028-9604
North American Society for Sport History <Membership> <with: Journal of Sport History / Newsletter>	\$92.61	2012-13	P	
Parents	\$16.44	2012-13	P	1083-6373
Poder Hispanic <formerly: Hispanic>	\$18.52	2012-13	P	2156-5139
Reader's Digest	\$28.79	2012-13	P	0034-0375
Rolling Stone	\$26.69	2012-13	P	0035-791X
Smithsonian	\$34.98	2012-13	P	0037-7333
Sound & Vision <formerly: Stereo Review's Sound and Vision> <USA>	\$29.84	2012-13	P	
Sports Illustrated	\$100.55	2012-13	P	0038-822X
The Futurist <incl. Suppl. Future Times>	\$81.29	2012-13	P	0016-3317
The Humanist	\$25.68	2012-13	P	0018-7399
The International Jerusalem Post. <formerly: Jerusalem Post. - Weekly Overseas Edition>	\$101.87	2012-13	P	1565-1134
The Nation	\$92.61	2012-13	P	0027-8378
Time : The Weekly Newsmagazine <only for North American Customers>	\$74.34	2012-13	P	0040-781X
Vogue. - American Edition	\$30.82	2012-13	P	0042-8000
Aethlon: The Journal of Sports Literature	\$102.90	2012-13	P	1048-3756
International Journal of Sport Psychology	\$254.45	2012-13	P	0047-0767
Journal of Healthcare Management	\$118.34	2012-13	P	1096-9012

Journal of Palliative Care	\$159.49	2012-13	P	0825-8597
Journal of Rehabilitation	\$118.34	2012-13	P	0022-4154
Nursing Economics	\$92.61	2012-13	P	0746-1739
Runner's World <USA>	\$17.48	2012-13	P	0897-1706
Tennis	\$15.44	2012-13	P	0040-3423
Track & Field News <incl. Track Newsletter. - Online Edition>	\$45.22	2012-13	P	0041-0284
America : The National Catholic Weekly	\$57.63	2012-13	P	0002-7049
Business & Professional Ethics Journal <formerly: Business & Professional Ethics Quarterly>	\$97.76	2012-13	P	0277-2027
Christian Century	\$60.71	2012-13	P	0009-5281
Christianity Today	\$25.67	2012-13	P	0009-5753
CLA Journal <College Language Association>	\$82.32	2012-13	P	0007-8549
Dialogue & Alliance	\$20.58	2012-13	P	0891-5881
Journal / Midwest Modern Language Association	\$25.72	2012-13	P	0742-5562
Journal of Church and State	\$148.18	2012-13	P	0021-969X
Letras Femeninas	\$51.45	2012-13	P	0277-4356
News from Native California	\$23.16	2012-13	P	1040-5437
Pacific Coast Philology	\$15.44	2012-13	P	0078-7469
Science of Religion : Abstracts and Index of Recent Articles	\$276.80	2012-13	P	0165-8794
The Kenyon Review	\$36.01	2012-13	P	0163-075X
Transactions / American Philosophical Society	\$144.06	2012-13	P	0065-9746
US Catholic	\$29.84	2012-13	P	0041-7548
Chinese Literature : Essays, Articles, Reviews	\$66.88	2012-13	P	0161-9705
Granta	\$47.32	2012-13	P	0017-3231
Journal of Ecumenical Studies	\$108.04	2012-13	P	0022-0558
Monist	\$66.88	2012-13	P	0026-9662
Papers on Language and Literature	\$92.61	2012-13	P	0031-1294
Philological Quarterly	\$27.78	2012-13	P	0031-7977
Religion and Literature	\$41.16	2012-13	P	0888-3769
Renascence	\$36.02	2012-13	P	0034-4346
Review of Metaphysics : A Philosophical Quarterly	\$61.74	2012-13	P	0034-6632
Twentieth Century Literature	\$92.61	2012-13	P	0041-462X
Book Review Index. Annual Cumulation	\$0.00	2012-13	P	0524-0581
Children's Book Review Index	\$274.74	2012-13	P	0147-5681
Plays	\$50.42	2012-13	P	0032-1540

American Libraries	\$46.31	2012-13	P	0002-9769
Booklist <incl. Supplement Book Links>	\$151.78	2012-13	P	
College & Research Libraries News	\$51.45	2012-13	P	0099-0086
Educause Review	\$36.01	2012-13	P	1527-6619
Information Outlook	\$164.64	2012-13	P	1091-0808
Information Today	\$92.56	2012-13	P	8755-6286
Insula	\$209.41	2012-13	P	0020-4536
Library Hotline	\$123.47	2012-13	P	0740-736X
Searcher : The Magazine for Database Professionals	\$102.85	2012-13	P	1070-4795
Subject Headings Manual	\$20.58	2012-13	P	
The Unabashed Librarian	\$73.57	2012-13	P	0049-514X
Newsweek. - Domestic Edition	\$43.22	2012-13	P	0028-9604
Freedom Socialist	\$10.29	2012-13	P	0272-4367
Pacific Coast Archaeological Society Quarterly	\$38.08	2012-13	P	0552-7252
WIN	\$25.72	2012-13	P	
Workers Vanguard <including : Sparcatist>	\$10.29	2012-13	P	0276-0746
Abstracts with Programs / Geological Society of America	\$154.35	2012-13	P	0016-7592
Aliso	\$83.15	2012-13	P	0065-6275
Annals / Missouri Botanical Gardens <incl. Novon>	\$190.37	2012-13	P	0026-6493
Cell	\$1,547.61	2012-13	P	0092-8674
Computerworld	\$132.74	2012-13	P	0010-4841
Desert Plants	\$51.45	2012-13	P	0734-3434
Environmental & Engineering Geoscience	\$257.25	2012-13	P	1078-7275
GSA Today / Geological Society of America	\$77.18	2012-13	P	
In the Field	\$20.58	2012-13	P	1051-4546
Journal of Paleontology	\$339.57	2012-13	P	0022-3360
Journal of the Torrey Botanical Society <formerly : Bulletin / Torrey Botanical Club>	\$128.63	2012-13	P	1095-5674
Madrono	\$77.17	2012-13	P	0024-9637
Mathematics Teaching in the Middle School	\$107.02	2012-13	P	1072-0839
New Scientist. - USA Edition	\$158.47	2012-13	P	
Pacific Science	\$102.90	2012-13	P	0030-8870
Proceedings of the San Diego Society of Natural History	\$12.35	2012-13	P	1059-8707
Scientific American	\$307.67	2012-13	P	0036-8733

Society for the Study of Amphibians and Reptiles <incl.: Herpetological Review / Journal of Herpetology>	\$144.06	2012-13	P	
The American Midland Naturalist	\$97.76	2012-13	P	0003-0031
Wilson Journal of Ornithology <formerly: Wilson Bulletin>	\$41.16	2012-13	P	0043-5643
Administrative Law Review <Chicago>	\$46.31	2012-13	P	0001-8368
Alba de America	\$56.59	2012-13	P	0888-3181
American Antiquity <incl. SAA Archaeological Record>	\$229.46	2012-13	P	0002-7316
American Association for State and Local History <incl. History News in print only/ Dispatch> included Dispatch - ceased in print	\$118.33	2012-13	P	
American City &<and> County	\$78.20	2012-13	P	0149-337X
Anales de la Literatura Espanola Contemporanea	\$113.19	2012-13	P	0272-1635
Behavioral Disorders	\$102.90	2012-13	P	0198-7429
Beijing Review: A Magazine of Chinese News and Views	\$71.62	2012-13	P	1000-9140
Bibliotheque d'Humanisme et Renaissance : Travaux et Documents	\$316.11	2012-13	P	0006-1999
Black Enterprise	\$22.63	2012-13	P	0006-4165
California Geographer	\$20.58	2012-13	P	0575-5700
California Historical Society <incl. California History / California Chronicle Newsletter>	\$56.59	2012-13	P	
California Law Review	\$51.45	2012-13	P	0008-1221
Calyx	\$29.84	2012-13	P	0147-1627
Canadian Journal of History = Annales Canadiennes d'Histoire	\$47.34	2012-13	P	0008-4107
Columbia Law Review	\$55.56	2012-13	P	0010-1958
Congressional Digest <incl. Cumulative Index Online>	\$100.85	2012-13	P	0010-5899
Contemporary Review	\$221.23	2012-13	P	0010-7565
Cuadernos Americanos. Nueva Epoca	\$241.82	2012-13	P	0011-2356
Cuadernos Hispanoamericanos	\$102.90	2012-13	P	0011-250X
Defenders of Wildlife <incl. Defenders Magazine>	\$20.58	2012-13	P	0162-6337
Ebony	\$12.32	2012-13	P	0012-9011
Ecology Law Quarterly	\$61.74	2012-13	P	0046-1121
EDF Letter <Solutions>	\$10.29	2012-13	P	0163-2566
Harvard Environmental Law Review	\$40.13	2012-13	P	0147-8257
Hispanic Business Magazine	\$20.55	2012-13	P	0199-0349
Index to Jewish Periodicals	\$167.73	2012-13	P	0019-4050
International Journal of African Historical Studies	\$159.49	2012-13	P	0361-7882
Iowa Journal of Cultural Studies	\$51.45	2012-13	P	0743-2747

Journal of California and Great Basin Anthropology	\$51.45	2012-13	P	0191-3557
Journal of Ethnobiology	\$94.67	2012-13	P	0278-0771
Journal of Individual Psychology	\$168.76	2012-13	P	1522-2527
Journal of Mental Imagery	\$154.35	2012-13	P	0364-5541
Journal of Mind and Behavior	\$181.10	2012-13	P	0271-0137
Journal of Psychiatry and Law	\$128.62	2012-13	P	0093-1853
Journal of Southern History	\$61.74	2012-13	P	0022-4642
Journal of the West	\$82.32	2012-13	P	0022-5169
Justice System Journal	\$41.16	2012-13	P	0098-261X
Kiplinger's Personal Finance Magazine <KPF>	\$24.65	2012-13	P	1528-9729
Latin American Antiquity <incl. SAA Archaeological Record>	\$166.70	2012-13	P	1045-6635
Latin American Literary Review	\$52.48	2012-13	P	0047-4134
Montana Magazine <formerly: Montana>	\$36.02	2012-13	P	0026-9891
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Parabola <NY>	\$25.67	2012-13	P	0362-1596
Pipeline & Gas Journal	\$36.02	2012-13	P	0032-0188
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Poets & Writers Magazine	\$20.53	2012-13	P	0891-6136
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Population Reference Bureau <Membership> <incl.: World Population Data Sheet / Population Bulletin>	\$77.17	2012-13	P	
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Stanford Law Review	\$61.74	2012-13	P	0038-9765
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The Islamic Quarterly	\$54.61	2012-13	P	0021-1842
The New York State Conservationist<formerly: Conservationist>	\$12.34	2012-13	P	0010-650X
The Psychologist <including : Annual Report>	\$105.85	2012-13	P	0952-8229
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Wisconsin Historical Society <incl. Wisconsin Magazine of History / Columns>	\$66.88	2012-13	P	
Art Education <incl. NAEA News>	\$51.45	2012-13	P	
Population Bulletin of the United Nations	\$0.00	2012-13	P	0251-7604
Asia Pacific Development Journal <formerly: Economic Bulletin for Asia and the Pacific>	\$0.00	2012-13	P	1020-1246
Forum on Crime and Society	\$0.00	2012-13	P	1020-9212
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American String Teachers Association <comprising : American String Teacher>	\$97.75	2012-13	P	0003-1313
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Keyboard	\$12.35	2012-13	P	0730-0158
Sacred Music	\$49.39	2012-13	P	0036-2255
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Guitar Review	\$28.81	2012-13	P	0017-5471
Journal of Criminal Law and Criminology	\$51.45	2012-13	P	0091-4169
The Police Chief	\$25.73	2012-13	P	0915-2571

<b>Standing Orders, 269 titles. Total savings \$80,560.21</b>		
<b>Title</b>	<b>Price</b>	<b>Year Canceled</b>
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Accounting standards.Original Pronouncements / Financial Accounting Standards Board	\$167.86	2008-09
Advances in applied mechanics	\$217.19	2008-09
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Anagles de literatura hispanoamericana	\$37.52	2008-09
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UNCTAD commodity yearbook / United Nations Conference on Trade and Development	\$125.13	2008-09
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World of Learning	\$875.00	2008-09
American market Place	\$129.30	2008-09
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Adam Smith Review	\$184.96	2010-11
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Progress in molecular biology and tranlational science	\$871.87	2010-11
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Report of the Commissioner-General of the United Nations Relief and Works Agency for	\$32.98	2010-11
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SCI journal of music scores	\$301.60	2010-11
Solid State Physics	\$278.18	2010-11
Sources and methods. Labour statistics= Sources et mActhodes, Statistiques du	\$72.40	2010-11
Treatise on invertebrate paleontology / Directed and edited by Raymond C. Moore	\$83.70	2010-11
Trends in linguistics. Srudies and monographs	\$2,616.28	2010-11
World disasters report/ International Federation of Red Cross and Red Crescent Societies	\$32.67	2010-11

World economic and social survey/ Department of Economic and Social Information and	\$104.04	2010-11
World economic situation and prospects/Department of Economic and Social	\$34.39	2010-11
World statistics pocketbook/ Department for Economic and Social Information and	\$24.49	2010-11
Year-book of labour statistics/ International Labour Office	\$321.33	2010-11
A guide to state-approved schools of nursing RN	\$41.30	2011-12
American library directory a classified list of libraries in the United States and Canada, with personnel and statistical data	\$374.10	2011-12
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Economic report of the President transmitted to the Congress	\$45.15	2011-12
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McGraw-Hill yearbook of science and technology	\$210.00	2011-12
Merck manual of diagnosis and therapy	\$83.56	2011-12
Offical , overstreet comic book price guide	\$31.17	2011-12
Our Sunday Visitor's...Catholic Almanac	\$34.44	2011-12
South American handbook	\$36.53	2011-12
Washington information directory	\$162.00	2011-12
Who owns whom. Australasia, Asia, Middle East & Africa	\$1,057.51	2011-12
Who owns whom. Continental Europe	\$3,177.00	2011-12
Who owns whom. United Kingdom & Ireland	\$1,057.51	2011-12
Yearbook of American and Canadian churches	\$58.00	2011-12

<b>Microformat subscriptions, 17 canceled. Total Savings \$5,373.00</b>		
<b>Title</b>	<b>Price</b>	<b>Year Canceled</b>
Advertising Age	\$406	2008-09
Automotive News	\$483	2008-09
Business Week	\$562	2008-09

Forbes	\$199	2008-09
Fortune	\$245	2008-09
Harvard Business Review	\$117	2008-09
International Financial Statistics (IMF)	\$426	2008-09
Newsweek	\$329	2008-09
Psychology Today	\$96	2008-09
Rolling Stone	\$225	2008-09
Scientific American	\$137	2008-09
Social Education	\$77	2008-09
Sports Illustrated	\$366	2008-09
The Economist	\$806	2008-09
The Spectator [0038-6952]	\$137	2008-09
Time	\$392	2008-09
U.S. News & World Report	\$370	2008-09

## Appendix D – Content Wish List

Product (Provider)	Price	Content Type	Request
African American Newspapers from Accessible Archives	\$55,635.00	Collection/Index	Faculty request
African American newspapers, 6 titles from ProQuest	\$64,000-\$71,365 per title plus annual access fee	Full Text Index	2 Faculty requests
American History in Video	\$20,000.00	Collection - video	Librarian request
America's Historical Newspapers Complete Collection	\$100,000+	Full Text Index	Faculty request
AORN Journal	\$285.30	Journal	Faculty request
Associations Unlimited (Gale)	\$2,669.00	Collection - data	Librarian request
Astrophysical Journal	\$1,710.00	Journal	Faculty request
AtoZDatabases	\$4,500.00	E-Resource	Librarian request
Biology Letters (Royal Society)	\$1,594.00	Journal	ILL high usage
BNA Tax Management Portfolios online		Journal	ILL high usage
Chicago Tribune (Proquest Historical Newspapers)	\$53,524.00	Journal	Faculty request
Child and Adolescent Psychiatric Clinics of North America	\$399.60	Journal	Faculty request
China Data Center (Univ. of Michigan)	\$2,800.00	Collection - data	Faculty request
Classical and Quantum Gravity	\$5,115.00	Journal	Faculty request
Cognitive and Behavioral Practice	\$265.50	Journal	Faculty request
Consumer confidence survey	\$2,015.00	Journal	ILL high usage
Critical Interventions: Journal of African Art History and Visual Culture	\$80.00	Journal	Faculty request
Disruptive Science and Technology	\$1,595.00	Journal	Faculty request
Ecohydrology	\$2,279.00	Journal	Faculty request
Eighteenth Century Collections Online (ECCO)	\$228,650	Collection	Faculty request
Electronic Enlightenment : Letters and Lives of the 18th Century	\$4,320.00	Collection - data	Faculty request
Family Business Review	\$403.00	Journal	Faculty request
GreenR	\$20,000.00	Collection/Index	Librarian request
Hispanic American Newspapers (Readex)	\$23,000	Collection/Index	Librarian request
International Financial Statistics	\$3,000.00	Collection - data	Faculty request
IOP Archive [J. of Physics, pt. B, E]	\$20,000.00	Journals	Faculty request
Journal for Research in mathematics education	\$340.00	Journal	Faculty request

Journal of Convention & Event Tourism Online	\$275.00	Journal	Faculty request
Journal of Education Finance	\$110.00	Journal	ILL high usage
Journal of Hospitality Marketing & Management.	\$754.00	Journal	Faculty request
Journal of PeriAnesthesia Nursing	\$295.20	Journal	Faculty request
Journal of Quality Assurance in Hospitality & Tourism	\$418.00	Journal	Faculty request
Journal of the Association of Nurses in AIDS Care	\$483.40	Journal	Faculty request
Journal of Travel & Tourism Marketing	\$1,005.00	Journal	Faculty request
Local Government Studies	\$839.00	Journal	Librarian request
Mintel Reports	\$10,000.00	Collection - data	Faculty request
NAXOS Music Library	\$4,250.00	Collection - audio	Faculty request
Neural	\$54.50	Journal	Faculty request
Nurse Leader	\$166.50	Journal	Faculty request
Philosophical Transactions (Royal Society)	\$4,320.00	Journal	Faculty request
Reaxys	\$11,701.00	Index	Librarian request
ReCall	\$240.00	Journal	Librarian request
Research in Autism Spectrum Disorders	\$356.40	Journal	ILL high usage
Routledge Encyclopedia of Philosophy	\$3,150.00	Reference Source	Faculty request
Sage Research Methods Online	\$10,500.00	Collection - data	Faculty request
Scientific American (Nature)	\$3,750.00	Journal	ILL high usage
Shi jie ri bao = World Journal [Chinese newspaper]	\$280.00	Journal	ILL high usage
SimplyMap	\$50,000.00	Collection - data	Faculty request
Sing Tao [Chinese newspaper]	\$228.00	Journal	ILL high usage
Spine.	\$360.00	Journal	ILL high usage
The Journal for Nurse Practitioners	\$137.70	Journal	Faculty request
Voices from the Middle	\$85.00	Journal	Librarian request
Wildlife Society Bulletin	\$35.00	Journal	Librarian request
Zootaxa	\$4,200.00	Journal	Librarian request
<b>TOTAL</b>	<b>appx. \$964,173.10</b>		



June 27, 2019

**To:** Dean Emily Bonney, Instruction librarians

**From:** Sarah Parramore, Instruction Coordinator & Education Librarian  
Jon Cornforth, Student Success Librarian  
J. Michael DeMars, Systems & Instruction Librarian  
Eric Karkhoff, Assessment Librarian  
Adolfo Prieto, Reference & Instruction Librarian  
California State University, Fullerton

**Subject:** White paper: Instruction

### **Executive Summary**

In September 2018 Dean Susan Curzon submitted to the Interim Dean of the Library a 360 Report that included in its recommendations a reorganization and review of the Library's operations. In January 2019 the Dean of the Library began implementation of the reorganization and appointed a coordinator for instruction and charged that individual with assembling a task force to review how the Pollak Library delivers instructional services and to make recommendations as necessary to enhance and strengthen that part of the Library's mission. The conclusions of the task force are set forth in this report.

The library instruction program at Pollak Library needs a shared vision that aligns with the Library Strategic Plan (LSP) and the University Strategic Plan (USP). Such a re-envisioning would include creation of programmatic outcomes and provide guidance for the development of pedagogy rooted in best practices from the ACRL, peer institutions, and literature. Such a re-framing of the instructional mission of the library must ensure that the workload and performance of librarians, their pedagogy and the spaces they use are meaningfully rooted in this shared vision and therefore also aligned with the outcomes and strategic plans. Finally, any

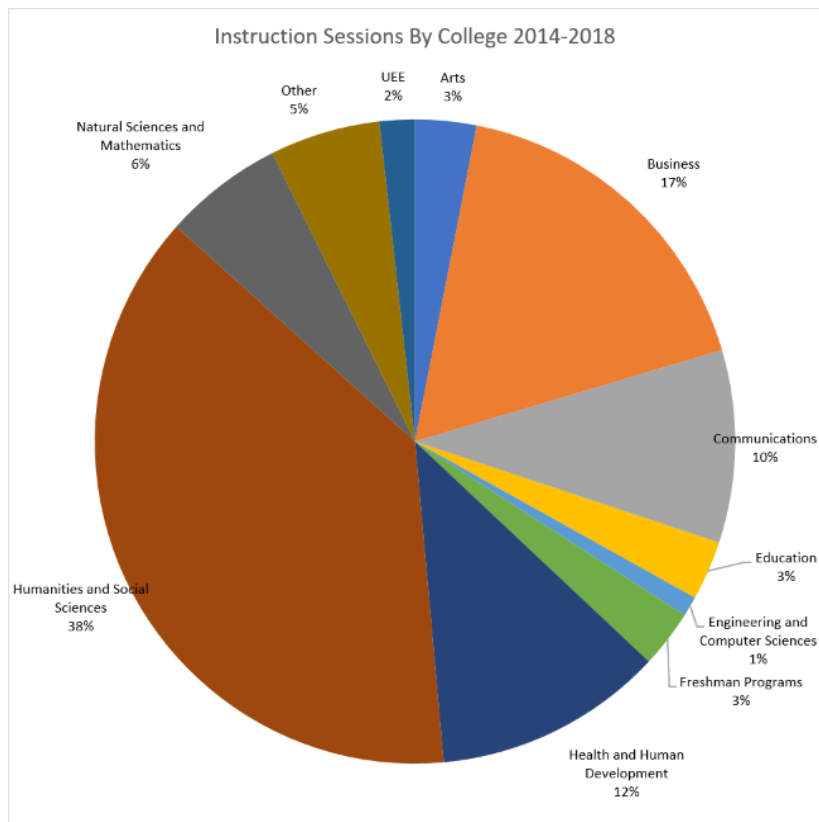
efforts to rethink and improve the work of this unit require the development of purposeful and meaningful assessment.

## Background

The instruction program at the Pollak Library aims to provide students with the information literacy skills that they need to be academically successful. Instruction is conducted primarily upon the request of the course instructor. The instructor is required to provide a research assignment that the class is working on, and the librarian tailors the lesson to meet the needs of that class. Library instruction sessions are typically 60-75 minutes and are usually conducted in-person, though there has been recent growth in online instruction. These type of sessions are typically referred to as “one-shot” sessions in the literature. This model is very much traditional, in the sense that academic libraries have for decades provided support for students using this approach. The Five student learning outcomes are informed by the ACRL framework (see Appendix A for a description and list).



The instruction program has seen rapid growth in recent years. From the 2008-09 academic year through 2013-14, faculty taught an average of 544 classes. Since that time the average has climbed to 642 sessions per academic year. The number of librarians conducting instruction sessions has grown up to 20 at one time, but is now currently only 15, which is one factor of the increase. Additionally, there has been a significant expansion in the number of University 100 and English 101 classes. The majority of the instruction requests come from



the College of Humanities and Social Sciences due to the fact that it encompasses many different departments. 45% of College of Humanities and Social Sciences instruction requests are from the English department.

### **Observations and Proposed Solutions**

The five areas the task-force identified that require particular attention and that inform this report are: The Unit, Pedagogy, Instruction Space, Librarian Workload/Performance, and Assessment. Each section will describe the current practices and provide observations as to the resulting problems with recommended solutions.

#### **1. The Unit Identity**

##### *Observations*

- The instructional program lacks a unifying name, being referred to as “former I&IS.” Lack of a clear identity has resulted in confusion during communication efforts.
- The information literacy program lacks a mission statement. ACRL considers forming a mission, goals and objectives statement a best practice of an information literacy program (ACRL, 2019). Solidifying a name and mission will bring identity to the program.
- Leadership of the former I&IS unit has been inconsistent, with the title passing amongst librarians every two years and selected through equally inconsistent means. Historically, this individual was primarily responsible for reporting to library administrators, organizing meetings, and overseeing two other coordinators, one for reference and the other instruction. However, the unit head sometimes would fulfill the duties of the other two coordinators if they were vacant. Thus they would for example also facilitate managing the calendar for instruction sessions, which would usually fall under the responsibility of the instruction coordinator. None of these coordinators receive compensation for the additional work other than a reduced teaching load, and do not have any authority to make significant positive change.

##### *Proposed Solution*

- The task force recommends that the unit receive an official name. Many other institutions have adopted “Teaching & Learning” to designate the instructional unit. This name clearly reflects the services the unit provides. Developing a common library language improves group cohesion, allows for clear communication, and thus leads to a more unified program (Noe, 2013).
- A volunteer team of instruction librarians should create and develop a mission statement for the instruction program. That statement would include the definition of information literacy, an analysis of its importance in students’ academic pursuits, and would align with the library’s mission statement and strategic plan (ACRL, 2019).



- The task force sees the Instruction Coordinator as key to implementing its recommendations. The Instruction Coordinator advances the teaching and learning mission of the library through leadership that creates a framework for reflective teaching practices and for continuous improvement of the library's instructional program. This leadership guides the work of library colleagues through ongoing support, consultation, training, and communication. Key responsibilities of the Instruction Coordinator include developing strategies for integrating information literacy into the curriculum, effectively applying learning theories and instructional technologies to the teaching and learning process, and assessing the impact of library instruction on student learning. Meeting these demands means that the coordinator is pressed to participate in other library work. To ensure consistency of instruction initiatives and to acknowledge the time-intensity of the work, this position should be a permanent full-time position.

## **2. Pedagogy**

### *Observations*

- While learning outcomes have been created at the program level, the instruction unit needs to create scaffolded outcomes that differentiate learning from first year to graduate level to avoid duplication of instructional content and to build on skills for a more productive outcome.
- The majority of learning activities during 'one-shot' instruction are centered on lower-level Bloom's taxonomy because instructors have limited time to deliver content.
- Students are generally uninvolved during the orientation instruction process. Better engagement increases a student's likelihood to revisit library services (Bodimer, 2014).

### *Proposed Solutions*

- Implementation of instructional scaffolding based on a hierarchy of learning. From the orientation level to graduate level, focused and appropriate learning outcomes can be mapped directly to specific course levels as students progress toward graduation (Wissinger, Raish, Miller, & Borrelli, 2018). Not only should this practice reduce redundancies and better align teaching with research needs, it will also facilitate the allocation of resources. As an example, online tutorials and other learning objects would not only help scale and sustain instruction, but also have a positive impact on librarian workloads and assignments.
- Conduct curriculum mapping within all majors to determine when students receive library instruction to avoid redundancies, identify gaps, and properly sequence content (Buchanan, Webb, Houk, & Tingelstad, 2015). Targeted instruction will enable librarians to engage with learners at different stages of their academic careers, offer a sequence of information literacy skills, and ensure library instruction is offered to required major courses. The ACRL (2019) information literacy programs best practices document also recommends program sequencing within the curriculum, as it "[i]dentifies the scope,

depth, and complexity of understandings and practices to be acquired on a disciplinary level and at the course level.” As this mapping will likely be a large scale and long-term project, subject liaisons should take the lead in their respective areas since success will depend on relationships formed between librarians and faculty in the colleges and/or academic departments.

- The flipped classroom method, while proven to be effective in certain contexts, can be a challenge to implement in library instruction. When done correctly, it can have enormous impact on the learning experience, particularly when active learning is the focus (Khailova, 2017). To effectively utilize the 75 minutes of the one-shot model, flipped instruction in the form of online learning objects, pre-readings, or group discussion should be implemented to allow for meaningful instruction during face-to-face sessions. The Instruction Coordinator will provide or arrange training on flipped classroom to all library instruction professionals. This practice supports [Goal 3, Objectives a., d., and e. of the LSP](#)
- An Innovation Grant will fund one year of the Pollak Library Peer-Assisted Learning (PALs) program. This is a peer education model in which student workers facilitate library orientation instruction sessions. CSUSB has a similar program, where “Library Ambassadors” conduct first-year classes rather than librarians. Peer education, whether in the context of reference support or formal instruction, has a positive impact on overall perceptions and use of the library (Bodimer, 2014; Murphy, 2016). The first year the Pollak PALs will be organized and led by members of the SOS team. Provided it remains funded in subsequent years, the program will be led by the Instruction Coordinator and Student Success Librarian. The library should create a formalized program based on successful peer education models current in higher education (Terrion & Leonard, 2017).

### **3. Instruction Space**

#### *Observations*

- Two of the three classrooms are configured in ways not conducive to active learning. These two classes are designed for lecture style instruction, a practice which is not aligned with either the USP’s emphasis on high impact practices, or with the LSP’s focus on active learning.
- The ratio of library instruction classrooms to the number of instruction sessions is disproportionately high compared to the data from other CSU libraries.

### Proposed Solutions

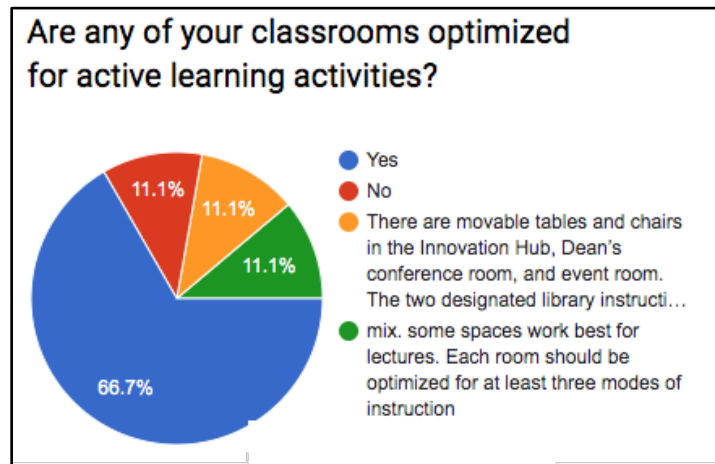
- CSUF places high value on high-impact practices (HIPs) as mentioned in [Goal 1 of the 2018-2023 USP](#). According to the Association of American Colleges and Universities, collaborative assignments and projects are considered a high-impact educational practice (Kuh and Schneider, 2008). The Pollak Library can support HIPs and the USP by creating collaborative learning opportunities during library instruction sessions. This can be defined as “learning to work and solve problems in the company of others and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences.” (Association of American Colleges and Universities, 2018). Collaborative learning is considered a valuable career skill, as more and more employers are seeking applicants who have demonstrated experience working in collaborative settings both in-person and virtually (Stephens and Roberts, 2017).

In PLN-103, the original design plan contemplated learning-pods but instead the class was arranged in traditional rows. The same applies to PLN-303. A simple redesign to place the desks in pods will allow for collaborative learning activities in both of these classrooms.

Additionally, PLN-303’s

length makes it difficult for students located in the rear of the classroom to see the monitor at the front of the class. The addition of at least 2 monitors in the back of the room will facilitate and enhance the learning experience for all students in this classroom. Changing the configuration will allow for active learning activities, in direct support of [Goal 3 Objective d. of the LSP](#), and Goal 1 of the USP.

- Although the task force could not find literature specifying the optimum ratio of classrooms to library instruction sessions, we argue we should follow peer institution practices.



Institution	# of instruction sessions/year	# of library instruction rooms	Ratio classroom/session
CSULB	600	4	1/150
CSULA	650	5	1/130
Cal Poly Pomona	200	3	1/67
CSUDH	220	2	1/110
CSUSM	400	3	1/133
CSUSB	90	2	1/45
CSUN	925	5	1/185
<b>CSUF</b>	<b>710</b>	<b>3</b>	<b>1/237</b>

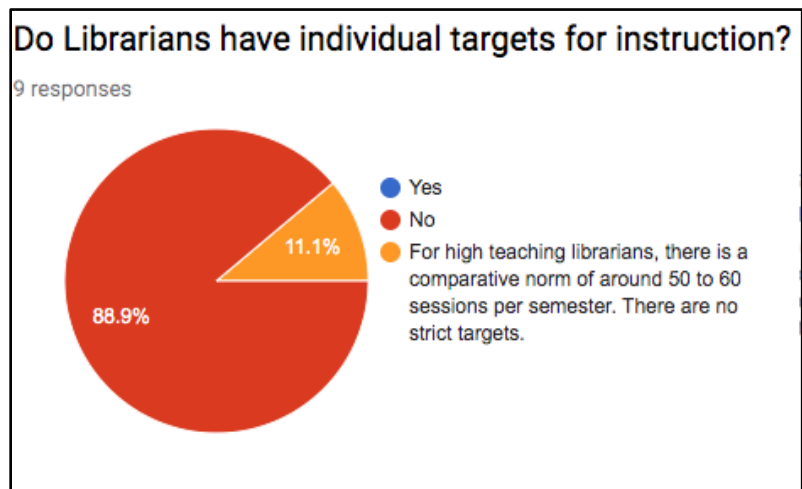
Source: [2019 Instruction Scan](#)

\*Not represented are the three UC institutions. They could not provide clear numbers to these areas as the nature of instruction and multiple libraries is too different.

#### 4. Librarian Workload/Performance

##### Observations

- The number of instruction requests exceed the capacity of our current librarian staffing levels.
- Librarians construe the ‘Teaching Targets’ used to determine each librarian’s teaching load as quotas, a situation that fosters feelings of inadequacy in some and helplessness in others. The practice has led to an unequal and unfair distribution of instruction sessions, and is not a method utilized or recognized in any of the libraries participating in the [2019 Instruction Scan](#) (see Column E in the aforementioned scan). Instruction takes many forms beyond one-shot



bibliographic instruction. For example, some librarians need to provide higher numbers of research consultations or small group instruction. These sessions, which often require as much time to plan and implement, are not included in the “teaching target.” Therefore, targets are not an adequate reflection of the amount of actual instruction librarians provide.

- Librarian peer evaluations of instruction as they currently exist are neither constructive nor conducive to professional growth.
- Librarian subject specialties often do not align with their areas of expertise or interest, and so librarians are reluctant to engage with their counterpart faculty in the colleges.

### *Proposed Solutions*

- To reduce demands on instructional librarians’ time, all introductory library orientation sessions will be completed with Spark Tutorials and Peer Instructors (see above description of “Pollak PALs” and Appendix A). These sessions do not require the advanced skills librarians possess and would offer fundamental information literacy support to students enrolled in 100-level courses across the colleges (totaling 55 - 60 sections).
- Although moving FYE to a peer-led form of instruction will reduce the demand for librarians to teach lower-level courses, there are still more teaching requests beyond what the current team can accommodate. As an example, a tenure-track librarian last year provided over 70 instruction sessions within his subject areas. Hiring more instruction librarians is the obvious answer; however, until we can achieve that goal, the task force recommends first that librarians in CPS who have prior instruction experience or wish to develop that skill be encouraged to participate in the instruction process, a practice followed at CSUN. Second, the task force recommends using staff who have or will soon earn the MLIS. The experience will help further their careers by giving them valuable instruction experience. To ensure proper workload, if needed or requested, lessons and activities will be planned in advance by instruction librarians so as to minimize impact on non-instruction librarians’ other job duties. Such a system has the potential to expand further into a cross-training program whereby interested instruction librarians can learn from their CPS counterparts, establishing a community of librarians knowledgeable in both public and technical services and fostering collaborative spirit (Decker, 2017; Wilhelm, 2016).
- With combined implementation of the FYE program, cross-training, and the suggestions provided by the Reference Task Force to use students and staff at the Research Desk, librarians will have more time to dedicate to other areas of their work. Once teaching targets are eliminated, distribution of classes should occur as outlined here:  
Librarians with liaison areas should teach classes in their areas as often as scheduling permits. If instruction is listed on the Assignment of Responsibility as a primary duty, then this takes priority over calendar items that fall under ‘Additional’. In the event the liaison librarian is already teaching, the class is routed to librarians on the subject team,

first going to contract and tenured librarians, and if they are unavailable, then tenure-track librarians. This order of assignment takes into consideration the added time needed by tenure-track librarians to fulfill scholarly/creative activity requirements during their probationary period.

- The task force also recommends replacing the peer evaluation system currently in use, with Teaching Squares that will provide librarians with valuable feedback on their instructional practice, establish community, and foster reflection. A Teaching Square consists of three to four librarians with varying disciplines and teaching styles. “The librarians in each ‘teaching square’ agree to visit each other’s classes over the course of the fall and [spring] terms, meet occasionally to discuss practices/methods of interest, and plan a final ‘Square Share’ meeting to discuss what they’ve learned from their observations” (The Teaching Square, 2019). In a recent study on the effectiveness of the Teaching Square, Mueller and Schroeder found that “81% of respondents reported an intention to use the strategies that they observed or that they would revise the strategies they have already used based on what they observed” (2018 ).

*All members participating in the Teaching Square complete a final personal reflection on what they learned about their own teaching from the observations.* This reflection can serve in lieu of peer evaluations required of personnel files and serves as a goal for the instructor to achieve. Teaching Squares can also represent one part of the larger librarian mentorship program for instruction librarians new to the field and/or Pollak Library. Both Teaching Squares and Cross-Training mentioned in the 2nd bullet point support [Goal 2, Objectives d., e., and g. of the LSP](#). Implementing this change will require revision of the DPS.

- Subject specialties should be revisited and realigned to conform to a librarian’s expertise and interest. A method of determining this should require surveying potential specialists by way of a survey tool such as Google Forms. That way, individuals can decide on areas they are inclined toward and a consensus can be reached.

## **5. Assessment**

### *Observations*

- The library instruction program has never assessed student learning in information literacy.
- A faculty survey sent out after instruction does not provide meaningful data. Responses are often thin, not particularly constructive, and generally provide self-reporting data that is not attached to the success of students as they apply what they learn to their research assignments. Therefore, the librarian can gain more meaningful data if he or she performs a bibliographic analysis or an end of the semester review of the quality of sources the student used.

### *Proposed Solutions*

- Current attempts at information literacy assessment have been informal or observational, using in-class worksheets, group work, and online tutorials. The library instruction program is not currently engaging in any direct assessment of information literacy skills. As demonstrated by Rapchak, Lewis, Motyka, & Balmert (2015), the use of a rubric offers a direct method for evaluating student research assignments by analyzing how well information literacy criteria such as: resource currency, authority, accuracy, and purpose are integrated into the student work. The research done by Hoffman and LaBonte (2012) also shows rubrics can be used to effectively assess information literacy proficiency through analyzing student writing assignments. The taskforce proposes the library instruction program begin direct assessment of student learning by piloting a program to evaluate student annotated bibliography assignments in English 301 or similar courses.
- Curriculum mapping is a strategic approach to providing and assessing library instruction. The taskforce recommends using the proposed curriculum mapping project (see Pedagogy) to propel assessment efforts.
- The taskforce recommends revision of the faculty library instruction satisfaction survey. The purpose of the survey is to gauge overall faculty satisfaction with requested library instruction sessions that is sent after every session. The proposed revision of the survey will attempt to collect more qualitative data than its predecessor, addressing the following questions:

Was the session beneficial and how did it succeed?

Did the faculty member notice improvement in student research assignments over the semester?

Did the faculty member incorporate any of the information literacy skills taught in the session into their own teaching?

The revised survey should: be sent to faculty *once at the end of the semester rather than at the end of every instruction session*; be administered via Google forms; and require the name of the session librarian, as this has been an optional field.

### **Conclusion**

The library instruction program at Pollak Library—a foundational component that supports the teaching and learning of the Cal State Fullerton community—is at a pivotal point in its development. Central to its future health is the need to solidify its identity with a formalized name and a mission statement. While the Association of College & Research Libraries (ACRL) serves as the guiding body for information literacy in academic libraries, Pollak Library does not have stable leadership for information literacy at the local level. Dedicated leadership would strengthen infrastructural components such as program vision and pedagogical practices to address the learning of students at different levels in their academic development. From a

physical perspective, the instructional spaces at the library should reflect design principles consistent with active learning experiences.

Instruction librarians are to be commended for their commitment and effort to meet the many requests for library instruction. The information literacy program, however, has reached a juncture where traditional practices related to instructional targets, peer evaluation, and assessment are not meaningfully productive and need to be revisited. Scaffolded learning outcomes, curriculum mapping, flipped instruction, and instruction team expansion, for example, are innovations that offer opportunities for integrated and collaborative program enhancement. The recommendations outlined in this report are intended, ultimately, to help Pollak Library align its information literacy program to both its own library strategic plan and the strategic plan of Cal State Fullerton.



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## Appendix A

### Information and Library Literacy at Pollak Library

#### Overview

In an effort to engage a diverse student population at different stages of learning, Pollak Library's instruction program strives for a scaffolded approach to instruction and teaching. An ideal approach modeling this comes from CSUDH. Specifically, we are considering adopting their hierarchical model, as noted at the bottom of [CSUDH's library instruction program page](#).

We envision a two-tiered approach as we map this to support for First Year Experience programs and students on campus. First, at the "Orientation" level, students would (1) attend in-person sessions and (2) complete online information literacy tutorials, both described below. We believe there is great potential for this as a flipped classroom, with orientation workshops led by peers, which we conceive as a team of instruction student assistants, or "Pollak PALs" (Peer-Assisted Learning).

In fitting with the tiered-approach, at the "General Education" level, students would be co-currently or in a subsequent semester enrolled in English 101. Instructors of these sections overwhelmingly request library instruction sessions taught by librarians. Building upon students' prior knowledge, they will engage in hands-on experience with higher level concepts. Finally, "In the Major" information literacy instruction would align with in-person sessions taught in upper-division courses and tied to advanced research assignments. Generally, these involve more in-depth research needs and concepts. All of the outcomes at each stage are or will be based on the profession's standards, as established by the Association of College & Research Libraries' [Framework for Information Literacy for Higher Education](#).

#### Library Instruction Student Learning Outcomes (SLOs)

The current student learning outcomes reflect a vision of what the Pollak Library would like students at or near graduation to achieve and to take with them beyond their time at CSU Fullerton. These outcomes are based on the Framework for Information Literacy for Higher Education of the Association of College and Research Libraries (ACRL). The instruction program at the Pollak Library strives to incorporate a variety of student learning outcomes inspired by the ACRL Framework.

Pursuant to the SLOs, our graduating seniors (at or near graduation) will be able to:

1. Describe the stages of research process through which an information need is expressed and refined.
2. Distinguish amongst the wide range of sources available to engage in academic or popular discourse.
3. Assess whether or not an information source fulfills an information need.
4. Properly cite ideas of others, thus demonstrating the value of information.

5. Identify the research support and related services offered by libraries.

## **FYE Information and Library Literacy Learning Outcomes**

### **In-Person Instruction**

- Describe how the library provides resources necessary for academic success at CSUF
- Connect the library as a physical space to digital resources
- Discover the library search tool OneSearch to find all resources, including scholarly sources

**Spark Tutorials - Further details can be found on the [tutorials' library guide](#).**

### **TUTORIAL: SERVICES & COLLECTIONS**

#### **GOALS**

- Students will identify services available from Pollak Library, including help from librarians.
- Students will value Pollak Library's collections, both physical and digital.

#### **OBJECTIVES**

- Recall the research services that are available through Pollak Library.
- Differentiate between librarians, Circulation, and Interlibrary Loan.
- Recall the kinds of materials offered by Pollak Library.
- Describe how to locate materials at Pollak Library.

### **TUTORIAL: FINDING BOOKS & MEDIA**

#### **GOALS**

- Students will be able to locate specific books and describe availability.
- Students will understand purpose and use of library databases.

#### **OBJECTIVES**

- Locate and search the Books & eBooks tab.
- Locate OneSearch.
- Search OneSearch.
- Identify status of print books (e.g. checked out, available, location).
- Describe structure and purpose of library call numbers.

### **TUTORIAL: FINDING ARTICLES & DATABASES**

#### **GOALS**

- Students will understand purpose and use of library databases.

#### **OBJECTIVES**

- Define "database."

- Locate databases by subject.
- Search a library database (e.g. Academic Search Premier).

## **TUTORIAL: HELP & SUPPORT**

### GOALS

- Students will be able to use the Pollak Library website to get self-help from Library Guides and Library Answers.
- Students will get help with their research from real people through Pollak Library.

### OBJECTIVES

- Recall that Library Guides are available for many courses and subjects.
- Locate Library Guides on a given topic.
- Recall that Library Answers offer answers to frequently asked questions.
- Locate Library Answers on a given topic.
- Recall that help with research is available from Pollak Library.
- Demonstrate a method to seek help from Pollak Library.

## **TUTORIAL: APA BASICS**

### GOAL

- Students will recall the major components of citing properly and ethically.

### OBJECTIVES

- Define “paraphrase.”
- Define “quotation.”
- Differentiate between quotations and paraphrasing.
- Explain link between in-text citations and reference list.
- Differentiate between general knowledge that doesn’t need to be cited, and specific facts/quotes that do.

# **Reference Task Force Report**

**Report prepared for Emily**

**Bonney, Ph.D.**

**Dean of Pollak Library**

**Report prepared by the Reference Task Force:**

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**July 2019**

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## **Introduction**

Pollak Library has experienced considerable change in recent years, facing transitions in library leadership, a reorganization, a new strategic plan, and an evolving physical space. Amid these developments, the library's reference services operation has remained largely static and unchanged. Evaluating library reference service practices provides an opportunity for growth, experimentation, and refinement of methods in support of student success. Moreover, a review of reference services staffing strategies is a timely occurrence. The attrition of reference staff and librarians over recent years has led to a sustainability crisis for the long-held two librarian desk staffing model. Creative solutions are needed to enhance effectiveness and maintain the fundamental in-person reference services offered since Pollak Library's inception.

Throughout the librarian profession as well as the CSU system there is considerable variety and debate on the future of traditional reference services. As observed by Sue Curzon, the argument primarily rages around the staffing of the reference desk. The last decade has witnessed the decline of reference interactions across library types as more and more reference queries are answered online. As noted by academic librarians Bandyopadhyay and Boyd-Byrnes, "The ubiquitous nature of computing, the increase in the number of technology-savvy users and the abundance of free information resources on the internet are apparently making mediated reference services less critical for many academic users" (2016). Correspondingly, Pollak library is not alone in the reduction of the size of its print reference collection and the widespread adoption of e-preferred collection development strategies. Library user needs are constantly evolving and require support services to grow to meet new demands.

In each section of this report, the task force provides observations of the current environment and proposed solutions. Task force recommendations are grounded in a survey of recent library literature, best practices in the profession, reference models from CSU sister campuses, and endorsements from the Sue Curzon 360 Report. As we envision the role of reference services in the library of the future, this report can serve as a starting point for embracing the paradigm of continuous transformation as the library evolves to meet new horizons.

## **Reference Services Background**

### *Observations:*

In 1998, the original layout of 1st floor north included a reference desk in the current location of the Student Genius Center. This desk sat two librarians on far opposite ends of a large granite counter, with a third librarian on duty as a "rover." Librarians were staffed for all library operating hours and the entirety of Pollak Library North was reserved for reference. There was a pen of computers in the center for students to do online research and the entire north end was reserved for study space and reference collection stacks.



The first major change occurred when the library's proxy server went online in the early 2000's, allowing much easier access to library databases remotely. This led to decreased use of reference services at night, after class, and early in the mornings. At that time, this allowed the library to repurpose the space and create an Information Learning Commons with participation from Information Technology, The Writing Center, and the University Learning Center. As reference material began to be made available online, the library began shrinking the print reference collection. A third workstation was added to the reference desk with two staffed by librarians and one by an IT employee to help with printing and other computer troubleshooting. The library became members of the QuestionPoint Cooperative around this time, to provide assistance to the students now doing their research from home.

The next major change to reference services was due to The Great Recession in 2008. Funding to the university, including the library, was cut drastically forcing a significant reduction of library hours. The library closed early every weeknight and was closed on weekends. This reduced the need for part-time adjunct librarians, eventually retaining only one librarian from this initial pool. When funding began to be restored, mainly due to the Student Success Initiative, library hours went back to normal, but after evaluating the statistics there wasn't much need to have librarians available in person after 7PM or before 10AM. These service hours have endured to the present day.

After the earthquake in 2014 made floors 1 and 4-6 on the south side inaccessible, service points were reorganized and consolidated. The former reference desk was repurposed to provide space for circulation and TitanCard services, while reference established a small temporary desk across from the old desk. Reference was also given space at the granite desk on the 4th floor, however, it did not receive enough student traffic to make continued staffing worthwhile.

Finally, after the 1st floor south was renovated, the Circulation and TitanCard desks moved back to the south building, while the University Learning Center, Supplemental Instruction, and Writing Center were added to the 1st floor north. After significant internal review, the majority of the historical print reference collection was allowed to circulate and transferred to library stacks. The remainder of the print reference collection is awaiting new shelving for placement in the Information Learning Commons. The previous reference desk was separated and given to library partners, while the Research Center desk was established as a primary service point on the north side.

#### *Proposed Solutions:*

In light of the newly renovated space, it is highly recommended that the library move forward with ordering replacement bookshelves for the remaining print reference material to be held in a designated Research Center collection. Floor space is available along the west-side wall (adjacent to the Writing Center) where an inviting reading and consultation space can be designated for reference assistance with print material.

Additionally, the task force endorses the continued support of the library's reference collection development budget, sponsoring e-preferred reference material whenever possible to provide the largest accessibility to distance learning students. Future examination of reference collection needs and gaps will be aided by the evaluation of circulation data for reference material moved to stacks, usage monitoring of electronic reference databases, and better tracking of Research Center print material use in LibAnswers statistics notes.

## Reference Statistical Trends

### *Observations:*

The library does not have easy access to reference statistics from before 2011, which makes it impossible to reflect on how earlier events like the Great Recession and the introduction of the online reference affected in-person interactions. Statistics show that 2011 was the highest year in recent Pollak Library history in total reference transactions at 18,591 questions. After the earthquake in 2014, there was a dramatic drop off of in-person reference transaction, so that by 2018, that number had dropped to 11,618 transactions.

While overall in-person questions took a tumble, advanced questions requiring professional assistance from a librarian (levels 3 and 4) did not. There was a 28% drop in advanced questions between 2011 (2727) and 2014 (1952), but a nearly 50% increase after the earthquake, between 2014 and 2016 (2920). This may indicate that, because of the tight space, students were receiving help immediately from the centralization of service points. Evidence of this change is also seen the statistics, as only 18% of reference desk transactions in 2013 were advanced, while 33% of them in 2016 were advanced. The steady amount of advanced level questions the Pollak library receives is in line with current academic library trends. As noted by ALA in the 2019 *State of America's Libraries* report, "Doctoral degree-granting institutions averaged the most reference transactions and consultations per year (more than 17,500), followed by community colleges (more than 8,500), comprehensive universities (more than 5,800), and baccalaureate schools (more than 2,700)" (ALA, 2019).

Exploring the data for research consultations is difficult, as the 2018-2019 academic year was the beginning of the library's adoption of LibAnswers for statistics. Unfortunately, not all historical data from Gimlet for research consultation migrated due to lack of equivalent LibAnswers classification fields. Examining the totals alone, in 2016/17, 131 extended reference consultations were provided. Year over year, the number of research consultations has not improved but remained relatively stagnant despite the centralization of service points.

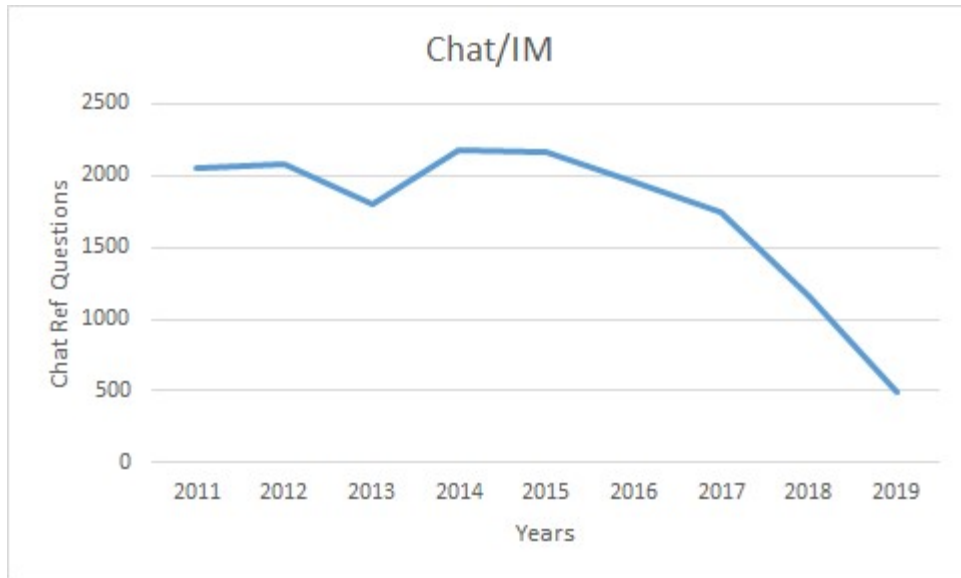


Figure 2 – Chat/Instant Message Reference Questions 2011-2019

Notwithstanding the trend of reference transactions declining in libraries worldwide, there are a number of potential factors that could explain the drop in reference interactions. As demonstrated in Figure 2, the decline in Chat/IM transaction may have been impacted by the website redesign improvements in 2017 as well as the increased usability of OneSearch. Additionally, with library renovations taking place in 2017-18, the 28% drop in in-person transactions may be attributed to a lack of access to the building. In the spring and summer of 2018, the first floor on both wings were under renovation. Once the 1st floor was open and there was no construction blocking two of the three entrances, advanced questions reported at 1140, only about 15% lower than Falls 2017 (1310) and 2016 (1356). The year over year drop in reference chat/IM questions is also curious considering the library’s QuestionPoint usage has remained steady 2016-2019 and even slightly increased from 2011-2016 (see Figure 3 below). This may indicate that more students are utilizing chat services during the overnight hours.



### *Figure 3. Questionpoint Reference Questions 2016-2019*

Another possible explanation for the decline in in-person reference transactions may be attributed to the increasing amount of time spent with walk-in students on advanced level questions at the reference desk. Understandably, the analytics indicate that level one questions consume substantially less time than level three or four questions, with the most time at the desk currently being spent on advanced level interactions. This data suggests that there may be a connection with the decline in research consultations and the increase in the length of level three and four walk-up reference transactions over time. Logically, if a student is provided a research consultation at the point of need, there is no incentive for them to follow up with a subject specialist. Similarly, it follows when a student approaches a busy desk, they may be less inclined to stop for help if they perceive a lengthy wait. By reviewing and reinforcing the need to promote referrals and ensure subject specialists are connected to advanced reference questions, there's a possibility that research consultation trends may rebound.

#### *Proposed Solutions*

Luckily, the recent acquisition of QuestionPoint by SpringShare delivered an opportune moment to ensure all members of the reference team are trained to work Chat/IM/QuestionPoint shifts to answer reference questions virtually. With more librarians and staff able to assist in answering reference questions online, the more effectively the library can meet the steady demand of chat reference traffic. Along this line, it was highly recommended that QuestionPoint be turned off on Saturdays during staffed reference hours to allow the scheduled librarian to respond to CSUF student questions. As emphasized in the Curzon report, the task force fully supports training for librarians on providing research assistance remotely via software programs like Zoom or Skype. Remote reference services for students must be considered due to the rise of online programs and the number of students who may never come to campus.

In reviewing the practices of CSU sister campus reference services, it was recognized that Fullerton is currently the only library offering in-person reference services on both Saturdays and Sundays, all year round. Only two other CSU libraries offer in-person reference assistance on Sundays, CalPoly San Luis Obispo (closed on Saturdays) and East Bay (open for three hours on Sundays). Saturday hours are incredibly limited for most institutions during the semester and the majority are closed completely on weekends during summer and winter breaks. After investigating recent reference statistics, the data shows a clear opportunity to rethink how weekend hours are staffed at the Research Center, particularly during summer and intersession periods. In light of these best practices, the task force recommends that the library closes the Research Center on Sundays, when the majority of patron questions can be assisted by nearby service points, including circulation and directional queries. As discussed in a later section of this report, an essential role of the Reference Coordinator should involve working as a liaison to Information Technology to ensure student workers are well versed in the referral process and

the availability of support services at the Research Center. QuestionPoint services will continue to be offered over the weekend in lieu of walk-in research assistance at the desk.

An additional proposed solution to the observed downward trend is ensuring ongoing outreach and marketing of reference services to enhance visibility and promote library support services. Library Subject Liaisons are essential advocates of reference services to faculty by keeping in regular contact on available services, such as research consultations via Zoom, virtual office hours, and QuestionPoint 24-hour chat reference. As shown consistently in the literature, library instruction sessions and peer-led orientations are crucial forums for communicating reference services to new and returning students. It is highly recommended that the Pollak Library Outreach and Engagement Team continue to expand these vital outreach efforts, capitalizing on the recent rise in library social media exposure. The SOS (Student Outreach to Students) team could be especially effective in promotional efforts and exploring new ideas to educate students on available reference assistance services.

## **Service Model**

### *Observations*

As stated in Sue Curzon's 360 report, "Pollak Library is a teaching library meaning that the librarians coach students for their success in research rather than doing the research for them... Reference Services is one of the most fundamental services of the Library. Here, users expect to interact with a multidisciplinary expert who can guide them on their knowledge journey. Librarians see every question as a teaching moment."

Keeping in line with this tradition, it has been the practice of reference librarians to make every effort to support the just-in-time reference service model. When presented with an immediate or pressing reference need, librarians frequently jump through hoops to provide personalized, professional reference service on the fly. Not often enough do advanced, walk-in interactions include a discussion about the research process, the availability of appointments with subject specialists, or the importance of time management in successfully conducting academic research. As observed, even during advanced level questions, librarians primarily utilize referrals to a research consultation as a last resort when immediate needs cannot be met. It follows naturally that there is a lack of consistency on what interactions require a referral to a subject specialist among librarians as well as varying expectations for students on what services they can expect from walk-in support services.

### *Proposed Solutions*

Reinforcing the role of librarians as instructors and recognizing the limits of the walk-up reference interaction, the threshold for referral at the Research Center must be appropriately

monitored and managed. The task force recommends to include specific training and onboarding information on the Warner method of classifying reference questions (Warner, 2001). This model involves classifying reference interactions in four levels: Level I (non-resource based), Level II (skill-based), Level III (strategy-based), and Level IV (consultation). While this model has been in place for some time at Pollak library, it is worth reinforcing after the move to LibAnswers and the revision of taxonomies. This in-service training would serve to emphasize the importance of accurately reporting LibAnswers statistics as well as help librarians guide reference interactions to prevent abuse. By appropriately setting expectations with library users on the support services provided and appropriately referring to research consultations, the reference service model will continue to support the teaching library.

In order to motivate staff development and sustainability at the Research Center, the task force recommends incorporating a hybrid model of reference services. This move would alter the current staffing pattern of two librarians scheduled at the desk to one librarian paired with a staff member or part-time librarian during busy periods. The hybrid model grows the available pool of reference support while nurturing ongoing development opportunities for library staff. Implementing the hybrid model will work most effectively when back up librarians are available on-call as we analyze demand shifts in LibAnswers. This can be accomplished as formally as appointing an “on call” reference team or as informally as communicating for backup assistance using the library Slack channel. The best part of the hybrid service model is that it provides the opportunity for librarians to spend more time at the Research Center teaching. Be it across the desk with a student or side-by-side with a colleague, utilizing reference assistance as an opportunity for instruction helps to expand learning experiences. As discussed in Next Steps, this model can be modified to pair librarians with well-trained reference interns or library student assistants as a high-impact practice.

Providing the opportunity for cross training and professional development of library staff at the Research Center is highly endorsed by the task force. As observed in conversations with Sue Curzon, “Faculty and staff were interested in increasing their job skills for their current position and in learning new skills. Cross training was also requested which will help all employees understand the total operations of the Library. It was stressed by more than one employee that the Library needs ‘consistent training, not a silver bullet.’” (Curzon, 2018). The reference task force supports Sue’s suggestion of a continuous professional development plan and recommends this include opportunities for paraprofessionals and librarians to refine their reference skills. Formalized onboarding procedures and training documentation must be included as part of this plan.

In an effort to increase equity for assigned hours at the Research Center, the task force emphasizes that with the number of full-time librarians assigned to work reference, it is difficult to staff effectively without a minimum number of hours committed. Moving to the hybrid model and closing Sundays, this recommended minimum number is seven hours each, including both in-person and IM/chat hours. While the aim of fairness in workload is needed, assignments will vary greatly depending on primary job responsibilities, subject areas, and employee status

(fulltime versus part-time, contract versus tenure-track). It is strongly recommended by the task force that librarians propose a range of hours per week that they will be available to work, understanding that with more individuals willing to work reference, less hours will be required by each person. Additionally, to ensure equity, librarians not available to work assigned weekly reference hours should consult with the Instruction & Information Services Support Specialist to make arrangements to cover assigned hours.

## **Assessment**

### *Observations:*

To some extent student library usage is being tracked via individual services, but the data is not being collected and analyzed holistically to determine the library's impact on student success. Other partners within the library are collecting data of student check-ins, usage of service, and satisfaction of service including the Writing Center, University Learning Center, and Information Technology. The Research Center itself does not have any assessment measures in place outside gathering in-house statistics on questions answered in LibAnswers.

The current research consultation form works on a very basic level, but fails to capture potentially valuable student information for long-term measurement of the service. Currently, there is no assessment of the research consultation service. The library has no feedback from the student to ensure information needs are being met or how well the student incorporated what was learned into their coursework.

### *Proposed Solutions:*

The Research Center's reference services can better demonstrate its value and impact by more effectively collecting data on student use and user satisfaction. As demonstrated in recent library studies, Beile, Choudhury, and Wang (2017) measured student library use via five service points using student ID cards: completion of online information literacy modules, study-room use, library instruction session attendance, and in-person research consultations with a librarian. Massengale, Piotrowski, and Savage (2016) also tracked graduate student library usage through student ID numbers of library building usage, library instruction session attendance, checking out library materials, study rooms, and laptops, and accessing online resources. The study found more frequent student library use correlated with slightly higher GPA when compared to other students. Incorporating these lessons, a more data-drive approach would allow for improved tracking and follow-up of student library use over their academic career. Data collected can also be used to show the library's contribution and correlation to student success outcomes. Incorporating this solution would require financial investment by the library into swipe card machines or iPad swipe stations at reference and instruction service points. It's recommended a

committee be formed to help integrate this technology and assist in the optimal placement and approach to this assessment.

To better understand the students requesting one on one research consultations, one solution is updating the Research Consultation Request Form. Revising the form to include additional required data fields not currently present, like the student's year, major/department, and Campus Wide Identification Number, would allow for better long-term data tracking and analysis. This could be accomplished by integrating research consultation requests with the instruction request form or similar existing campus software programs like *ServiceNow*. Once the form has been revised, future consultations can receive a follow up survey to measure the usefulness of the consultation, which resources or methods reviewed were most useful, and possibly integrate additional assessment measures through citation analysis. The survey should be sent out after the assignment due date and/or at the end of semester. This approach would give the library valuable data that can be analyzed to measure student satisfaction, as well as academic impact over time. Fournier and Sikora (2015) reviewed the research consultation practice and evaluation methods of academic libraries and found a variety of assessment methods were being used including: usage statistics, surveys, and objective qualitative methods like task based measures, skills testing, and citation analysis. By updating the Research Consultation Request Form, the library can better assess and refine the services provided to evolve with users and respond to their feedback.

## **Role of the Reference Coordinator**

### *Observation:*

In previous years, it was the role of the Reference Coordinator to lead Instruction & Information Services Meetings twice monthly to keep faculty updated on issues impacting the library as well as to provide a forum for group discussion and committee reports. The Reference Coordinator also served on the Pollak Library Deans Council (previously University Librarians Council) to advise the Dean of the Library on issues impacting reference services. Training and orienting new faculty librarians and providing formal feedback for evaluations fell to the coordinator as well as selecting reference collection material and serving on the Collection Development Team.

Upon surveying sister campuses in the CSU system on the role of coordinators, the overwhelming majority of libraries also appoint reference coordinators in a visionary or conceptual capacity in a multi-year rotating leadership position. Similarly, most were involved in both the training and on-boarding of reference staff, selected reference collection material, and organized professional development opportunities. Understandably, it was noted by a number of CSU libraries that coordinators predominantly undertaking day to day operational or administrative tasks did not have time to dedicate to visionary planning or experimentation.



To the detriment of the position, a few of the duties assigned to the coordinator prevented future interest by library faculty to develop and take on the role. For example, it was viewed as the historical responsibility of the Reference Coordinator to serve as the perpetual on-call substitute in the event of librarian call outs or otherwise uncovered reference desk shifts. Often times, this resulted in the coordinator's worked reference shifts increasing substantially due to the fact that missed shifts are a regular occurrence. While emergencies are expected, another method for covering missed shifts is both desirable and warranted. Moreover, the Pollak Library is an outlier in the approach to this problem. While the head of reference is commonly notified of absences, the overwhelming majority of CSU libraries surveyed reported that the librarians themselves are responsible for covering their own missed reference shifts. Another detriment duty to the role, the Reference Coordinator and Instruction Coordinator would historically act as liaisons to the Facilities & Security Coordinator on work orders and necessary repairs. Since the coordinators do not have any immediate control over the status of work orders and trouble tickets, nor the authority to resolve ongoing concerns, this responsibility was as much frustrating as it was futile. These examples, largely symptomatic of other operational problems, discouraged future coordinators and contributed to a lack of interest in the leadership role.

#### *Proposed Solutions:*

Thankfully, the creation of the Library Help Desk ticketing system resolved much of the facilities frustration, routing all library issues through a central reporting portal. This ensures that technical issues observed at the Research Center, in library instruction rooms, as well as any employee computer, server or website problem can be reported in a universal system rather than being routed through individuals and the coordinators.

Another proposed solution for increased sustainability of reference service operations includes changing the current scheduling system employed to adopt a software program that allows for independent shift claiming, regular shift staffing, and unmediated shift swapping and changes. Currently, the task force is reviewing the *When I Work* scheduling program as suggested by the Reference & Instruction Coordinators at CSU San Marcos and Long Beach. Utilizing a more effective scheduling tool for shift swaps partnered with a supportive on-call system would help manage reference shift call-outs much more effectively.

The creation of the Public Services Unit during the reorganization allowed for an opportunity to restructure the organization and frequency of regularly scheduled meetings. Under the leadership of the Associate Dean of Public Services, a larger group of library employees now meets that includes access services, reference and instruction librarians, and other library employees involved in public services work. This new meeting structure has led to better cross unit communication of library-wide public services issues and now provides a more inclusive forum for updates from the coordinators of reference, instruction, and circulation. While this does not replace in-service reference meetings that can be called at any time for a specific

purpose, the need for a standing meeting led by the coordinator is no longer deemed necessary for regular communication.

As noted earlier, it will be an essential role of the Reference Coordinator to serve as a point of contact to library partners in the Information Learning Commons. As importantly noted by professionals in the field, “Great opportunities exist for the library to learn from the writing center and other partners as these collaborations strengthen. The writing center already has a well-established scheduling infrastructure and assessments in place that allow the program to connect the service to specific classes and assignments, tie consultations back to the faculty, and improve peer-coach training, the service, and student performance” (Garrison, 2011). Furthermore, opportunities exist to centralize library outreach efforts of ILC student support services more holistically across campus.

## **Next Steps**

### **1. Expand opportunities for peer-driven instruction at the Research Center.**

As indicated in the literature and current best practices across academic libraries, students supporting other students by way of a peer education model of reference service has great potential to sustain and extend the service model as described above. Currently, the Research Center is the only service point in the Pollak Library that does not currently integrate student workers as front line support. Therefore, a pilot program may be the first step in this direction, provided adequate recruitment and training steps are taken to ensure seamless service and quality control. With this in mind, the Pollak Library reference operation is falling behind the rest of the CSU system as well as the field of librarianship as a whole in regards to peer education. Similar programs exist at nearby sister campuses within the CSU may be adapted to fit out specific needs at the local level. This program will also benefit from potentially rich knowledge gathered during the paraprofessional onboarding process, during which non-librarians provide reference support.

### **2. Formalize, develop, and grow the library’s internship program.**

Robust and mutually beneficial internship programs help ensure that the institution imparts a meaningful and engaging experience for the intern, while at the same time, this individual can also contribute directly and meaningfully to the community's needs and student success. Overall, the outcomes of the internship and those set forth by the institution and campus are met. At the outset, clear expectations should be drafted and reviewed by both parties. Moreover, in order to scale a program of this nature, buy in and support from administration and colleagues within the unit must be ensured. This will also ensure that all participants and stakeholders involved contribute to and gain from the experience.

This task force report and the proposed solutions help ensure Pollak Library's reference services operation continues to grow, experiment, incorporate best practices, and seek innovative solutions to the demands of students and faculty at CSU Fullerton. Implementing these next steps and assessment techniques, the library will gain valuable data and essential feedback to make strategic and incremental adjustments moving forward. By embracing the paradigm of continuous transformational change, the library can better meet the evolving needs of users and future challenges that await the profession.

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## Diversity in Academic Libraries

### DEI Defined

<https://environment.uw.edu/about/diversity-equity-inclusion/tools-and-additional-resources/glossary-dei-concepts/>

<https://diversity.ucdavis.edu/about/glossary>

<https://diversity.umich.edu/about/defining-dei/>

<https://diversity.uiowa.edu/programs/dei-definitions>

### Retention of Diverse Personnel in Academic Libraries

- Observations
  - Some research (VanScoy & Bright, 2017) suggests that personnel who are members of a minority group often feel as if they are being asked to represent that entire minority population. Additionally, some participants felt that they were tasked with responsibilities (such as chairing a diversity committee, selecting reference materials, or providing liaison services) in subject areas that reflect their perceived ethnic identity, rather than their technical area of expertise.
- Existing progress & proposed solutions
  - Espinal, Sutherland & Roh (2018) suggest the allocation of funding for librarians of color to attend conferences of librarians of color. “Do not make us choose between attending to our cultural needs and attending to functional areas in our work.”

### Reference

- Observations
  - One common theme is the education of staff & faculty on privilege and whiteness via readings, workshops, and lectures as a part of their professional development and civic responsibility.
  - Several articles (Espinal Sutherland, & Roh, 2017, Brook, Ellenwood & Larazzo (2015)... encourage library workers to explore the concept of microaggressions and how they may be perceived, especially by a patron of a vulnerable population. These can come from patrons or colleagues, and it is important that we understand the damage that they can do.
  - Brook, Ellenwood & Larazzo (2015) discuss the dangers of approaching reference questions (particularly in a virtual setting) with neutrality as a paramount value. This risks perpetuating the dominant White ideology while ignoring the perspectives and experiences of other groups.

- Existing progress & proposed solutions
  - While we have been fortunate in our ability to attend a number of campus- and library-sponsored antiracist workshops, lectures, discussions, and readings, we must continue to offer and attend such programming. This discussion is constantly evolving and should be minded. This should not be a task with an “end” goal.
  - [Hathcock & Sendaula](#) (2017) discuss the use of *microaffirmations* as a counterbalance to microaggressions.

### **Instruction to include diversity**

- Observations
  - Teaching faculty have attended diversity trainings offered by HRDI and the library retreat. Suggestions were given to implement into everyday practice.
  - Some instruction faculty weave in concepts of social justice and diversity into the information literacy curriculum to enhance and increase student exposure
  - Many instruction librarians implemented UDL into their online offerings
  
- Proposed solutions
  - Instruction faculty should all attend campus training on culturally responsive pedagogy offered this summer
  - Information literacy curriculum updated to reflect critical race and culturally responsive pedagogy
  - Offer IL instruction in other languages
  - Provide continual training and opportunities for growth in antiracist teaching

### **Collections to Include Diverse Perspectives**

- [Macdonald and Briony](#) (2020) interpret neutrality as a code word for the existing system which is "promoting the status quo through [...] petty bourgeois of all kinds." Academic libraries do not exist in neutral spaces, and are thus products of the white supremacy that is the common foundation of higher education. Considering these origins, this makes neutrality harmful to oppressed groups. Neutrality also disempowers librarians, and forces them into the roles where they become vessels for passing on information.

The myth of neutrality is skewing the perspectives of collections toward the dominant values. This is replicated in where materials are purchased and where subscriptions are paid, with a bias leaning toward mainstream publishers and away from independent publishers who become marginalized by their inability to compete. The concept of neutrality supports a corporatization of library work that devalues contributions of individual experience. In the attempt to appear professional, and more like other social

sciences, neutrality in librarianship leaves a value vacuum that is tacitly filled with mainstream ideas and values. “ALA’s stance on neutrality [...] conflicted with the concept of social responsibility”.

- [Kristik](#) (2020) found that while DDA has the potential to drive collection development in the direction that is reflective of the student demographics, research reveals that it often skews toward a select number of subjects and a few high-demand users. Librarians need to play a careful role in assessment, not just of DDA requests but also of the purchasing of materials. Book purchases need to be intentional and informed.

Recommends librarians familiarize themselves with publishers in their disciplines that have a reputation or established record for publishing diverse authors. Utilize book awards lists to find titles that focused on specific types of authors and content.

- Proposed Solutions:
  - Provide library liaisons with the tools and instruction needed to conduct a diversity audit of their assigned areas of the collection.
  - Help librarians identify diversity award categories that can be used to help identify materials for purchase.

## **DEI Trends in Acquisitions, Collection Development and Discovery**

- Hodges (2018) diversity in collections matter, having voices that are not white, male voices are extremely important. According to the author, resisting bias is not a neutral act, and this brings to question how much neutrality can a library really exist in our political climate.
- Berthoud and Finn (2019) established Diversity, Inclusion, and Social Justice (DISJ) Working Group at Vassar. My observation, I like that they call themselves a working group, social justice doesn’t need to be theoretical, especially when it comes to technical services. The group knew that they had to connect with colleagues in their library and with DEI efforts on campus and also with professional groups. This group did three things: rewrite the library mission statement and strategic aims, conduct internal climate assessment, and create inclusive spaces. Social justice within collections is just as important as it is in public services, focusing on the acquisition of diverse perspectives and making sure the content is purchased ethically. Discovery of this material needs inclusive metadata and there are other articles that discuss this. Expansive scope collecting is “the aim is to identify broad topics and incorporate diverse materials across those disciplines.”
- Haugen and Billey (2020) build on the inclusiveness of cataloging standards, they discuss the issue in RDA cataloging practice of name headings, the introduction of the gender field in RDA caused controversy because at first the field only allowed for traditional male/female gender roles and ignoring the spectrum of gender expression

and identity. Catalogers also did not get guidance on this, so questions about author privacy, “dead name” and proper pronouns.

## Diversity in Leadership

- [Fife, Stephens, Lyons, and Huang's](#) (2021) study reveals that while those in library leadership do consider it their responsibility to proactively create DEI in their library, many are unsure if they actually have the ability to do so.

There is ambiguity in what the terms diversity, equity, inclusion, and justice mean. The terms are used interchangeably, despite having individual definitions. Without clearly defined terminology, libraries can get stuck, and face challenges starting conversations, planning programs, updating policies and setting goals. The first step in effective DEI planning is to establish working definitions. We don't need to reinvent the wheel- this can be done by pulling pieces from the way other institutions or organizations define these terms and combining them in a way that fits for the library.

If we're talking about library leadership from an organizational standpoint, we're realistically talking about white men. Thinking about leadership in DEI might mean considering individuals outside the traditional power structure.

- [Sanchez-Rodriguez](#) (2021) implemented a CUNY-wide "Library Workplace Climate" survey that identified that their librarian workforce is not as racially, ethnically, or culturally diverse as the communities they serve. Individuals from historically marginalized groups that did work in the library were typically in adjunct, paraprofessional, or support roles. The longest held positions in the library were held by white librarians, leaving little room for advancement to librarian or other leadership roles by an already diverse pool of potential applicants.

For librarians to become change agents in higher education and librarianship they need to empower students, adjuncts, paraprofessionals, and support staff to thrive in this environment and to continue pursuing leadership in the academic/library profession.

- [Mmeje, Price, Johnson, & Fenner \(2020\)](#) engaged with stakeholders in the department, including faculty, students, residents, fellows, and the local community to gather information about how to build a DEI-focused department and program. This bottom-up approach utilized town hall meetings and surveys to gather information about what their community understands DEI to mean, and what that should look like in their department.

Support from the chair and executive leadership was key to sustaining engagement and implementing activities and changes, with transparency in the entire process. "A collaborative and supportive relationship among our faculty, staff, and leadership team

cultivated an inclusive space for all to share ideas to shape the future of our department."

Proposed solutions:

- Define what each word in DEI means for our library, and consider adding the word "justice" into the mix.
- Consider making the DEI leadership position untethered from traditional power hierarchies. Maybe a rotating "chair" type of position that can be filled by faculty or staff that is provided a stipend or release of work hours.
- Develop a succession management plan as part of the strategic plan that can identify qualities and experiences needed for new positions (not limited to MLIS or previous library experience), and where diverse candidates can be actively recruited.
- Create opportunities for everyone to share their ideas of what DEI in the library looks like, use that data to decide future directions.

## **Space and Architecture**

Observations

- The library has made strides in being a safe space for committees that promote Diversity and Inclusion. The African American, Chicano/Chicana, Asian Pacific American, and the LBTQ resource centers are all located on the first floor.
- A good way to expand on those efforts is dedicating a space in the library or elsewhere on campus for land acknowledgement
- The CPAC building was built on native land that belonged to the Gabrielino/Tongva tribe. While it is acknowledged at the bottom of the College of the Arts website, more can be done in honoring the tribal grounds.

Note: Parts of campus also exist on Acjachemen/Juaneño land.

Proposed solutions and Progress

- Members of the tribe graciously visited the campus in 2019 to celebrate Native American Heritage month, for an evening of storytelling and ceremonial dancing. Inviting them for this celebration was a step in the right direction, but even more can be done in establishing healthy communication between the tribe and campus administration, in figuring out a substantial way to honor the tribes land and culture on campus.



- Museum space within the library, a monument on campus, or a full website dedication etc. could all be options that could be discussed with the lead members of Gabrielino/Tongva

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**360° External Review**  
**In preparation for the**  
**California State University, Fullerton**  
**Pollak Library's**  
**2018-2023 Strategic Plan**

**Report prepared for**  
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**September 2018**

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## Introduction

In August 2018, I visited California State University Fullerton's Pollak Library at the invitation of Interim Dean, Dr. Emily Bonney, to provide an external review in preparation for the development of a five-year strategic plan for the Library. My focus was on the groundwork for planning. I provided another set of eyes and ears from the outside to look at the current environment and the possibilities for the future.

During this period, I interacted through one on one meetings and group discussions with nearly 60 people. This included faculty, staff, administrators, and student employees from within the Library, the University President, the Vice President for Information Technology, the Director of Planned Giving and the academic partners who share the Library space. Additionally, Dean Bonney and I held a Town Hall at the end of my visit so that I could share preliminary findings and so that we could respond to questions from the participants at large regarding strategic planning.

During these interviews, I asked questions pertaining to individual and group perceptions of the issues, the concerns and the strengths of the Library as well as its future and its alignment with campus priorities. There were many common threads throughout the discussions which indicated to me a cohesion of understanding of the challenges and opportunities facing the Library.

I was impressed by the careful thought, the vision, the authenticity and the frankness that went into the responses to me. The collective dedication to the well-being of the campus and of its Library as well as the powerful focus on students and faculty resonated throughout the interviews. People simply cared.

I was also struck by the energy and commitment of nearly all Library personnel and by their forward-thinking approaches. Much work was underway and there were high hopes for developing a dynamic future that they could chart in alignment with campus priorities and with the support of the campus. The Library has a bright future.

I appreciated the opportunity to assist the Library in its pursuit of a strategic plan to meet the increasingly vibrant environment of CSUF.

In each section, I will be giving my observations and analysis of the current environment and then my recommendations and design for the future. I am recommending a strategic direction so that the Library can effectively navigate into the future as well as fourteen structural and operational goals so that the strategic direction can be operationalized.

## The Strategic Direction

### ***Observation:***

In the interviews, nearly all Library employees emphasized a strong desire for a unifying strategic direction. Although there were many goals pursued and activities occurring within the Library, they were classed by employees as “individual priorities, not library ones.” Employees considered themselves “innovative but chaotic” because, in many situations, it was not clear to them how their ideas related to Library priorities or even what those priorities were. There was a range of individual and unit planning but not collective Library-wide planning. Employees asked, “where is the single voice?” or “where are we going?” Employees expressed concern that without a clear direction, decisions were sometimes made on day to day imperatives rather than a strategic direction and that it was easy for multiple priorities to rival each other or for important priorities to succumb to more powerful voices.

It is important to note that many Library employees attributed the lack of a clear direction to the frequent changes in Library leadership over the last few years. Plans were in process but the handover between administrations meant that plans were dropped or lost. However, this situation now presents an opportunity for the recently appointed Interim Dean Bonney to create a 2018-2023 strategic plan.

This yearning by Library employees for a clear direction has coincided with the University’s major initiative in the development of a new strategic plan which is in the process of consultation. The University’s draft strategic plan has a clear message:

- The University is seeking long range transformation to create a rich educational experience for its large and diverse student body.
- Building upon a strong legacy with its active faculty and committed personnel, the University is propelling itself forward to be a first-choice institution.
- The University perceives itself as a dynamic entity continually changing and growing in pursuit of its teaching and research mission.
- The University sees itself as a significant contributor to the well-being of its surrounding communities and to the success of California’s educational enterprise.

Therefore, the time then is right for the creation of a unifying strategic direction for the Library. A strong strategic direction for the Library will unify and prioritize the Library’s goals, allow employees to make decisions within the framework of the strategic direction and mobilize energy and resources towards the agreed upon direction. With many talented employees and a sincere wish for a shared direction, the Library is poised to develop a robust strategic plan.

***Recommendation on the strategic direction of the Library:***

***An innovative partner aligning with a transforming university.***

As an important sub-enterprise of the University and the premier support agency of the academic enterprise, the Library has the responsibility and the capability to make a powerful contribution towards the strategic objectives of the University. This proposed strategic direction strengthens the University as the Library aligns and shifts its singular voice in the overarching directions of the University and forms powerful partnerships that contribute to the University's success. Importantly a clear and strong strategic direction not only anticipates the future but also can influence the future. Influencing the future is itself an underlying goal of a university in transformation.

Next, to operationalize the strategic direction, we will look at the structural and operational goals.

## **Strategic Partnerships**

***Observation 1: The Library Contribution***

For obvious but emphatic reasons, University partnerships benefit everyone by providing an opportunity to share ideas and resources and collaborate for innovation. Any joint venture will put expertise and greater strength behind mutual interests.

The Library is aware of its important role in contributing to campus life, to the Titan Experience and to helping to build collaborative relations with surrounding communities. As will be evident in this section and throughout this report, the Library demonstrates strength in its ability to partner.

Even a cursory look at the Library's exhibits and programs schedule reveal a solid base of partnering. Exhibits include Faculty Author Awards, the OLLI Phocus Club photographic exhibit, art works from CSUF's Inter-tribal Student Council and an upcoming exhibit that "highlights the history of the Center for Research on Educational Access and Leadership by presenting the impact research has on educational practices and policies." Programs include Faculty noon time talks.

Clearly partnering is a strength of the Library but still, the Library must maintain and intensify its focus on building strategic partnerships and must continue to weave itself into the fabric of the campus and the surrounding communities. The Library should continue to push in this strategic direction. This is part of the imperative of being a "good citizen" of the University by working with partners to create something that will be beneficial to all.

Partnering will also benefit the Library in a substantial and specific way. As will be discussed further in the section on Marketing and Public Communications, the Library does not have the image it deserves. The Library will benefit by building a network of support. The more that others on campus come to know the Library and its strengths through these partnerships, the more the Library will be appreciated. Increased interaction throughout the campus will lead to an increased knowledge about the Library and will help the Library to re-establish its image as the premier support service for the academic community.

***Recommendation:***

***Create sustained attention on seeking out and materializing partnerships on and off campus to advance the Library's and the University's objectives. Partnership opportunities include:***

- ***Almost every unit and department on and affiliated with campus such as the academic departments, Associated Students, the Fullerton Arboretum, The Grand Central Art Center, Tucker Wildlife Sanctuary, Osher Lifelong Learning Institute, the Career Center and Athletics.***
- ***Almost every center co-located with the Library in the Library facility such as the Graduate Student Success Center, the Center for Oral and Public History and the resource centers.***
- ***Many associations such as the American Association of University Women, which among other initiatives, focuses on leadership training for women students.***
- ***Many groups and services within the surrounding communities such as Rotary, Kiwanis, the Fullerton Public Library, the Muckenthaler Center and the Fullerton Museum. The Library can also partner with community groups in applying for grants together such as the National Endowment for the Arts for the "Big Read."***
- ***Public Schools for activities such as participating in grants from the National Education Association's "Read Across America" which encourages reading among young people (who hopefully will one day attend CSUF.)***

***Observation 2: College faculty and librarian partnerships.***

Some productive partnerships between college faculty and the librarians have already occurred. The Library should continue to develop and intensify partnerships with college faculty as scholarly activities together can be mutually beneficial and a rich yield for the University.

***Recommendation:***

***In partnership with the Office of Research and Sponsored Projects, the Faculty Development Center and college faculty:***



- *Apply for funding together from granting agencies and foundations. Collaboration increases the chances of getting funded. This can include granting sources such as the Institute of Museum and Library Services which funded San Jose State and its partners to improve tribal internet connectivity, equity and inclusion in New Mexico.*
- *Publish in fields of mutual interest such as information literacy, general literacy, assessment, digital literacy, the digital divide and intellectual freedom.*
- *Offer community workshops in such areas as homelessness, immigration, race relations, climate change, urban planning, etc. Faculty have a strong incentive for such partnerships, particularly since faculty have a service requirement to serve the campus and community through their expertise.*
- *Develop a featured professional collection (physical and e-resources) at the Library for faculty that will focus on successful writing for publications and grants.*
- *Develop a web site and workshops demonstrating and sponsoring increased college faculty and librarian partnerships.*

## **Information and Knowledge Resources**

### ***Observation:***

The core mission of the Library is the provision of information and knowledge resources both to be provided locally as well as accessed globally. The Library is a gateway to resources. This is the premier expectation that faculty and students have of the Library. The Library's information and knowledge resources support the University's curriculum and the active research agenda of many faculty.

Recently, the Library has done a partial reorganization creating a division of Collections and Scholarly Communications headed by an Associate Dean. This division includes all activities that deal with the acquisition, dissemination, preservation, access and creation of information and knowledge resources. Although this newly formed division is still developing, the employees are knowledgeable about the management of information and knowledge resources and the processes are mature. There is also extensive user data. In short, all of the ingredients are there to be crystallized into a long-range collection development plan.

Of course, the Library's budget impacts information and knowledge resources significantly. According to the *CSU Annual Library Stats Report of 2016-2017 from ACRL Metrics*, CSU Fullerton had a materials expenditure of 2.6 million. (Note, "materials" is library jargon for all information and knowledge resources). Northridge with its student population of 39,816 had a materials expenditure of 3.2 million. San Jose, at 33,409 students, had a materials expenditure of 3.3 million. San Diego with its student population of 34,828 had a materials expenditure of 3.5 million.

According to the *CSU Annual Library Statistics 2004-2005*, the Pollak Library had a materials expenditure of 2.4 million in 04/05 (compared to 2.6 million in 16/17), an increase of only 200k in a 14-year period. Compare that to Northridge which went from 1.9 million to 3.2 million. San Diego went from 2.6 million to 3.5. Expenditures on materials for Fullerton has not kept pace with the growth of the student population, the extensive curriculum or with inflation which can range from 4% to 15% annually depending upon the type of resources especially in the STEM fields. Inflation kills, and the Library has had to cut critical information and knowledge resources to stay within its stagnant budget causing faculty particularly to not feel supported by the University.

The University in its draft 2018/23 strategic plan aspires to a “transformative educational experience and environment for all students” and “recruit and retain a high-quality and diverse faculty...” The University has a vulnerability in these important dimensions when the information and knowledge resources are not adequate. Faculty consider the quality of a library’s collection one of the hallmarks of a quality university. Support for the Library’s collection is a clear indication of the University’s support for teaching and research. Additionally, as the University moves forward on its goals to recruit high quality faculty, it is important to showcase the resources of the Library in the recruitment and retention effort.

***Recommendation:***

- 1. In consultation with the Academic Senate’s Library Committee and college faculty, develop a long-range collection development plan that supports the curriculum.***
- 2. In partnership with the Office of Research and Sponsored Projects and the Academic Senate’s Library Committee, conduct or obtain a survey of faculty research and grants activities to develop a multi-year collection development plan that supports faculty research.***
- 3. Develop a long-range plan for a focused future for Special Collections and Archives.***

## **Scholarly Communication**

***Observation:***

The Association of Research Libraries defines scholarly communication as “the system through which research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community, and preserved for future use.”

Scholarly communication is a big field, which includes:

- assisting faculty to increase the impact of their research,
- more affordable open educational content to offset the significant costs of textbooks,
- education on author rights,

- data publishing,
- the marketplace and its gross increases in journal pricing,
- the publication of free, open access, peer-reviewed, digital editions of work,
- library hosted local publishing platforms,
- assisting faculty with the funder requirements of public access mandates,
- digital publishing and e-publishing,
- web archiving,
- institutional repositories,
- data management,
- digital literacies.

Some scholarly communication initiatives are underway. For example, the University, through its Department of Online Education and Training, is part of the CSU's Affordable Learning Solutions Initiative. The Pollak Library is a partner in this initiative providing resources and tools to help reduce costs. The Library is also part of a CSU initiative to develop institutional repositories where a wide variety of research and publications can be submitted for open access.

But there is still much to be done in scholarly communication. The understanding and initiatives of scholarly communication are of vital importance to faculty and are an arena of potential partnership between the librarians and the college faculty.

Librarians often lead initiatives on scholarly communication at a University. This Library, having a faculty member who specializes in this field, has an opportunity to drive forward the issues and activities of scholarly communication. Much work can be done to greatly benefit the college faculty in this important and cutting-edge field. An active scholarly communication initiative will help the University in attracting high quality faculty.

***Recommendation:***

***In partnership with the Academic Senate's Library Committee and college faculty, identify strategic scholarly communication priorities to be developed, funded and implemented.***

## **The Teaching Library**

***General Observation:***

Pollak Library is a teaching library meaning that the librarians coach students for their success in research rather than doing the research for them. The interaction between librarians and students is a productive one where the librarian can share enthusiasm for various fields of study, cultivate intellectual curiosity that can last a lifetime and provide expertise on the

research lifecycle. In a teaching library, librarians partner with college faculty to transform students into scholars.

### ***Observation 1: Reference Services***

Reference Services is one of the most fundamental services of the Library. Here, users expect to interact with a multi-disciplinary expert who can guide them on their knowledge journey. Librarians see every question as a teaching moment. In 2016/17, 12,824 reference questions were asked, and 131 extended reference consultations were provided.

Throughout the librarian world, there has been much debate on the future of reference and the librarians here are no exception. The debate primarily rages around the staffing of the reference desk. Are librarians needed all the time? If so, how many? Can other personnel be trained to respond to basic questions? Fortunately, the librarians here have plenty of reference analytics to help assess the situation.

Although the Library provides remote reference service through 24/7 online chat, another area of concern is how to deliver extended reference consultations to students who may never come to campus as they are enrolled in a fully online program.

### ***Recommendation:***

- 1. Utilize a hybrid model of reference services. Allow the analytics to drive the staffing decision. For example,***
  - When research demands are high, such as at the beginning of projects or when papers are due, staff with two librarians.***
  - When research demand is lower, staff with one librarian with an intern or a well-trained graduate assistant student employee.***
  - When usage is very low, such as in the summer, staff with an intern or a well-trained graduate assistant student employee with a librarian always on call.***
- 2. Continue the position of the Coordinator of Reference Services to determine staffing levels, manage the reference collection, attend to service issues, supervise the scheduling of personnel on the desk, maintain best practices of reference service in the physical and online world, and train new librarians and assistants on the delivery of reference services. This position should be a permanent or multi-year appointment to provide the service with consistent direction and stability. (See the section on Organizational Structure for a new reporting line.)***
- 3. Explore and obtain the appropriate hardware and software to enable the librarians to conduct an effective extended reference consultation to students who rarely come to campus (e.g. enrollees in a fully online degree program.)***

## ***Observation 2: The Instructional Program***

The Library has a large and active instructional program. In 2016/17, librarians conducted 641 presentations—the 5<sup>th</sup> highest in the CSU. 16,390 students attended these presentations—the 4<sup>th</sup> highest in the CSU. Additionally, librarians are developing programs for the 1<sup>st</sup> Year Experience. With the rapid growth of online, hybrid courses and fully online degree programs, the librarians are embedding instruction and resources into online courses. The librarians are making every effort to reach students wherever they are.

Currently, the instructional sessions are what is called the “one shots” which means that there is only the one occasion in a course that students are taught by librarians about the principles of information literacy, search techniques and important resources in the field of study.

Without diminishing the importance or contribution of the “one shots”, the time is now ripe for the librarians to ask, “what is instruction in the 21<sup>st</sup> century?”

Dimensions that should continue to be explored include best practices in pedagogy, embedding instruction into online and hybrid courses, assessing the success of the overall instructional program, discussing best strategies for outreach to faculty, and developing learning outcomes.

### ***Recommendations:***

- 1. Through workshops, retreats and meetings, regularly explore and share best practices in pedagogy and in instructional design.***
- 2. In partnership with the Office of Assessment and Institutional Effectiveness, develop student learning outcomes and assessment for the Library’s instructional program.***
- 3. In partnership with The Department of Online Education and Training, and college faculty, develop a collective “next phase” strategy and plan for embedding Library instruction into hybrid or online courses including fully online degree programs. This initiative should include expanding the development of digital learning objects.***
- 4. Establish the position of the Coordinator of Instructional Services to develop an increasingly robust program of instruction both in-person and online. Responsibilities would include strategies for implementing various modes of instruction, for ensuring that the instructional labs meet the needs of teaching in new modes, and for overseeing outreach to college faculty. This position should also manage a sustained assessment of the effectiveness of the instructional program. This position should be a permanent or multi-year appointment so that Instructional Services has a consistent direction. (See the section on Organizational Structure for a new reporting line.)***

### ***Observation 3: Information Literacy***

The American Library Association defines information literacy as the ability to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” In the extraordinary world of cyberspace, with its boundless amounts of information, its fake news, its disinformation and its disorganization, information literacy becomes a vital skill. So important an ability is it, that WASC now regards it as a core competency and one of the keys to academic success.

In the *WASC Handbook of Accreditation*, it states that undergraduate programs must “ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, *information literacy*, and critical thinking.” (Source: Section 4: Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation.)

Information literacy takes on special significance as the next WASC review for the University will take place 2018-2019 with the onsite review in Fall, 2019.

Information literacy skills permeate the instruction sessions by librarians. An eLearning site, in beta, has been created with learning objects relating to information literacy. The question now is “what is next in the development of information literacy skills on campus?”

#### ***Recommendations:***

- 1. In partnership with college faculty, scaffold the information literacy learning objectives by grade level and by major.***
- 2. Working with high school and community college librarians from the primary feeder institutions, develop a program to help students transition to the information literacy skills needed for research in a large university library. Partners here could include the College of Education and the Office of First Year Experience (Note: The Library has a First Year Experience Librarian who collaborates on and develops 1YE initiatives.)***
- 3. Explore the possibility of a credit bearing course on information literacy primarily for incoming students.***

## **Customer Service**

### ***Observation 1: The User Experience***

Libraries have a deeply ingrained culture of quality customer service. In fact, it is often not understood the intensity of the spirit of service in libraries. Pollak Library employees care deeply about the user experience.

There are many points of service in the Library. Many of these 'front office' operations are obvious to all users such as the Information Desk or the Circulation Desk. There is also "back of house" operations such as the Electronic Discovery Librarian who responds to over 1000 questions regarding e-resources per year. The entire Library sees itself as a customer service operation.

There are some actions that would improve and enrich the user experience and support the Library's goal of maintaining a user-friendly environment.

**Recommendations:**

- 1. Post the hours of service for all Library services points and all hours of service for the Library's space partners. Have consistent signage so that users can rapidly identify the hours.**
- 2. Post signs that clearly indicate what zone the users are in. For example, one area can be designated group discussions, another quiet talking and another a dead quiet zone.**
- 3. Work closely and continually with campus personnel who manage student orientation and recruitment to develop talking points about the Library.**
- 4. As part of creating a user-friendly environment, it is important that students, faculty and visitors are directed appropriately to the service that is needed wherever they may ask for help. Develop an orientation program and comprehensive tour for all employees of all services (the Library and its space partners.) This must include student employees who usually are at "ground zero" in responding to user questions. This needs to be an ongoing program so that all new employees are oriented to all the services in the Library facility. Develop crib sheets at all service points for all employees so they can glance quickly at hours of service, locations etc.**
- 5. The Library and its space partners are now collectively responsible for the welcoming environment of the Library and for a quality user experience. Agree upon and implement the same service standards. Establish a once a semester meeting of the Library Dean and the heads of the space partners to resolve operational issues.**
- 6. Titan cards: First: Resolve the continuing issue with the Titan cards when students run out of money and are unable to reload. This problem comes to the Library's Circulation Desk after the Titan card desk is closed. Second: Currently the students are confused between the Circulation Desk and the Titan card line. Put theatre ropes to help students queue in the correct line.**

### ***Observation 2: Security***

The safety and security of all people within the Library is paramount. The Library is visited by thousands of people in a single day. As with any large group of people, inappropriate and even criminal behavior can occur. The Library and its space partners must establish procedures and practices for the safety of all. Inadequate security in the Library presents a threat to the well-being of everyone on campus and therefore to the University.

#### ***Recommendations:***

- 1. Establish clear closing procedures to ensure that the Library building has been vacated and that its property is secure. The Library should be completely clear of all people in the closing procedure. People do attempt to hide in a Library overnight creating danger for early morning personnel. All doors and property should be fully secure. Note that this Library contains millions of dollars in resources and technology.***
- 2. Ensure that all the space partners engage in the development of and participate fully in the closing procedures.***
- 3. Give the Circulation Desk staff full authority and control over the closing procedures.***
- 4. Request IT to develop a warning system to shut down computers to help to vacate the building.***
- 5. Deploy student employees to help with user behavioral issues such as excessive eating, loud talking in a quiet zone, or other inappropriate behaviors that impact the serenity and purposefulness of the Library. Provide these employees with communication devices to call into the Circulation Desk for back-up or emergencies. The current level of security is not adequate for a Library of this size, so security needs to be supplemented by trained student employees. Clarify the role of the police officer in maintaining appropriate behavior.***

### ***Observation 3: Emergencies***

Emergencies are a fact of life in our earthquake and fire prone state. Tragically, educational institutions have also suffered greatly with active shooters. Lastly, medical emergencies can occur which require immediate attention.

#### ***Recommendations:***

- 1. Develop emergency procedures that are agreed upon by the Library and its space partners. Emergency management should be under the direction of the Library Dean and the Circulation desk staff in conjunction with campus police. Appoint floor marshals to help with building evacuation. A facility of this size should be evacuated within five minutes.***



- 2. Provide CPR (Cardiopulmonary resuscitation) and AED (Automated External Defibrillator) training for willing employees.**
- 3. Provide emergency kits, AED's and spare wheelchairs on each floor of the Library. Annually review the status of the supplies. Recommend emergency desk kits for all employees. Provide all employees with emergency whistles for their key chains.**
- 4. Install a robust camera system so that Circulation Desk staff can view security and emergency issues immediately and remotely. Note: Circulation Desk Staff are here all the hours that the Library is open and are pivotal in all matters relating to emergencies and security.**

## **Financial Viability**

### ***Observation:***

Here are the facts:

The Library's baseline budget in 2018/19 is 6.4 million. The Library's baseline budget in 2005/06 was 6.4 million.

As of 2017/18, the Library was 1.52% of the campus budget. In 2002/03, it was 2.93%.

In 2008/09, the Library sustained a cut from 7.3 million in 2008/09 to 5.9 million in 2010/11 or a 1.4-million-dollar reduction in two years. (Source for above figures: *Baseline Budget: Campus & Library* from the Pollak Library)

According to the *CSU Library Annual Stats Report 2016-2017 from ACRL Metrics*, Northridge, with its student population of 39,816, expended 3.3 million dollars more than Fullerton on its library. San Diego, at 34,828 students, expended 4.0 million dollars more on its library. CSUF has the largest student enrollment of 40,439.

Financial resources are allocated according to perceived value. The Library's lack of financial viability is a serious message to the campus about support of the educational and research mission. A lack of financial resources impacts every dimension of the Library—collections, services, positions, technology, etc. The University must support the Library's mission in order for the Library to support curriculum and research.

This Library's lack of financial growth is a considerable vulnerability, an Achilles Heel, for the University. The Library needs to be sustained financially at a rate necessary for a University with 40k students and a robust curriculum and research agenda.

**Recommendation:**

- 1. In partnership with the Office of the Provost, develop a financial plan which provides resources for a 21<sup>st</sup> century Pollak Library and supports the Library's strategic direction and plan.**
- 2. In partnership with the Office of the Provost and the College Deans, assess the financial impact to the Library in supporting new degree programs and courses in the colleges and in extended learning. Create a template for the colleges so that funding for the Library can be included in proposals for new programs and courses.**

## **The Pollak Library: Cyberspace**

**Observation:**

As a gateway to cyberspace, the Library has extensive online services and resources. Here students and faculty can interact with the Library by accessing information, obtaining research assistance and conducting other Library-related business. The Library provides online subject and resource guides, Online Chat, a YouTube channel, a Twitter and Facebook account. These are a few of its many activities in cyberspace.

This Library has robust online resources. For example, in a white paper done by the Library in 2014, less than 1% of journals, newspapers and magazines were available only in print (Source: *Online\_Education and Pollak Library Support* by Suellen Cox and Susan Tschabrun.)

The Library is a partner with other CSU libraries in a Unified Library Management System "Alma." Features of this powerful system include: collaborative management of collections, centralized management of the e-resources core, metadata management, analytics about usage, cloud storage and a seamless discovery system for resources.

Libraries began automating in the 1950's. As early adopters of the power of computer and communication technologies, libraries have kept pace with the dynamic and challenging environment of cyberspace. While for some the perception of libraries is of dated and diminished value, nothing could be further from the truth. Any examination of the Pollak Library's cyberspace presence will see the Library as tomorrow's, not yesterday's, organization.

But no library can rest on its cyberspace laurels. Instead, it needs experts to evolve the Library forward into new dimensions and along with the evolution of the University. Such dimensions can include the use of big data to better reach Library users while in compliance with privacy rules, augmented reality which is already being used in libraries for searching for physical resources, the development of mobile library apps and the use of artificial intelligence. A MakerSpace location is already present in the Library but needs to be fully developed. Makerspace is where students with shared interests gather to work using technological

resources often unaffordable by the average student such as 3D printers, laser cutters, and virtual reality technologies.

As the Library launches increasingly into cyberspace, new opportunities for collaboration with campus faculty and students will emerge. The Library should be a prime mover for this collaboration, seeking new openings to meet the Library users in cyberspace.

(See also the section on the Teaching Library for recommendations relating to online instruction)

***Recommendation:***

***Create a Library Systems Group which will lead the Library in innovative directions in cyberspace, become a center of cyberspace collaboration with faculty and students, support Library faculty and staff in creating new services and resources online, and manage and develop the Library's extensive web presence and act as a liaison with IT. (See the section on Organizational Structure for staffing this vital unit).***

## **The Pollak Library: Physical Space**

***Observation:***

Very few institutions are as powerfully identified with their facility as a library. Indeed, it is hard to think about a library, without thinking about its building. Apart from its important role as the premier support service for teaching and research, throughout history, a campus library has taken on a symbolic role. So often called “the heart of a university”, a library becomes a visible symbol of learning, wisdom, the free exchange of ideas, and the pursuit of knowledge. It focuses on core educational experiences—learning, discovery and the wide world of knowledge exploration. It is a workplace of the mind.

The Pollak Library is heir to and part of this symbolism. However, since the earthquake of 2014 which resulted in a closure of large spaces and floors within the Library, the University has struggled to maintain the Library's image as a center of prestige. The lag time of the renovation which caused students to graduate knowing only a partially functioning physical library, the frustration and complaints of students with not enough study space, an unarticulated vision of other campus services in the physical Library and the reduction of space for the Library's resources and services has frustrated not only the Library employees but also the academic community at large.

With the grand opening of the Library on August 29<sup>th</sup>, the campus is now placing the Library on a new trajectory. The Library is emerging once again as the educational hub beyond the classroom.

### **Recommendations:**

- 1. Complete the renovation of the unopened three floors before the start of the Fall semester of 2019.**
- 2. Because of a library's symbolic and academic importance and considering how often a library is featured in campus public relations as the "store front" of a campus, design a more welcoming and vibrant Pollak Library exterior with a focus on the square footage around the Library's exterior and the quad leading up to the main entrance.**
- 3. Clearly articulate the vision of the unification of the Library and its 21 space partners. What is the reason for the partnership? Currently, there is "shared space but no shared vision." Market this vision to the academic community.**
- 4. Provide an increased budget for maintenance and custodial services in the Library for the well-being of students.**
- 5. Complete the signage, wayfinding maps and interior decoration of the physical building so that it is increasingly beautiful and welcoming for all to experience.**
- 6. Considering the growing Library instructional program, increase the number of instructional but flexibly designed labs in the Library.**
- 7. Ensure that any future space planning is led by the Library who has experts in understanding the functions of the Library. Observed were new spaces in the Library that were inadequate for their functions—the back office of Circulation is one major example.**

## **Marketing and Public Communications**

### **Observation 1: The Library's Image with the Academic Community**

The Library appears to have a "mixed bag" image on campus. While there is goodwill towards the Library with a real wish for this pivotal service to succeed, the Library is underappreciated.

This situation has come about by a *perfect storm of events*:

- the long lag time to repair and renovate the Library building, which is still not complete, meaning that entire classes graduated without the full use of the Library,
- continual changes within the Library building with new spaces, and new partners, which, however beneficial, have confused faculty and students,
- the lack of financial viability of the Library which has prevented important growth,
- the discontinuous leadership in the Library which has resulted in the loss of a consistent central voice and the employees "yearning for continuity",

- the lack of sufficient student spaces in the Library building resulting in an escalation of complaints and frequent upset by the students.

Going forward, and with the expectation that these issues will be resolved or ameliorated, it will be important for the Library, with the help of the University, to re-establish its image and reputation as the premier support service to the academic enterprise.

It is important to note here that Library employees do continual outreach including orientations, tabling events, etc. They use social media such as Twitter, Facebook and YouTube. They participate in the life of the campus such as librarians on the Faculty Senate. This recommendation is about a *concerted and coordinated effort* to market the Library and keep it in the eye of the students, faculty and administrators.

This could also be an opportunity to market certain basics: What is the value of a library and of librarians, of information literacy, of library science itself? What is a library's importance in today's information dense world? How can we use a library to the fullest? While these questions seem fundamental and even obvious to people in the library world, they are not clear or significant to many users. A lack of clarity in the fundamentals of a service can contribute to a library being underappreciated.

One of the most important partnerships is between the college faculty and the librarians. The college faculty have responsibility for the teaching and research mission. The librarians provide their premier support. Therefore, it is vital that faculty have a deep understanding of the Library's resources and services. As an example, in the *Pollak Library Faculty Survey* by J. Michael DeMars, faculty were quoted as "I know we have e-books available, but I have no idea how to access them" and "My students don't know how to properly cite the texts they reference.... can the Library help with that?" Faculty wanted to know "who is their subject librarian?" as well as how to embed librarian help in online courses among other issues. When faculty have a deep understanding of the Library, the students receive a richer educational experience.

***Recommendation:***

- 1. In partnership with University Advancement's Office of Strategic Communications and Brand Management, develop and implement a multi-year professional marketing plan to inform the academic community about the resources and services of the Library and create an enduring, positive image of the Library.***
- 2. Propose to the Mihaylo College of Business and Economics' Department of Marketing, a continuous project whereby marketing interns, under the direction of faculty, study and report on the Library needs of students and develop a communications plan between the Library and its student users (Note: this is also a publishing opportunity.)***
- 3. In partnership with the Academic Senate's Library Committee, conduct an updated survey of faculty needs to inform a plan of continuous outreach to faculty.***

### ***Observation 2: The Library's image with the Library Community***

In the not too distant past, the Pollak Library was known for innovation and was frequently the site that the Chancellor's Office used to demonstrate new services. In recent years, the Library's image with the library community has diminished which has been a cause of great concern not only to Library employees but also to the employees of fellow CSU libraries. This is largely the result of the *perfect storm* listed in Observation 1. While there are many Library employees with excellent images, the Library, as a whole, needs to re-establish its good image with the library community. This will have clear benefits in recruiting high quality personnel, and in obtaining grants and other benefits which will enrich the University.

#### ***Recommendation:***

***In partnership with the Office of Strategic Communications and Brand Management, develop and implement a public communications plan to send continually good news about the Library and Library personnel achievements to the library news outlets.***

## **Fund-raising**

#### ***Observation:***

The Library has support from University Advancement and long-standing stewardship issues are in the process of being resolved. At this point, the Library does not have a development plan. The University is missing a golden opportunity here—in fact, one of the best opportunities it may ever have to do significant fund-raising for the Library. The Library is in new spaces in a newly renovated building with three floors unopened. Naming opportunities for group student rooms, entire floors, instructional labs, study spaces and so forth are going begging. Within a short period of time, the Library's *new spaces will be old news* and the University will have missed a great opportunity.

Other fund-raising opportunities include:

- naming collections, resources and archives. Many of these collections are dear to the hearts of people dedicated to those fields of study and who may consider creating an endowment for ongoing support for those individual collections,
- an endowed chair or endowed professorships for Library faculty,
- an endowed Head of Special Collections and Archives. There is often a special relationship between the person holding this position and donors since both have a deep appreciation of what collectors collect,

- scholarships for Library student employees. The Library is a major employer of student employees who need scholarships. Fund-raising on behalf of this worthy group would be appealing to many who support student success,
- continued support of the Patrons of the Library,
- an endowment to support interns who are working on their Masters' in Library Science and related information fields.

***Recommendation:***

- 1. In partnership with University Advancement and in alliance with the University's first ever comprehensive fund-raising plan, develop a fund-raising plan for the Library and hire a full-time Library-dedicated development officer who can execute the plan.***
- 2. Create a more robust web presence for the Library which features the fund-raising opportunities listed above.***

## **Relationship with University Administration**

***Observation:***

Library employees have expressed their feeling that historically the top administration of the University has not been protective of the Library. The core question asked was "how has the campus managed the Library?" Budget decline and stagnation, many vacant positions, the frequent turnover in Library leadership leading to an unstable environment, the unexplained loss of space for Library services, operations and resources, the loss of student study space resulting in a dramatic escalation of complaints, as well as the long delay in renovating the Library are all factors that have fed their view of top administration.

In turn, it appears that some administrators have transmitted the message to Library employees that the Library is considered internally focused, and old-fashioned. Hurt by this image, Library employees have felt under siege. They are aware that they have appeared only to be defending space when they saw themselves as defending space *for the students*. This unfortunate mutual dynamic between the Library employees and top administration has served no one.

Since the past often has a powerful force on the future, it is a dynamic that needs to be addressed and resolved. If not resolved, it is a vulnerability to the campus to have an unhealthy dynamic between the top and a major service in the University.

Even though there are many new players on both sides, the legacy and memory are there, so a re-start between top administrators and Library employees is vital. While it could be pointed

out that it is incumbent on a sub-unit of a university, such as a library, to simply live with the situation, that approach does not seem in accordance with the status of this University.

It is incumbent, though, on Library employees to let go of the upsets of the past that cannot be changed, continue to align the Library with the University's goals, and be pro-active in charting the Library's future.

***Recommendation:***

***Provide opportunities for the University's top leaders to positively interact with Library employees including attending Library internal and external events, recognizing the contributions of Library employees and the Library overall, and most importantly providing approval and financial support for the Library's strategic plan.***

## **Personnel Management**

***General Observation:***

The Library employees have a range of capabilities, backgrounds, interest, a capacity for innovation and a marked dedication to the students. As well, they are very committed to helping the faculty with curricular and research needs. They demonstrate a devotion to the well-being of the Library and to the success of the University. Even without having a consistent strategic direction over the last few years, they had nevertheless been undertaking projects, partnerships and grants in pursuit of the mission of the Library. They often formed teams to work together. When asked "what is the Library's greatest asset?" the universal response was the Library employees themselves.

***Observation 1: Shortage of Library Faculty***

The dramatic escalation in student enrollment coupled with the Library's lack of financial viability has led to insufficient numbers of Library faculty. As an example, Fullerton, at 40,439 students is fourth from the bottom among the CSU libraries in terms of librarian to student ratio with 3111 students per librarian. The closest campus in size of student enrollment is Northridge at 39,816 students. Northridge has 1991 students per librarian. (source: *CSU Library Staffing Report as of March 23, 2017* by Emma C. Gibson, Interim-Dean, Cal Poly Pomona)

The Library also has an insufficient number of tenured and tenured track faculty. Nearly half of the Library faculty are temporary or "contract" with some librarians occupying positions that would not be considered temporary by any 21<sup>st</sup> century library standards. One example is the librarian for Special Collections and Archives, which nationwide is a competitive position,



commanding experience and expertise. Here the position is filled by a temporary librarian. This is not a reflection of this individual's capabilities but simply a demonstration how the lack of financial viability has impacted best practices in library science.

Ordinarily in libraries, temporary librarians work at the reference desk and teach a variety of instructional sessions as directed by the librarian subject specialist.

***Recommendation:***

***Develop a multi-year hiring plan for Library faculty which,***

- ***assesses current and future needs and trends,***
- ***focuses on the recruitment of high-quality personnel,***
- ***considers diversity,***
- ***considers a variety of subject and educational backgrounds,***
- ***matches the subject background of librarians to the curriculum and,***
- ***considers the ratio of students to librarians and in light of the growth of the student population.***

***Observation 2: Shortage of Library Staff***

The Library is experiencing an overall shortage of staff as a direct result of the Library's lack of financial viability. The Library does not have an adequate level of staffing for the size of its student population. According to the same *CSU Library Staffing Report as of March 23, 2017*, Fullerton in terms of student to staff ratio is 1444 students per one staff member. Northridge, again the closest to Fullerton in size of student population, is 723 students per one staff member. In fact, of all the CSU Libraries, Fullerton has the highest staff to student ratio.

Moreover, when people leave, the work is just redistributed requiring staff to take on more and more. Additionally, the student employees budget has been reduced, meaning that the staff no longer have the assistance they need. This also means that there are fewer jobs on campus for students. Given the economic challenges faced by many CSU students, an increase in the student employees budget, and therefore jobs, is an opportunity for the University to improve the well-being of its students.

***Recommendations:***

1. ***Develop a multi-year hiring plan for Library staff which,***
  - ***assesses current and future needs and trends,***
  - ***focuses on the recruitment of high-quality personnel,***
  - ***considers diversity and,***
  - ***matches the growth of the student population.***

- 2. Develop a student employees budget which meets the needs of the various service units such as Circulation, Government Documents and Facilities.**

### **Observation 3: Retention Rate**

Another challenge has been the retention rate of both Library faculty and staff. One analysis provided by the Library showed that 39 people left their positions between June of 2013 and July of 2018. While some turnover is expected due to retirements, and the pursuit of other job opportunities, the loss of so many is costly in terms of recruitment, training, dropped projects, dropped productivity and the loss of job knowledge. It is also costly in terms of the University's image as an employer. While there has not been a formal study of the reasons behind the retention rate, employees cited that those leaving expressed frustration that:

- the numbers of personnel did not keep pace with the size of the student population.
- the lack of funds prevented what people wished to accomplish.
- the lack of continuity in leadership made an unstable environment.
- some unmanaged uncivil behavior created a disharmonious environment.
- passive behavior and conflict avoidance occurred when faced with difficult personalities.
- every vacant position meant that work was just redistributed which contributed to burn out.
- no avenues existed for ongoing discussions of diversity and inclusion.

### **Recommendations:**

- 1. Develop a retention plan which creates a formal and continuous plan for training and mentoring. Elements of this plan should include:**
  - **a welcoming plan for onboarding all new employees,**
  - **new orientation guides for faculty and staff and,**
  - **exit interviews to gather data regarding reasons for termination and therefore potential intervention.**
- 2. Provide training to supervisors and management regarding their rights and responsibilities in the management of unprofessional behavior. Time in dealing with problems effectively and swiftly is of the essence.**
- 3. Create the rules of engagement to be practiced during discussions of opposing interests in order to support all employees in making a collegial, kind and harmonious environment in which discussion and teamwork can flourish.**
- 4. In partnership with the Faculty Development Center (Faculty Coordinator, Diversity and Inclusion), Faculty Affairs and Records and the Office of Human Resources, Diversity and Inclusion, review hiring practices to ensure consistent standards and integrity in the process, the required laws and the language of hiring and the best**

*techniques in obtaining employer references for potential hires. All of this must be ongoing training.*

- 5. In partnership with the Office of Human Resources, Diversity and Inclusion, the Office of Disability Support Services, the Resource Centers or expert academic departments, provide workshops and other opportunities for discussion about diversity and inclusion.*

#### ***Observation 4: Professional Development***

Collectively, Library employees were very interested in professional development. The Library did provide professional development opportunities, but more was requested. Faculty and staff were interested in increasing their job skills for their current position and in learning new skills. Cross training was also requested which will help all employees understand the total operations of the Library. It was stressed by more than one employee that the Library needs “consistent training, not a silver bullet.”

#### ***Recommendation:***

***Establish a continuous professional development plan for all employees that includes cross-training.***

#### ***Observation 5: Librarian Assignments***

Through the “Assignment of Responsibility” process, librarians are assigned their various responsibilities in the Library. These assignments are made by the Dean of the Library after consultation. While this process is generally regarded as workable, there were suggestions including (1) more clarification of the process, particularly considering so many temporary librarians, and (2) making a match between the subject specialties and the education or specialized knowledge of the librarians. The latter issue was often driven by not having enough librarians for such large a university. Another issue is whether librarians need to have reference and instruction in their suite of assignments or whether some positions would advance the Library more by focusing full-time on a single responsibility.

#### ***Recommendation:***

- 1. Review all librarian assignments and consider new librarian responsibilities and directions in the strategic plan.***
- 2. Clarify the process of making assignments.***

## Accountability

### ***Observation 1: The Current Environment***

Accountability refers to the responsibility of Library employees to perform the duties of their job. Accountability asks the question, “what are the deliverables? And were the deliverables, delivered?” A number of employees expressed their concern that work was often only partially completed, creating confusion and lost productivity. As one person asked, “when is done, done?”

#### ***Recommendations:***

- 1. Through ongoing training and meetings, embed the concept of “completed work” in the deliverables and in what is expected of personnel. “Completed work” refers to employees submitting work in a manner that requires no further or very limited action on the part of the supervisor.***
- 2. Select key administrators, supervisors and employees to attend Project Management workshops to develop more skill in this important area. Project Management is team work on a temporary activity that achieves its goals in a required time.***

### ***Observation 2: Communication***

Communication is a common challenge in every organization and the Pollak Library is no exception.

#### ***Recommendation:***

- 1. Create an internal knowledge repository, accessible to all Library faculty and staff, that captures the Library’s policies, procedures, history, photos, subject and bibliographic guides and digital and print publications among other items.***
- 2. Develop a sustained internal communication strategy that informs, according to need, all Library faculty, staff, and student employees on new or developing changes within the Library.***

### ***Observation 3: Committees, teams and task forces***

The Library has a striking number of committees, teams and task forces. It is possible that all have valid reasons for existence, but these activities consume personnel resources so there must be clearly defined deliverables. Additionally, some committee chairs were taking on management duties which should have been passed to a supervisor.

**Recommendation:**

***Request the chairs of all committees, teams and task forces to justify their continued existence, show the deliverables that occurred in the previous year and the deliverables planned for the current year. Sunset any committees, teams and task forces that cannot meet these requirements.***

**Observation 4: Assessment**

According to CSUF's Office of Assessment and Institutional Effectiveness definition, assessment:

“explores the impact of university programs, curricula, services and operations; provides meaningful data to support strategic planning and decision-making at all levels of the university; plays a critical role in demonstrating accountability to accreditation external entities and the general public; fosters a campus wide culture of data-informed decision-making, continuous improvement, and teaching and learning innovations.”

The Library has a long history of collecting statistics demonstrating usage of its services and its resources. It uses those statistics to make many decisions including retention or deletion of information and knowledge resources and desk staffing levels. The Library has now appointed a temporary librarian as an Assessment Coordinator.

However, against the above definition of assessment, the Library has a way to go to comply with the full definition of assessment.

**Recommendation:**

***Working with the Office of Assessment and Institutional Effectiveness, develop a comprehensive Library assessment plan to organize meaningful assessment activities, record results and learn from those results.***

## **Organizational Structure**

**Observation:**

Because of strategic planning, the Library undoubtedly will go in significant new directions and therefore needs an organizational structure that supports those directions.

**Recommendation:**

***The Library creates six divisions/units/departments which report to the Dean:***

1. *Collections and Scholarly Communications*

This is an already newly formed unit which reports to an Associate Dean. It contains Acquisitions, Cataloging and Metadata, Collection Development, Scholarly Communication, Digital Initiatives, Electronic Resource Management, Gifts/Donations, Government Documents, Institutional Repository, Interlibrary loan, preservation, University Archives and Special Collections.

This division should remain as is. New positions recommended include:

- a Collections Development Librarian,
- a Head of Special Collections and Archives,
- an Archivist,
- an additional librarian to help carry the scholarly communication initiatives,
- an additional librarian for electronic discovery.
- An Open Education/Affordable Learning Solutions Librarian.

## 2. *Department Chair of the Library*

This Library has an unusual model of a single Department Chair who is responsible for the faculty evaluation, retention, tenure and promotional processes across the entire Library. It is partly born of the fact that this Library, like many other libraries, is a matrix organization with Library faculty working in more than one area. It also is the result of insufficient tenure density. This model should stay the same for the foreseeable future.

## 3. *Public Services*

Proposed is a new unit headed up by an Associate Dean. It would contain Circulation, Reserves and Stacks Maintenance, Reference, Instructional Services, the Irvine Center, Marketing, Public Communications, Programs, Exhibits, Outreach, Assessment and Security. New positions recommended include:

- A Coordinator of Instructional Services who has a background in instructional design,
- An online learning librarian who builds and maintains digital learning objects,
- a marketing specialist,
- a graphics designer,
- a Library Services Specialist for Circulation,
- Note, the Library should retain the position of Coordinator of Reference Services.

## 4. *Administrative Services*

Proposed is a new unit directed by an Administrator—a new position. It would contain Facilities, Budget, Human Resources and Student Coordination. New positions recommended include:

- A staff member to report to the Facilities Coordinator,
- A full-time administrative assistant for the Dean,
- An analyst dedicated to HR matters.

#### 5. *Development*

Proposed is a new unit for fund-raising. New positions recommended include:

- a development officer to fund-raise and to steward current donors,
- a grants writer who could be on contract rather than an employee of the Library.

#### 6. *Systems Group*

Proposed is an expanded systems operation which focuses on library specific applications, programming, and the continued expansion of the Library's cyber presence. See the section on *Pollak Library: Cyberspace* for more detail. Positions recommended include:

- a head of systems which should be at an Administrator III level to attract higher level candidates,
- a web services designer who has responsibility for managing the Library's virtual presence.
- An additional programmer.

### **Next Steps**

1. Share the report with Library employees, the President and the Provost and other appropriate administrators and campus leaders.
2. Invite input.
3. Finalize the Library's Vision and Mission statements. Note: The Library was already in the process of seeking input on a newly developed vision and mission statement. Here are the draft statements:
  - Vision: *aspirational* "The Pollak Library empowers and nurtures our academic community in the pursuit, discovery and creation of knowledge."
  - Mission: *practical* "To support the success of the academic community by providing access to an evolving collection, developing information literacy skills, creating innovative spaces, encouraging intellectual curiosity, and welcoming diverse perspectives."
4. Create a formal strategic plan using the material in this report and the input. Note: the report itself could be utilized largely as a strategic plan as it has the observations and analyses as well as the recommendations.
5. Come to consensus on the plan with Library employees.
6. Obtain approval of and funding for the plan from the President and Provost.
7. Prioritize the goals.

8. Appoint lead personnel to each goal.
9. Establish timelines which can be multi-year.
10. Establish project management plans with clear deliverables and with measurements of success.
11. Conduct a quarterly review of the progress of the goals.
12. Report out the progress to the Library employees quarterly and to the President and Provost and other campus leaders annually or whenever milestone events occur.

## **In Conclusion**

Simply put, strategic planning is envisioning the future. It is a plan developed to bring about a desired future. Strategy defines how the ends will be achieved by the means. It implies gathering resources and developing services and operations to build a bright future.

Strategic planning asks three essential questions. Where are you going? What is the environment? How do you get to where you are going? These are the questions that I have addressed continually in doing the groundwork for the Pollak Library's 2018-2023 strategic plan. Thank you again for the opportunity to assist the Library in its pursuit of a strategic plan to support the increasingly vibrant environment of CSUF.

The future of the Pollak Library is filled with possibilities. It is my hope that the strategic plan will take the Library successfully into the future as *an innovative partner aligning with a transforming university*.

Respectfully submitted,

*Susan Carol Curzon*

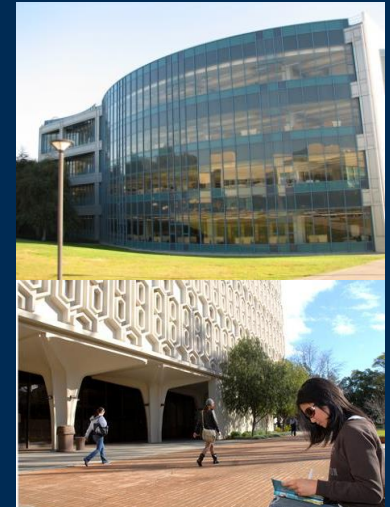
Susan Carol Curzon, Ph.D.

Dean Emeritus, California State University, Northridge

Consultant



# Library of The Future Task Force Project (LOFT) Pollak Library Master Plan



# CSU Recommendation

- **Transforming Library Facilities and Services**
  - Campuses will develop their visions and strategies for transforming campus library services and facilities to deliver the benefits for:
    - Students
    - Faculty
    - Institutional operations
  - A portfolio of plans for redesigning library facilities and services will be developed and analyzed to identify opportunities for collaborative and shared services projects.

# CSUF - Library of the Future Task Force (2013/2014)

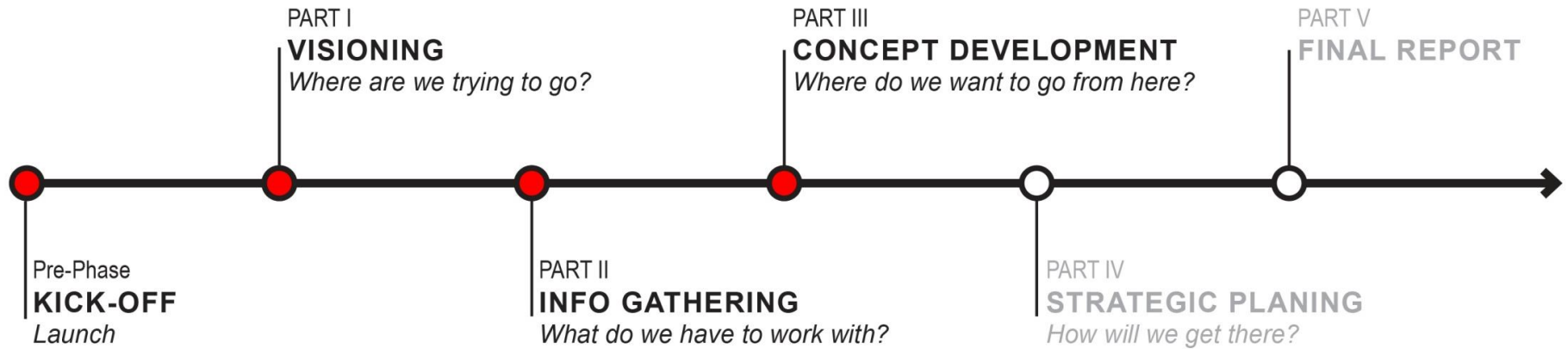
- *José Cruz (Executive Sponsor)*
- Angela Della Volpe and Amir Dabirian (Co-Chair)
- Susan Tschabrun (Library)
- Heather Turnender ( Library)
- Ann Roll (Library)
- Jay Bond (Facilities)
- Kim Apel (Space Planning)
- Sharon Chappell (Faculty - Elementary Education)
- Cliff Cramp (Faculty – Art)
- Peter Fashing (Faculty – Anthropology)
- *Gili Meerovitch (Pfeiffer Partners Consulting)*

# Library of the Future Steering Committee

- *José Cruz (Executive Sponsor)*
- Shari McMahon and Amir Dabirian (Co-Chair)
- Scott Hewitt (Library)
- Anthony Davis (Library)
- Jay Bond (Facilities)
- *Gili Meerovitch (Pfeiffer Partners Consulting)*



## THE PROCESS



## CSU Fullerton: Building Learning Communities

“...Cal State Fullerton aims to become a model public comprehensive university, nationally recognized for exceptional programs that prepare our **diverse student body** for academic and professional success”...with a focus on providing **continued student-centered learning**

Mildred García, CSU Fullerton President

## CSU Fullerton Strategic Plan 2013-2018

Goal 1: Develop and maintain a curricular and co-curricular environment that **prepares students for participation** in a global society and is responsive to workforce needs.”

Goal 2: Improve **student persistence**, increase **graduation rates** University-wide, and **narrow the achievement gap** of underrepresented students.”

Goal 3: **Recruit and retain** a high-quality and diverse faculty and staff.

Goal 4: **Increase revenue** through fundraising, entrepreneurial activities, grants, and contracts.

## **Focus Groups sessions**

- **Library Staff and Faculty**
- **Provost Cabinet**
- **Academic Support Services**
- **Administration**
  - **Student Affairs**
  - **Academic Affairs**
  - **Admin and Finance , Campus Planning**
  - **Human Resources**
  - **Information Technology**
- **Undergraduate Students**
- **Graduate Students**
- **Deans , Associate Deans, and Assistant Deans**
- **Library Partners / Centers**
- **Library Senate Committee**
- **All Campus Open Forums**





# CSUF Pollak Library - Master Plan Priorities (New/Modified Spaces & Services)

## IMPORTANT

## NOT IMPORTANT

URGENT

1. GROUP STUDY ROOMS
2. COLLECTION REDUCTION
3. LIBRARY INSTRUCTION ROOMS
4. EXHIBIT SPACE
5. ACTIVE/COLLABORATIVE STUDY
6. SPECIAL COLLECTIONS/OCPH/UNIVERSITY ARCHIVES
7. 24/7 ZONE
8. QUIET & SILENT STUDY AREAS
9. TITAN LAB / COMPUTING SPACES
10. INFORMATION/LEARNING COMMONS
11. FACULTY SPACE / OFFICES
12. EVENT SPACE (MULTI PURPOSE)
13. CENTER FOR CAREER IN TEACHING

1

1. CAFÉ / RETAIL SPACE
2. "SURGE" SPACE

2

NOT URGENT

1. ULC / ILC / WRITING CENTER
2. MULTIMEDIA PRODUCTION
3. HONORS PROGRAM
4. INDIVIDUAL CARRELS
5. PRESENTATION ROOMS
6. DESIGNATED MULTI DISCIPLINARY SPACES
7. CAMPUS MEDIA CENTER (TITAN COMMUNICATIONS)

3

1. COMMUNICATION DEPARTMENT
2. CAMPUS CLASSROOMS
3. DESIGNATED SPACE FOR GRADUATE STUDENTS

4

## **Final Draft: Library Vision Statement**

**The Pollak Library is a premier resource on campus for student learning, as well as intellectual exploration and discovery. The library aims to continually develop innovative and engaging spaces, collections, services, tools, and programs – both physical and virtual to:**

- meet the needs of our diverse users, academic programs and individual classes**
- invite collaboration, the creation and sharing of knowledge, and the solving of complex problems**
- promote information literacy and both the systematic and serendipitous acquisition of knowledge**

**The library aspires to be a vibrant community of learners that connects faculty, staff, students, and our local and global communities.**

# Focus on Student Needs in Library of Future

## Strategic Goals #1 & #2

- Learning Commons
- Increased reader space, both active study and quiet study areas
- Connecting students to staff, faculty, authors
- HIPs: peer consultants, internships, engaging students in collaboration and creation
- Preferred social, cultural, and technological hub

# Focus on Scholarship in Library of Future

## Strategic Goals #1 & #4

- Provide the tools for blogs, data repositories, open access journals, social plugins, ...
- Promote authorship & collaboration
- Micropublishing, digital scholarship
- Visualization of large data sets
- Curation of research data/federal compliance
- Digital institutional repository

# Existing Space Utilization – Based on May 2014 Space Utilization Diagrams

Preliminary Reference Only

## CONCEPTUAL SPACE PROGRAM - SUMMARY

No.	Department/ Space	EXISTING (Actual)	
		Seat Count (Patrons)	Subtotal
1	READER AREAS	1,868	41,024
2	SHARED AMENITIES	0	10,763
3	GENERAL COLLECTION	0	93,000
4	SPECIAL COLLECTIONS & ARCHIVES	0	8,806
5	LIBRARY FACULTY & STAFF	0	38,502
6	CAFE	0	1,443
7	EXECUTIVE	0	761
8	CAMPUS INFORMATION TECHNOLOGY	0	51,211
9	ACADEMIC AFFAIRS	0	6,880
10	STUDENT AFFAIRS	0	4,718
11	COLLEGES	0	18,312
12	PROPOSED NEW PROGRAM AREAS	N/A	N/A
X.1	NON-ASSIGNABLE	0	83,209
X.2	PLANT OPERATIONS	0	21,323
<b>Total</b>		<b>1,868</b>	<b>379,952</b>

Sq. Ft. discrepancy due to irregularities of SFDB calculations for public circulation & structure



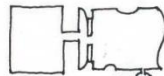


## CSUF Pollak Library - Exploring The options



**Existing**

± 376,500 sf



**Scenario 1**

**Maximize Existing**

Proposed: ± 0 sf

Test-Fit: ± 0 sf



**Scenario 2**

**Targeted Intervention**

Proposed: ± 26,000 sf

Test-Fit: ± 26,000 sf



**Scenario 3**

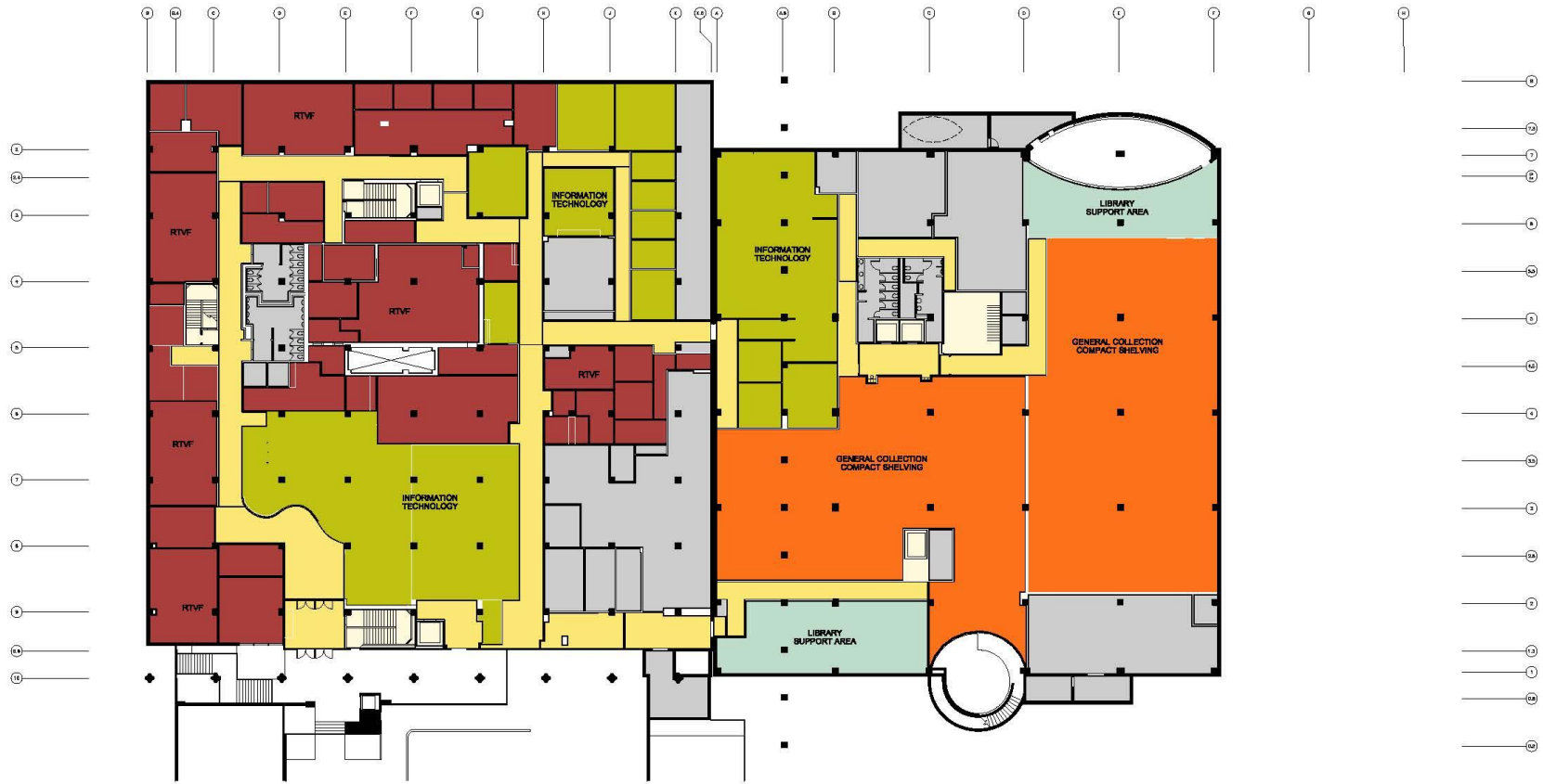
**Extensive Intervention**

Proposed: ± 30,000 sf

Test-Fit: ± 30,000 sf

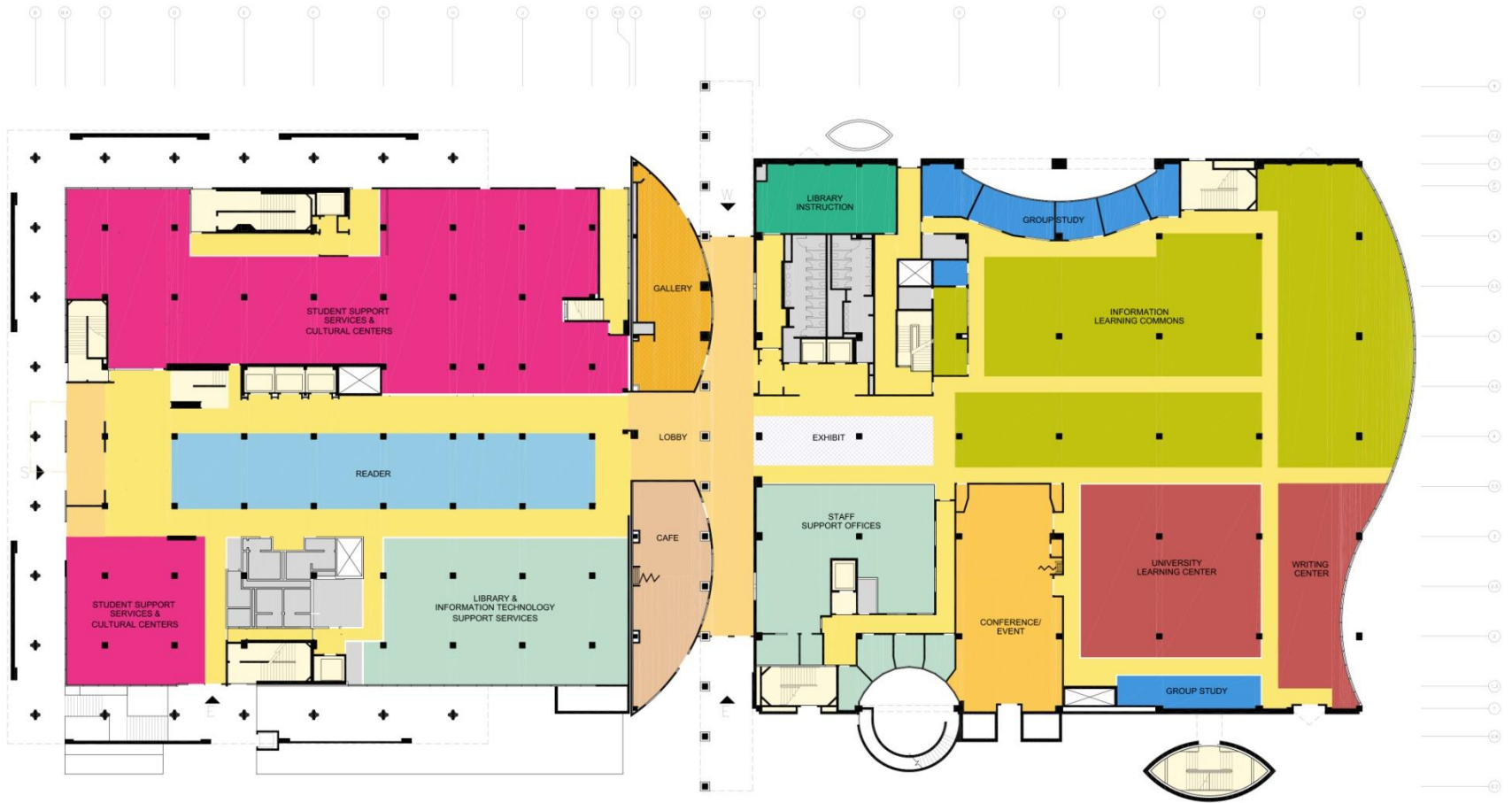


{ preferred option }



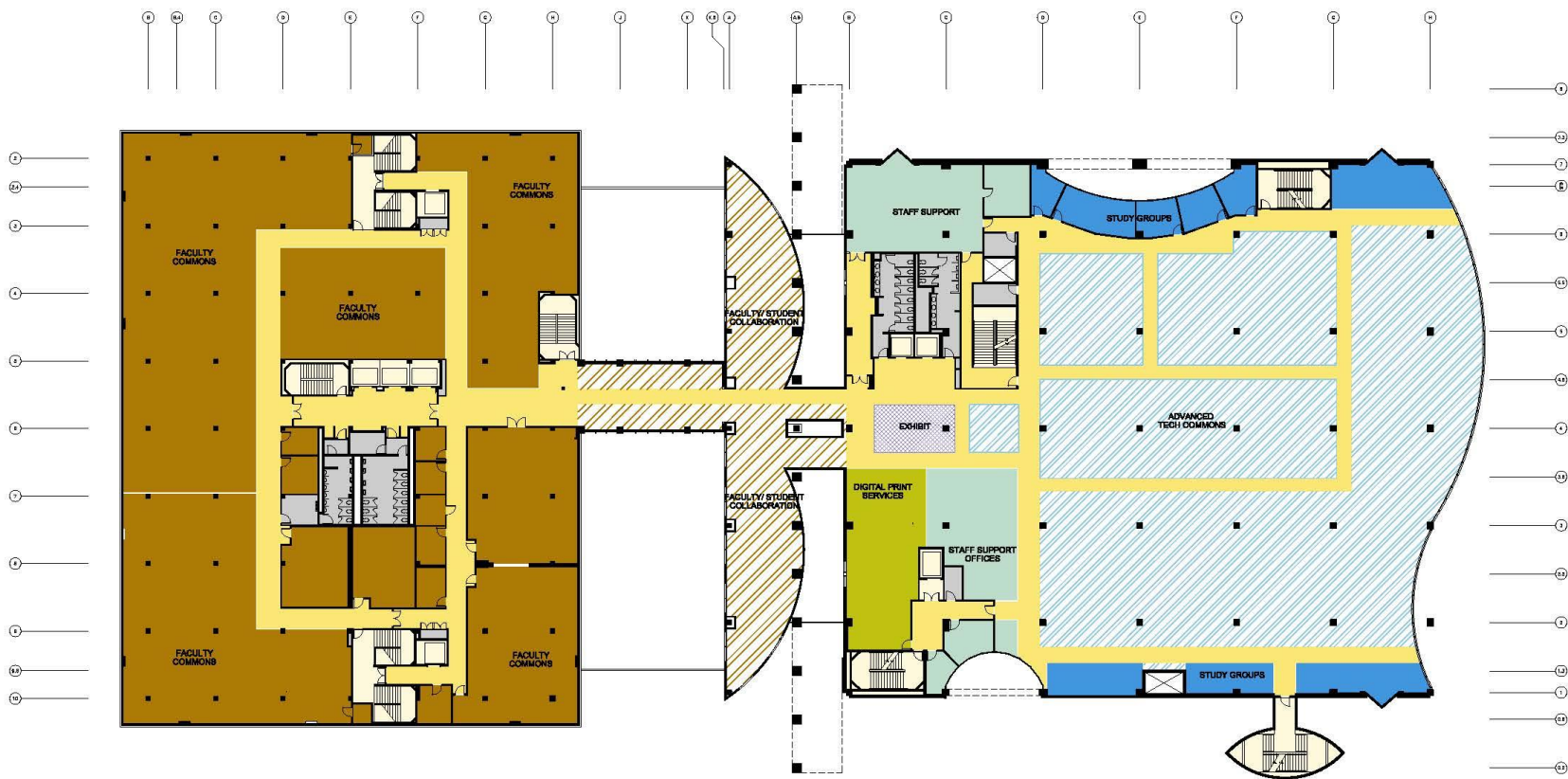
- |                        |                                     |
|------------------------|-------------------------------------|
| READER - OPEN PLAN     | ADVANCED TECHNOLOGY COMMONS         |
| READER - COLLABORATIVE | FACULTY COMMONS                     |
| COLLECTIONS            | STUDENT SERVICES & CULTURAL CENTERS |
| SPECIAL COLLECTIONS    | COLLEGES                            |
| STAFF SUPPORT OFFICES  | CAFE                                |
| LIBRARY INSTRUCTION    | INTERNAL CIRCULATION                |
| INFORMATION TECHNOLOGY | NON-ASSIGNABLE                      |





- |   |   |
|---|---|
| <span style="display: inline-block; width: 15px; height: 10px; background-color: #ADD8E6; border: 1px solid black; margin-right: 5px;"></span> READER - OPEN PLAN     | <span style="display: inline-block; width: 15px; height: 10px; background: repeating-linear-gradient(45deg, transparent, transparent 2px, black 2px, black 4px); border: 1px solid black; margin-right: 5px;"></span> ADVANCED TECHNOLOGY COMMONS |
| <span style="display: inline-block; width: 15px; height: 10px; background-color: #0070C0; border: 1px solid black; margin-right: 5px;"></span> READER - COLLABORATIVE | <span style="display: inline-block; width: 15px; height: 10px; background-color: #8B4513; border: 1px solid black; margin-right: 5px;"></span> FACULTY COMMONS  |
| <span style="display: inline-block; width: 15px; height: 10px; background-color: #FF8C00; border: 1px solid black; margin-right: 5px;"></span> COLLECTIONS            | <span style="display: inline-block; width: 15px; height: 10px; background-color: #FF00FF; border: 1px solid black; margin-right: 5px;"></span> STUDENT SERVICES & CULTURAL CENTERS  |
| <span style="display: inline-block; width: 15px; height: 10px; background-color: #483D8B; border: 1px solid black; margin-right: 5px;"></span> SPECIAL COLLECTIONS    | <span style="display: inline-block; width: 15px; height: 10px; background-color: #A52A2A; border: 1px solid black; margin-right: 5px;"></span> COLLEGES   |
| <span style="display: inline-block; width: 15px; height: 10px; background-color: #90EE90; border: 1px solid black; margin-right: 5px;"></span> STAFF SUPPORT OFFICES  | <span style="display: inline-block; width: 15px; height: 10px; background-color: #D2B48C; border: 1px solid black; margin-right: 5px;"></span> CAFE   |
| <span style="display: inline-block; width: 15px; height: 10px; background-color: #008000; border: 1px solid black; margin-right: 5px;"></span> LIBRARY INSTRUCTION    | <span style="display: inline-block; width: 15px; height: 10px; background-color: #FFFF00; border: 1px solid black; margin-right: 5px;"></span> INTERNAL CIRCULATION   |
| <span style="display: inline-block; width: 15px; height: 10px; background-color: #9ACD32; border: 1px solid black; margin-right: 5px;"></span> INFORMATION TECHNOLOGY | <span style="display: inline-block; width: 15px; height: 10px; background-color: #E0E0E0; border: 1px solid black; margin-right: 5px;"></span> NON-ASSIGNABLE   |

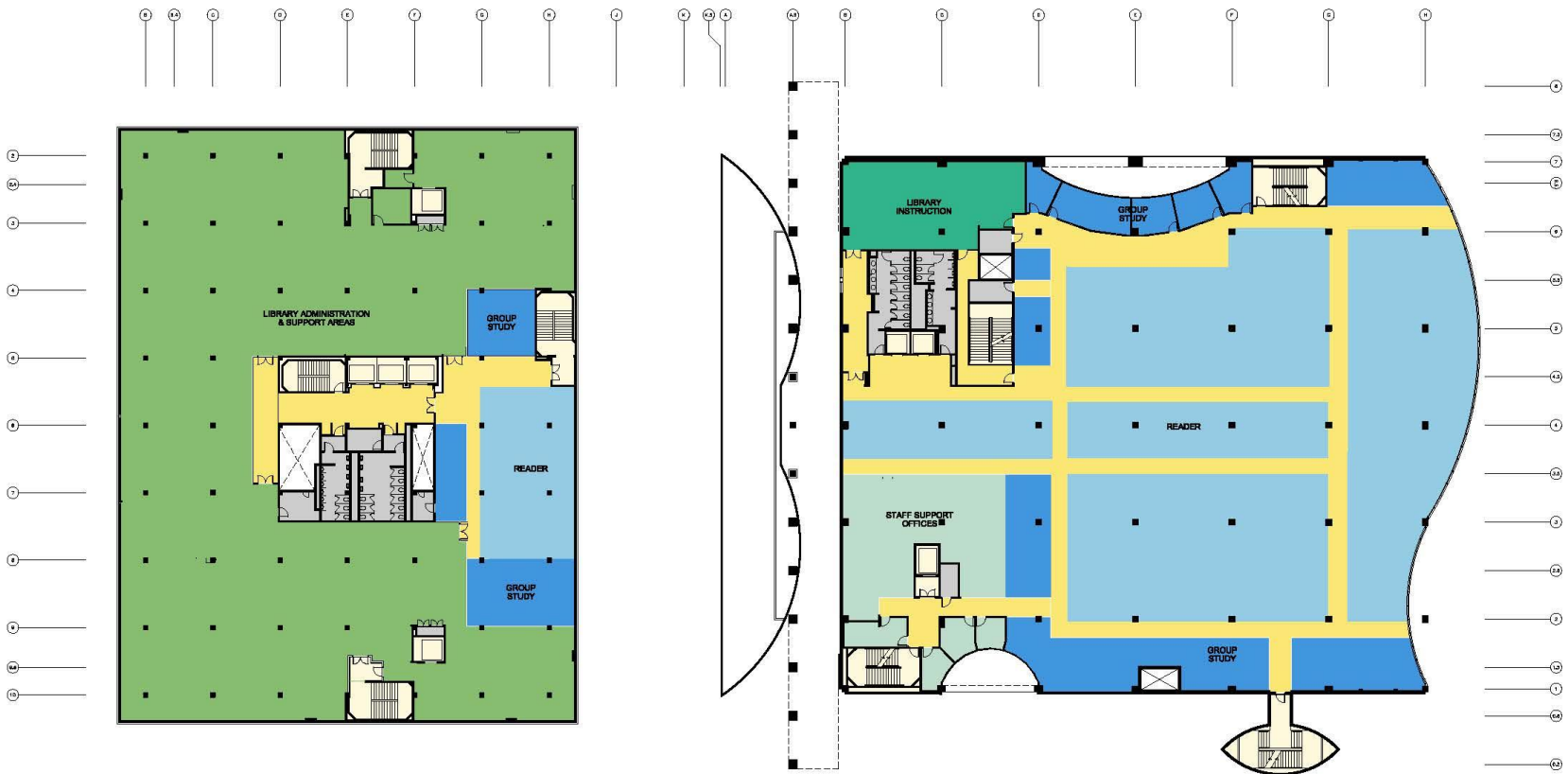




- |  |                        |  |                                     |
|--|------------------------|--|-------------------------------------|
|  | READER - OPEN PLAN     |  | CAFE                                |
|  | READER - COLLABORATIVE |  | FACULTY COMMONS                     |
|  | COLLECTIONS            |  | STUDENT SERVICES & CULTURAL CENTERS |
|  | SPECIAL COLLECTIONS    |  | COLLEGES                            |
|  | STAFF SUPPORT OFFICES  |  | ADVANCED TECHNOLOGY COMMONS         |
|  | LIBRARY INSTRUCTION    |  | INTERNAL CIRCULATION                |
|  | INFORMATION TECHNOLOGY |  | NON-ASSIGNABLE                      |

SCENARIO 1.1  
LEVEL 2





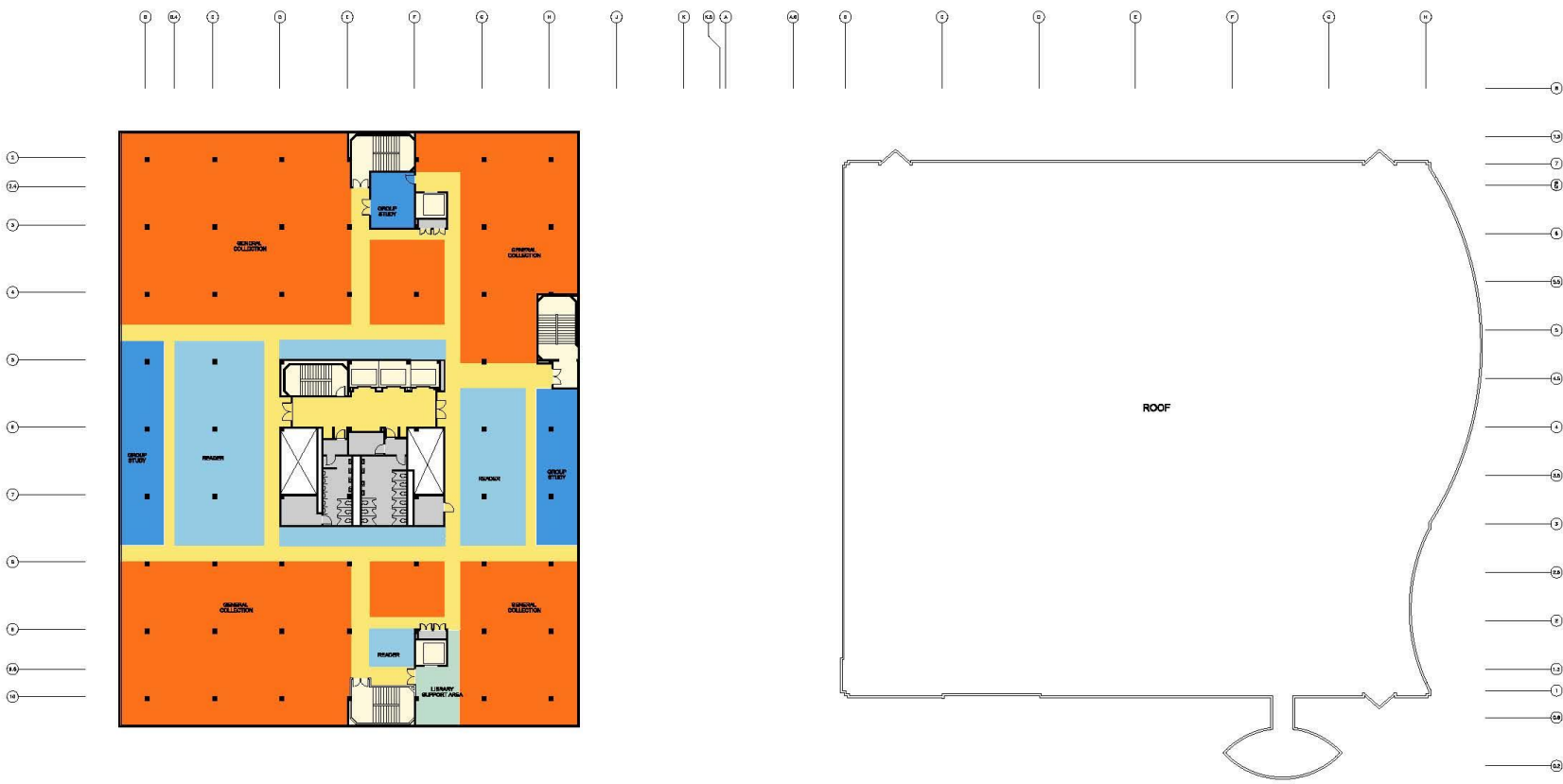
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|------------------------|-------------------------------------|
| READER - OPEN PLAN     | ADVANCED TECHNOLOGY COMMONS         |
| READER - COLLABORATIVE | FACULTY COMMONS                     |
| COLLECTIONS            | STUDENT SERVICES & CULTURAL CENTERS |
| SPECIAL COLLECTIONS    | COLLEGES                            |
| STAFF SUPPORT OFFICES  | CAFE                                |
| LIBRARY INSTRUCTION    | INTERNAL CIRCULATION                |
| INFORMATION TECHNOLOGY | NON-ASSIGNABLE                      |





- |  |                        |  |                                     |
|--|------------------------|--|-------------------------------------|
|  | READER - OPEN PLAN     |  | ADVANCED TECHNOLOGY COMMONS         |
|  | READER - COLLABORATIVE |  | FACULTY COMMONS                     |
|  | COLLECTIONS            |  | STUDENT SERVICES & CULTURAL CENTERS |
|  | SPECIAL COLLECTIONS    |  | COLLEGES                            |
|  | STAFF SUPPORT OFFICES  |  | CAFE                                |
|  | LIBRARY INSTRUCTION    |  | INTERNAL CIRCULATION                |
|  | INFORMATION TECHNOLOGY |  | NON-ASSIGNABLE                      |

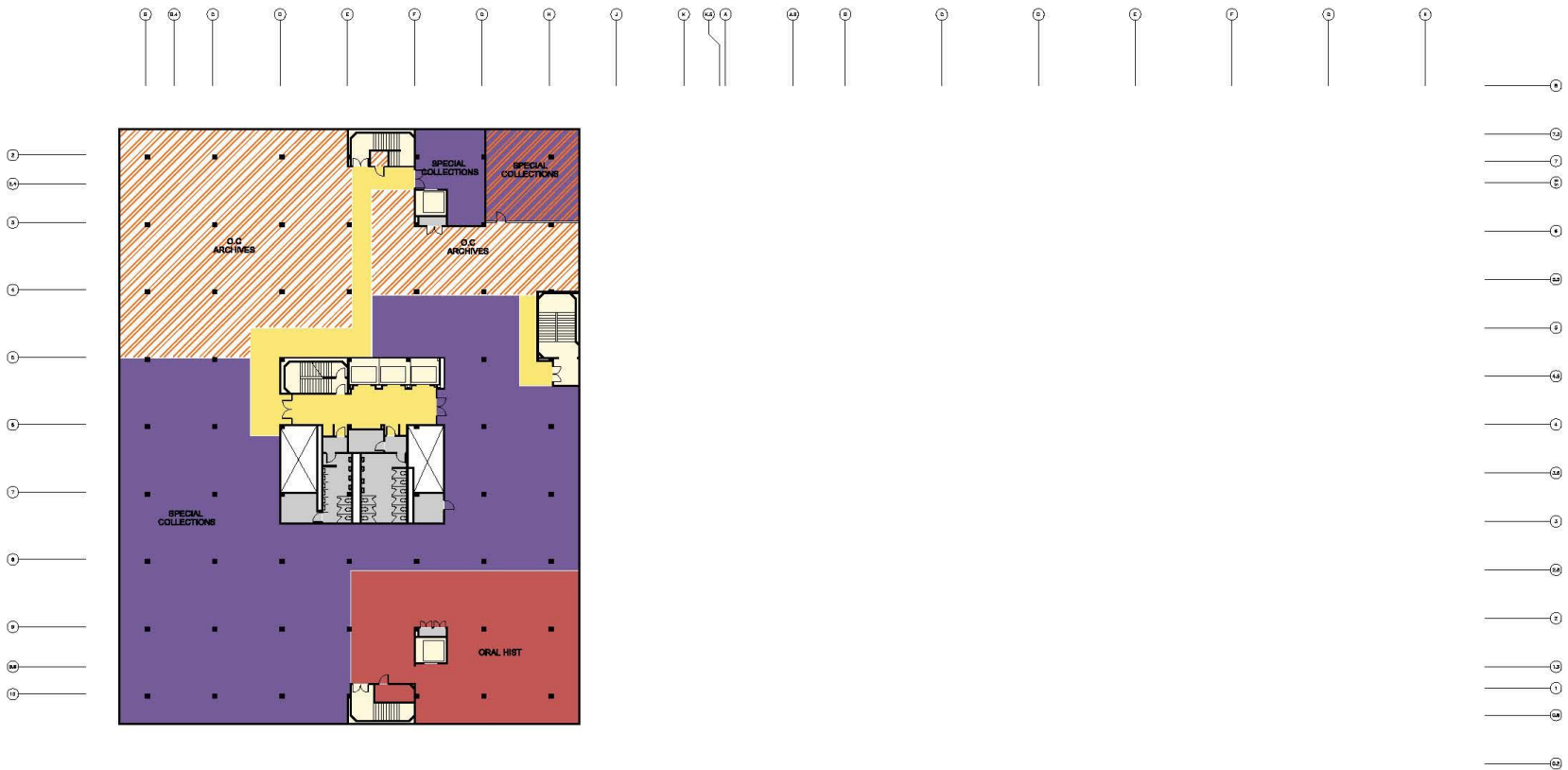




- |  |                        |  |                                     |
|--|------------------------|--|-------------------------------------|
|  | READER - OPEN PLAN     |  | ADVANCED TECHNOLOGY COMMONS         |
|  | READER - COLLABORATIVE |  | FACULTY COMMONS                     |
|  | COLLECTIONS            |  | STUDENT SERVICES & CULTURAL CENTERS |
|  | SPECIAL COLLECTIONS    |  | COLLEGES                            |
|  | STAFF SUPPORT OFFICES  |  | CAFE                                |
|  | LIBRARY INSTRUCTION    |  | INTERNAL CIRCULATION                |
|  | INFORMATION TECHNOLOGY |  | NON-ASSIGNABLE                      |

SCENARIO 1.1  
LEVEL 5





- |                        |                                     |
|------------------------|-------------------------------------|
| READER - OPEN PLAN     | ADVANCED TECHNOLOGY COMMONS         |
| READER - COLLABORATIVE | FACULTY COMMONS                     |
| COLLECTIONS            | STUDENT SERVICES & CULTURAL CENTERS |
| SPECIAL COLLECTIONS    | COLLEGES                            |
| STAFF SUPPORT OFFICES  | CAFE                                |
| LIBRARY INSTRUCTION    | INTERNAL CIRCULATION                |
| INFORMATION TECHNOLOGY | NON-ASSIGNABLE                      |



## **Preferred Option:**

- **Basement: Information Technology, College of Communications & additional Compact Shelving**
- **First floor: Student-Focused**
  - **Learning Commons, Café/Gallery, Student Resource Centers, Honors/Scholars, Grad Student Center, Lib Services ,Patrons of the Library**
- **Second floor: Faculty Commons, Collaborative Faculty/ Student Area, Advanced Technology Commons**
- **PLS3: Library Staff                      PLN3: Quiet Study**
- **PLS4: Stacks/Reader Space    PLN4: No major changes**
- **PLS5: Stacks/Reader Space**
- **PLS6: University Archives/Special Collections, Center for Oral Public History, Orange County Archives?**

## Preferred Option: Summary

- Increase reader space and collaboration rooms
- Faculty gain space (Faculty Commons)
  - ATC, FDC, OASIS, Part-time faculty offices
- Stacks square footage decreases, increase compact shelves, increase book density, weed journal/gov doc
- Information Technology square footage decreases
- Most cost efficient usage of space – some areas remain partially or fully the same
- Allows for faster renovation of earthquake damaged floors





# { environmental scan }

*academic libraries spaces*

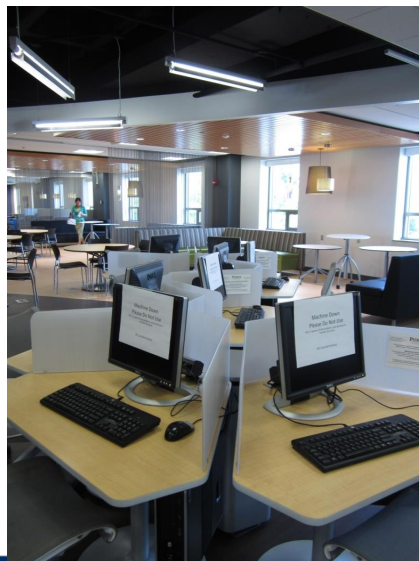


## RESEARCH ASSISTANCE – Learning





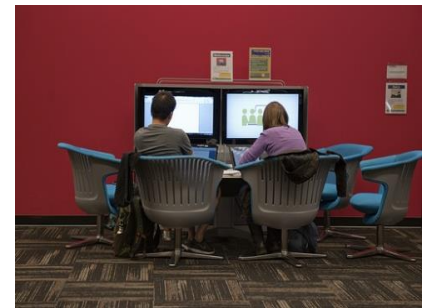
## RESEARCH ASSISTANCE – Scholars' Commons



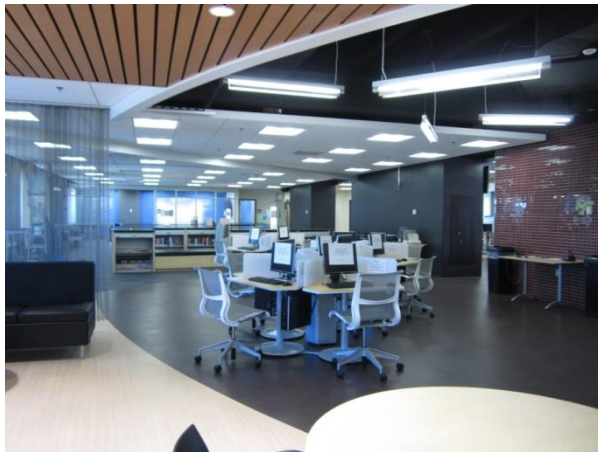
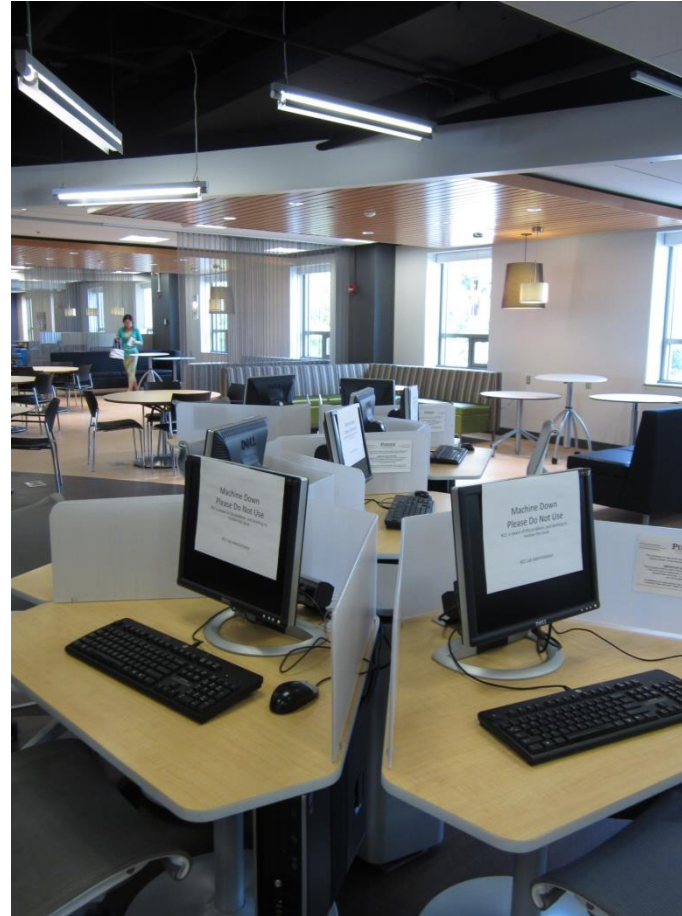
## READER SPACES – Group Study Rooms



# DESTINATION SPACES



## DESTINATION SPACES





## DESTINATION SPACES - Teaching Resources Center





# New Active Learning Spaces in the Pollak Library



## Next Steps

- Campus communication
- Detailed cost analysis
- Develop phased renovation
  - Possible phase I
    - PLS 1<sup>st</sup>, 4<sup>th</sup> and 5<sup>th</sup> floor
- Secure funding and budget for the project
- Programming

# Campus Communications

- President's Cabinet (Mar 2<sup>nd</sup>)
- Council of Deans (Mar 4<sup>th</sup>)
- President's Advisory Board (Mar 4<sup>th</sup>)
- Planning, Resource, and Budget Committee(TBD)
- Library (March 13<sup>th</sup>)
- Senate Executive Committee (TBD)
- Campus Facilities and Beautification Committee (Mar 20<sup>th</sup>)
- Associated Students (Mar 10<sup>th</sup>)
- Campus Open Forums (two meetings – March 23<sup>rd</sup>)



## **SAMUEL T BARBER**

**CATALOGING AND METADATA LIBRARIAN  
CALIFORNIA STATE UNIVERSITY, FULLERTON**

v i t a

### **Education**

MSc, Information and Library Studies, University of Strathclyde, Glasgow (2011-2012)

- Awarded MSc in Information and Library Studies, with first class Distinction
- Dissertation *What makes Special Collections special?* awarded first class Distinction

BA, Modern History, University of Strathclyde, Glasgow (1993-1997)

- Upper Second (2.1) Honors

### **Cataloging & Metadata Librarian, CSU Fullerton [2016 - present]**

- Awarded early tenure and early promotion to Associate Librarian, June 1, 2021
- Leadership of the Pollak Library Cataloging Team
- Delivered a successful Alma migration for the Pollak Library as part of the CSU-wide Unified Library Management System project
- Alma Implementation Team Member – updated & extracted 1.3 million bibliographic records for migration
- Project Leader, Pollak Library Ex Libris Go VE Project (2021)
- Pollak Library Discovery Lead (2020-)
- Chair (2017-2019), Alma Primo Operational Team
- Certified Alma Administrator
- Former CSU NACO Coordinator and co-founder of the CSU NACO Funnel
- Member, CSU-wide Primo Normalization Rules Task Force
- Introduced RDA cataloging standards to the Pollak Library Cataloging Unit

### **Professional Growth Activities**

- Graduate, Library of Congress NACO Training [2018]
- Graduate, ALA / ALCTS 'Fundamentals of Metadata' [2017]
- Graduate, California Rare Book School 'Rare Book Cataloging' [2017]
- Graduate, California Rare Book School 'The History of the Book in the West' [2016]
- Graduate, ALA 'From MARC to BIBFRAME: Linked Data on the Ground' webinar series [2016]
- Moderator, the Southern California Arts & Special Collections Catalogers (SCASCC) [2016-2020]
- Graduate, CLA Workshop 'Introduction to Cataloging Serials with RDA' [2015]

## Employment History

Library Assistant IV, University of California, Irvine	[March 2015 – January 2016]
Project Cataloger, Autry National Center	[May 2013 – May 2014]
Supervisor, Library Research Annex, Glasgow University	[July 2010 – June 2011]
Senior Library Assistant, Glasgow University Library	[April 2002 – June 2010]

## Scholarly / Creative Activities

### **Publications** (peer-reviewed)

Barber, Samuel T. (2020). An apology\* for avoiding accompanying material in the promotion of library collections. *The Journal of Creative Library Practice*.

[Journal of Creative Library Practice](#)

Barber, Samuel T. (2018). The Zooniverse is expanding: crowdsourced solutions to the hidden collections problem and the rise of the revolutionary cataloging interface. *Journal of Library Metadata*, 18 (02)

<https://doi.org/10.1080/10386389.2018.1489449>

### **Presentations** (peer-reviewed)

Barber, Samuel T. (2021). Crowdsourcing metadata: the revolutionary cataloging interface and how it can help YOUR library expose and promote hidden collections.

2021 Digital Initiatives Symposium, San Diego, CA

Barber, Samuel T. (2019). Amplifying radical voices: pop-up style.

ARLIS-NA, Salt Lake City, UT

Barber, Samuel T. (2019). Crowdsourcing Metadata: the revolutionary cataloging interface and how it can help your library expose and promote hidden collections.

ALA Midwinter, Seattle, WA

## **Presentations** (non-peer-reviewed)

Barber, Samuel T. (2020). Ghost in the machine? An introduction to bias in Library Discovery Systems.

California State University, Fullerton (All-staff presentation)

Barber, Samuel T. (2018). The Zooniverse is expanding.

California State University, Fullerton (Faculty Lunchtime Talk)

Barber, Samuel T. (2018). An argument for Authority Control & CSU NACO membership.

California State University Technical Services Open Forum

Barber, Samuel T. (2016). MARC Wars.

California State University, Fullerton

Barber, Samuel T. (2015). Academic Library Cataloging: trends / challenges / opportunities.

University of California, Irvine

Barber, Samuel T. (2015). Crowdsourced cataloging: an introduction.

University of California, Irvine

Barber, Samuel T. (2015). Cataloging: current top trends

Santa Clara University

Barber, Samuel T. (2014). The future of cataloging: Linked Library Data and BIBFRAME

Denver University

## Library, University, Professional and Community Service

CSU Linked Data Task Force [2021-]

Academic Senate [2020/2021-]

Library Department Chair [2019/2020] [2020/2021]

Academic Senate University Curriculum Committee [2018/2019- ]

Co-Chair, ALE Executive Committee [2019/2020]

Secretary, ALE Executive Committee [2018/2019]

Search Committee, Associate Deans, Pollak Library [2018]

Recruitment Committee, LSS III Cataloger [2016, 2017]

Pollak Library Student Awards Committee [2016, 2017, 2018, 2019]

Vice-Chair, Council of University Library Faculty, [2016/2017]

CSU Authority Control Task Force [2016-2017]



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Mark G. Bilby, PhD, MSLIS, MA, MDiv – Curriculum Vitae  
Senior Assistant Librarian, Scholarly Communications and Digital Scholarship  
Address: Pollak Library, California State University, Fullerton  
800 N State College Blvd, Fullerton, CA 92831  
Phone: (657) 278-4600  
Email: mbilby—at—fullerton.edu

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## Education

M.S., Library and Information Science, 2015 (GPA 4.0)  
Drexel University

Ph.D., Religious Studies, 2012 (GPA 3.50)  
University of Virginia, Department of Religious Studies  
Program: Judaism and Christianity in Antiquity  
Major Field: Patristics. Minors: Classics, NT & Early Christianity, TaNaKh & Rabbinics  
Dissertation: *As the Bandit Will I Confess You: Luke 23.39-43 in Early Christian Interpretation*  
Advisor: Harry Gamble. Additional committee: Judith Kovacs, Vigen Guroian, John Dobbins (Art)

M.A., *magna cum laude*, Christian Thought and History, 2002 (GPA 3.96)  
Nazarene Theological Seminary  
Emphasis: Early Christian Thought and History  
Thesis: *A Disappearing People: The Doctrine of Election and Predestination from Irenaeus to Augustine*  
Advisor: T. A. Noble. Additional committee: Paul M. Bassett, Harold Raser

M.Div., *summa cum laude*, 2000 (GPA 4.0)  
Nazarene Theological Seminary

B.A., *cum laude*, Religion, 1997 (GPA 3.56)  
Point Loma Nazarene University

### Supplemental Courses (Non-Degree):

Introduction to TEI-XML, University of London, School of Advanced Study, 2022 Feb 21-25 (n/c)  
Latin Paleography Seminar, Calvin College, H. Henry Meeter Center, 2012 June 4-15  
Syriac Grammar, University of Notre Dame, 2009 (GPA 4.0)  
French Graduate Reading, University of Virginia, 2004 (n/c)  
German I-IV Summer Intensive, University of Virginia, 2003 (n/c)  
French II, Latin II and IV, University of Missouri, Kansas City, 2001-2002 (GPA 3.5)

**Performance as a Librarian** — please see RTP file

**Scholarly and Creative Activities** — please see ORCID profile

**Service to the University, CSU, and Community** — please see ORCID profile

# SEAN BROWN

## PROFILE

Organized facility manager with seven years' experience overseeing the operations of various building & security functions. Specializing in project management and ensuring employees have tools necessary to do jobs successfully. Possess a strong ability to work independently and motivate team members.

## FUNCTIONAL SKILLS AND CONTRIBUTIONS

### **Leadership and General Management**

- Managed the Brandman Irvine Campus & CSUF Library operations, including classes, information technology-related concerns, rental contracts, invoices, faculty services, and events
- Established performance goals for employees
- Ensured quality production, employee responsiveness, and the attainment of targeted goals
- Provided support with administrative functions, achieved enhanced efficiency, improved optimal procedures and workflow operations, and surpass company standards
- Implemented training procedures, schedules, and courses to develop overall effectiveness of the unit
- Supervised a staff of 32 employees responsible for all warehouse operations, such as receiving, stocking, and product pulling as well as assembly, quality control, and all aspects of delivery services

### **Customer Service**

- Met and followed through on identified customer needs to ensure the delivery of quality customer service
- Promptly resolved customer complaints, and attended to all concerns and inquiries
- Supervised pulling, staging, and repairs of over \$100,000+ retail merchandise and a daily basis
- Delivered, staged, and assembled furniture and merchandise in customer's homes
- Assembled floor displays on showroom floors according to diagram

### **Law Enforcement**

- Performed a variety of law enforcement functions for aboard military installations in Okinawa and Camp Pendleton, California
- Provided oversight of regional patrols and operations, investigations, emergency calls for service, patrol and security services, report writing, and implementation of training and police techniques
- Led squad/patrols during combat and humanitarian operations in the Philippines
- Proactively performed hundreds of emergency calls for service with zero incidents (without escalation)

## WORK HISTORY AND ACCOMPLISHMENTS

### **Facilities & Security Coordinator | California State University, Fullerton 2014-Present**

- Perform routine facility inspections to ensure warehouses and other facilities remain in compliance with state and local guidelines
- Oversee the maintenance of building equipment when it breaks down, and conduct maintenance personally, using a variety of tools.

### **Facilities Coordinator | BRANDMAN UNIVERSITY, IRVINE, CA 2010-2014**

- Established reputation and was awarded for organizing numerous university-hosted events with major companies that helped capture partnerships and garner extra revenue

### **Assistant Manager-Warehouse Lead | ASHLEY FURNITURE, FULLERTON, CA 2008-2010**

- Successfully reduced overtime hours by over 75% by constructing and implementing a preload system
- Coordinated the implementation of a cross-training program designed to optimize skills of employees

### **Military Police Patrol Supervisor-Watch Commander-Squad Leader Combat Operations 2004-2008**

UNITED STATES MARINE CORPS, WORLDWIDE (OKINAWA JAPAN AND CAMP PENDLETON, CA)

- Demonstrated exemplary performance, resulting in acceptance of commendations, include:
  - *Near perfect marks for proficiency and conduct*
  - *Uncommonly early meritorious promotions to leadership ranks*

## EDUCATION

**Graduate Certificate in Organizational Leadership | 2013** ▪ BRANDMAN UNIVERSITY, IRVINE, CA

**Master of Public Administration | 2013** ▪ BRANDMAN UNIVERSITY, IRVINE, CA

**Bachelor of Arts in Criminal Justice | 2012** ▪ CHAPMAN UNIVERSITY COLLEGE, ORANGE, CA

**Coursework in Philosophy** ▪ SANTIAGO CANYON COLLEGE, ORANGE, CA

# Patricia R. Campbell

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## EDUCATION:

- Master of Library and Information Science May 2021  
San Jose State University, San Jose, CA
- Master of Arts in Anthropology January 2014  
California State University, Fullerton, Fullerton, CA  
Thesis: *Music, Sacred or Secular: Developing Sociocultural Identity in Victoria, Gozo (Malta)*
- Bachelor of Arts in Anthropology, minors – History and Music May 2008  
California State University, Fullerton, Fullerton, CA
- Associate of Arts in Anthropology May 2006  
Irvine Valley College, Irvine, CA
- Associate of Science in Business Management May 2005  
Irvine Valley College, Irvine, CA

## RESEARCH and TEACHING INTERESTS:

Cultural Anthropology: anthropology of religion; art and culture; ethnomusicology; Mediterranean culture in Malta (Gozo); and processes within cultural constructs. Museum Science: specific focus on the exhibition and preservation of culture through art and artifact, oral history, language, and documentation. Archive Science: the use of books, manuscripts and ephemera in support of museum and culture studies.

## TEACHING, WORK AND EXHIBITION EXPERIENCE:

**California State University, Fullerton**  
**Adjunct Faculty, Division of Anthropology (6/2015 – Present)**

### Courses Taught at CSUF

- ANTH 498, Museum Practicum
- ANTH 402, Museum Science
- ANTH 306, Art and Culture (WEB)
- ANTH 305, Anthropology of Religion (WEB)

### Guest Lectures

#### **Expeditions Applied Anthropology Field School - Gozo, Malta (Summer 2017 and 2018)**

- International anthropology field school hosted by the Catholic University at Leuven, Belgium. Work as part of the international faculty/staff team mentoring and advising students in ethnographic field work through methods, including participant observation, oral history/interviews, and field note exercises, in addition to project development and local resources. Personal research and fieldwork is ongoing including such topics as immigration/return migration, funerary art, funerary practices, architecture, and identity development, in addition to continued work with band clubs in Gozo.

#### **Museum Science, ANTH 402, CSUF (Fall 2014)**

- Two lectures: using AAM Code of Ethics as the source, lecture on standards and best practices for museum professionals. Provide students with a tour of library exhibit and storage spaces as further opportunities of discussion about care and management in an exhibit program; and describe and review standards of practice in museum exhibit proposal processes.

### **Asian American Creative Expression -Filipino Americans, ASAM 320-04, CSUF (Fall 2013)**

- Lecture on processes and procedures of exhibit development and production. Provide tour of Library exhibit storage and supervise student installation.

### **Museum Science, ANTH 402, CSUF (Fall 2012)**

- Lecture on the topic and processes of field research. Provide a brief introduction and presentation to my personal fieldwork in Malta, followed by discussion with students about their own proposed final class projects.

### **Expeditions Applied Anthropology Field School - Gozo, Malta (Summer 2012)**

- Invited by the Catholic University at Leuven Belgium to guest lecture on topics related to field research in/on the Maltese island of Gozo. Assist students during initial stages of project development with instruction in use of local resources, both institutional and professional contacts, including assistance in making their initial contacts with potential informants. Conduct student exercises for contacting and conversing with local populations, using a washing facility erected by the Knights of Malta in the sixteenth century and a modern hair salon. The exercise included a field note-writing element to help introduce the students to the concepts of journaling in the field. In addition, I continued my personal research conducting participant observations and used it as an example for students to model.

## **Work Experience**

### **California State University, Fullerton**

#### **Exhibit Program Coordinator, Pollak Library (7/2006 – Present)**

- Chair the Exhibit Program Committee (composed of Library Faculty and Staff). Serve as the primary contact for the exhibit program in Pollak Library. Independently, or under general supervision of the Dean, perform specialized administrative and analytical duties or service as the program chair (evaluate programs, organize meetings, review exhibit proposals, research exhibit content, curate exhibits, etc.).
- Provide project leadership; represent the library on projects and educational programming within and outside the organization. Liaise with library and other campus departments, community agencies, and vendors.
- Considerable judgment and discretion reflective of a thorough knowledge of museum and exhibit program and policy areas are exercised including risk management, management and care of exhibits and exhibit spaces.
- Oversee day-to-day exhibit program operations and provide lead work direction and/or supervision to other professional or administrative staff and students or interns.
- Schedule and manage exhibit installations and de-installations, maintenance and cleaning.
- Work with library management and Budget Analyst regarding budget matters.
- Manage and maintain exhibit program related inventories and supplies.

## **Exhibits and Displays**

- ***Indigenous Motion (POSTPONED from Spring 2021)***  
**(Spring 2023 – Coordinator)**  
Showcasing original acrylic on canvas paintings, this exhibit features images of contemporary Native Americans in both traditional and contemporary attire, exploring Native Americans intimate connection to their history and traditions as well as their contributions to current American society.
- ***Spain Ablaze: Americans Fighting for Freedom in the Spanish Civil War, 1936-39***  
**(POSTPONED from 2020)**  
**(Spring 2023 – Coordinator)**

Using the materials of the Cameron Stewart Collection at Pollak Library, HIST 435C Spring 2019 students created 5 posters/panels about different features of the experience of Americans fighting during the Spanish Civil War.

- ***Paulina June & George Pollak, a Tribute***  
(Fall 2022 – Coordinator, Curator, and Installer)  
This is a Pollak Library sponsored exhibition celebrating the lives and contributions of Paulina June Salz and her husband George Pollak. Tireless supporters of the library as the intellectual hub of the university and to the college of Humanities and Social Sciences, where Mrs. Pollak was a founding faculty.
- ***Revisiting Time & Space/Retomando y Reclamando*** (POSTPONED from 2020)  
(Summer 2022 – Coordinator)  
This exhibition features new works from Teresita De La Torre and William Camargo, both CSUF alumni, this exhibit explores issues of time and space within two contexts: the Latinx history of Anaheim, California and queer identity.
- ***The Science of Internal Fertilization*** (POSTPONED from 2020)  
(Spring 2022 – Coordinator, Installer)  
A biological science faculty/student exhibition of multimedia art about animal internal fertilization and reproduction.
- ***Art in the Holocaust*** (POSTPONED from 2020)  
(Spring 2022 – Coordinator, Co-Curator, and Installer)  
This traveling exhibition is a joint venture of the Art Department and the Traveling Exhibitions Department, Museums Division, Yad Vashem. The exhibition provides a glimpse into Holocaust art through a selection of art works from the Yad Vashem collection.
- ***“We Were There”: Communities of Color in the Greater Los Angeles Area***  
(Spring 2022 – Faculty Advisor)  
In partial fulfillment of graduate program of study, this exhibition examines the cultural lives and experiences of the first indigenous residents through Spanish, Mexican, and American governance. And explores the history of the greater Los Angeles area through the lens of the people of color who resided here.
- ***Black History, Women, and Jazz***  
(Spring 2022 – Coordinator, Curator, and Advisor)  
We honor and commemorate Black History Month, Women's History Month, and Jazz Appreciation Month this spring. This display uses Pollak Library's Young Adult and Juvenile Literature collection to emphasize the contributions of Black Americans in music.
- ***SAKADAS: First Oversea Filipino Workers***  
(Spring 2022 – Coordinator and Advisor)  
This graduate student exhibition details the lives of Filipino immigrant workers, called Sakadas, who worked on Hawaii's plantations and their legacy.
- ***Shouting from the Margins: Black America in Orange County, 1960-1979***  
(Winter 2022 – Coordinator)

This exhibit profiles over a dozen local leaders from the African American community who made profound contributions to our history as well as the historical contexts and milieu in which they operated – often facing down many obstacles and barriers in the process.

- ***Early Orange County Farming and Agriculture***  
**(Winter 2022 – Curator, Coordinator, and Installer)**  
Part of a larger exhibit that commemorated Fullerton Arboretum's 40th Anniversary in 2019-2020, this exhibit explores the history of farming and agriculture in early Orange County history. This incarnation also highlights books from the young adult and juvenile literature collection of Pollak Library.
- ***Through Their Eyes***  
**(Fall 2021 – Coordinator and Installer)**  
In collaboration with CSUF's Veteran's Resource Center and in honor of Veteran's month (November 2021), this exhibition features photographs and artworks created by CSUF students, faculty, staff; and other veterans of the US Armed Forces.
- ***Malta: Art, Architecture, and the Expressions of a People***  
**(Fall 2021 – Curator, Ethnographer/Researcher, Coordinator, Installer)**  
Based upon the fieldwork of ethnographer, Trish Campbell, this exhibition primarily focuses on art and architecture through the use of photographs and a variety of glass, filigree, lace, and limestone sculpture. A theme of light and shadow in the photography creates an evocative approach to how we view people, places, and things albeit sometimes in an obscured context to the world around them.
- ***Everyday Connections***  
**(Fall 2021 – Coordinator and Installer)**  
Through the use of visual narratives focusing on the experiences of transnational workers, this exhibit shows how human connections are always related to local and transnational communities.
- **O.C. Poet Laureate**  
**(Fall 2021 – Coordinator, Curator, and Installer)**  
A book display to celebrate Orange County's first ever poet laureate Natalie J. Graham, former Associate Professor and Chair of African American Studies at Cal State Fullerton.
- **[Titans Remember: A COVID-19 Community Archive](#)**  
**(Spring 2021 – Curator)**  
*Titans Remember*, organized by Pollak Library's University Archives and Special Collections, is an archive made of community contributions during the COVID-19 pandemic. This exhibit, created in partnership with Archivist and Special Collections Librarian Patrisia Prestinary, represents the first year of the pandemic for the CSUF community.
- **[Unfolding Orange County: 1882-1932](#)**  
**(Spring 2021 – Curator, Coordinator, and Installer)**  
This online exhibition is a photographic journey exploring the development of early Orange County. Through the use of images selected from the Smart Studio collection from Pollak Library's Special Collection. A complimentary physical representation of this project was also displayed.

- **[Amanda Gorman: Inaugural Poet](#)**  
(Spring 2021 – Coordinator and Advisor)  
This online student-curated exhibit celebrates Amanda Gorman, the youngest inaugural poet in United States history. As part of Poetry Month, the site includes a biography, poems written and performed by Gorman, and past inaugural poems.
- **[Notorious RBG: Her Life, Impact, and Legacy](#)**  
(Spring 2021 – Coordinator and Advisor)  
A student-curated online exhibit on late Supreme Court Justice Ruth Bader Ginsburg for Women's History Month. Sections include her life, court cases, and impact on pop culture.
- ***Zines to the Future!***  
(Fall 2020 – Designer, Installer, Mentor)  
Featuring Special Collections from CSUF's University Archives & Special Collections, zines made collaboratively by CSUF students and faculty, in addition to illustrations by students and faculty in Visual Arts, this exhibit showcases both the history of early and contemporary zines.
- ***Yellow Fever in Alexander Hamilton's America***  
(Spring 2020 – Applicant, Co-Curator, and Installer)  
In partnership with the National Library of Medicine's (NLM) Exhibitions Connect program supports a strategic goal to "reach more people in more ways through enhanced dissemination and engagement", this exhibit tells the story of how Philadelphia's residents responded to yellow fever using an uneasy blend of science and politics.
- ***"A Race Becomes History": A Brief Historical Overview of the 1962 Intercollegiate Elephant Races***  
(Spring 2020 – Coordinator and Mentor)  
A student-curated project using selections from the library's photograph archive, this exhibit highlights the activities of the former Elephant Racing Club, who developed intercollegiate elephant races in the early 1960s.
- ***The 19<sup>th</sup> Amendment: 100 Years of Suffrage***  
(Spring 2020 – Coordinator and Mentor)  
A student-curated project to support the nation's celebration of the 100th anniversary of the 19th Amendment and the right to vote for women, and women's suffrage. This exhibit aligns with Women's History Month during the month of March and includes biographical sketches for early women suffragists across racial and ethnic lines.
- ***Coretta Scott King Book Award***  
(Spring 2020 – Coordinator and Mentor)  
This student-curated book display showcases books that have won the Coretta Scott King Book Award; an award given to authors and illustrators of children's books who demonstrate an appreciation for African American culture and history. Book selections used from the young adult and juvenile literature collection of Pollak Library.
- ***Black History Heritage Month: letters of Love and Affirmation***  
(Spring 2020 – Coordinator and Installer)

The program, themed “Love Letters to the Black Community: A Night of Affirmation and Support,” features presentations by campus members who share their own “love letter.” This complimentary exhibit is an extension of the campus programming on February 4 commemorating Black History Month for the month of February. The exhibit includes printed letters from contributors and a short film: *Dear Dark Skinned Girl*.

- ***Ports, Pirates & Panache***  
**(Spring 2020 – Mentor, Advisor)**  
A student curated exhibition exploring the contributions and “tangible history” of France, and how Versailles, The Louvre, Palais Garnier, and other structures were made possible by pirates.
- ***60 Years of the CSUF School of Music: A Retrospective, 1960-2020***  
**(Spring 2020 – Coordinator, Assistant Installer)**  
Exhibit highlights the CSUF School of Music over its entire 60-year history, emphasizing CSUF students, present and past, as well as the faculty, staff, and facilities.
- ***Spots of Light: To be a Woman in the Holocaust***  
**(Spring 2020 – Coordinator, Co-Curator, and Installer)**  
In commemorating Women's History Month, this traveling exhibition focuses on women and their roles as mothers, caregivers, friends, artists and as members of the resistance during World War II in Nazi-occupied Europe. This exhibition is an adaptation of the “Spots of Light” exhibition, curated by Yehudit Inbar and originally exhibited at Yad Vashem.
- ***Winter Celebrations in Young Adult & Juvenile Literature***  
**(Winter 2019 – Mentor)**  
A student-curated project highlighting six prominent culturally related and inspired winter observations: Hanukkah, Christmas, Kwanzaa, Lunar New Year, Winter Solstice, and Nochebuena using young adult and juvenile literature from the library’s collection.
- ***Fullerton Arboretum: The First 40 Years***  
**(Fall 2019 – Lead Curator, Installer, and Mentor)**  
This exhibit, located in the Orange County Agricultural and Nikkei Heritage Museum at the Fullerton Arboretum, takes a look back at the early history of the area, followed by the first forty years of planning, community and scholarship the arboretum has come to represent over the years.
- ***Native American Heritage Month: Spotlight Joy Harjo***  
**(Fall 2019 – Mentor)**  
The student-curated exhibit highlights the work of Native American author and the 23<sup>rd</sup> Poet Laureate, Joy Harjo as a representative of Native American heritage in the United States. Harjo’s work is a representation of Indigenous feminist poetry.
- ***Extra-ordinary Objects***  
**(Fall 2019 – Coordinator)**  
Exhibit highlights the practices of visual artists/designers producing functional art; art that serves a purpose beyond the aesthetic. Examples of functional art include: ceramic, tapestries, jewelry, and furniture.
- ***Remote Cultures, Advaita and Ancient Wisdom***  
**(Fall 2019 – Coordinator, Installer)**



An exhibition by local photographer Sej Saraiya, who uses ten images to build awareness and understanding of world cultures with the hopes of facilitating social inclusiveness and international cooperation.

- ***25 Years of Daft Punk: An EDM History***  
(Fall 2019 – Coordinator, Advisor, Installer)  
A student curated exhibition showcasing the history of Daft Punk and their role in popularizing electronic music is told through these materials, which include posters, magazines, apparel, vinyl records, compact discs, and other eccentric items.
- **Banned Books and Public Library Outreach Program and Book Display**  
(Fall 2019 – Coordinator, Installer)  
This combination program and book display providing outreach done by one of our librarians is supplemented by a book display focused banned or challenged popular fiction. Other materials from American Library Association included public library statistics. A young adult and juvenile literature display on the fourth floor compliments the larger book display on the first floor of Pollak Library.
- ***Lords and Ladies in Black and White***  
(Summer 2019 – Coordinator)  
A student curated project. English Medieval and Renaissance monumental brass rubbings from CSUF's Roberta F. "Bobbe" Browning Collection. The Late Bobbe Browning was a CSUF administrator, counseling staff, and founder of the Women's Center at CSUF.
- ***BIG Little Books: One Giant Leap***  
(Summer 2019 – Coordinator, Co-Curator, Installer)  
Bring awareness to Pollak Library Special Collections by connecting the theme of space in these books with a tribute to the 50th anniversary of the historic *Apollo 11* landing. This exhibit also contains NASA related ephemera from Special Collections.
- **LGBT Pride Month 2019 Book Display**  
(Summer 2019 – Mentor)  
A student project showcasing LGBT themed books from Pollak Library's Young Adult and Juvenile Literature collection with a brief history about Pride Month, the Stonewall Riots, and the creation of the rainbow flag.
- ***Oaxacan Wood Carvings***  
(Summer 2019 – Mentor, Contributor)  
A student curated project using a collection of whimsical wood carvings from Oaxaca. The Oaxacan folk art carved from Copal wood obtained in the Oaxacan Valley is a long-standing tradition.
- **Women's History Month Young Adult & Juvenile Literature Book Display**  
(Spring 2019 – Mentor, Coordinator)  
Annual national observation, with this year's book display focusing on two of CSUF's past presidents: Jewel Plummer-Cobb and Mildred Garcia.
- ***Meet the Kitaokas: The Only Japanese American Family Living in Brea, CA at the Onset of WWII (1941)***  
(Spring 2019 – Coordinator)  
A graduate student project exploring tolerance through the engagement of local public history, and specifically the experiences of the Kitaoka family.

- **Asian/Pacific Islander Desi American Heritage Month Book Displays**  
**(Spring 2019 – Coordinator and Mentor)**  
 We observe APIDA in May each year, and this year we have added a young adult and juvenile literature component on the fourth floor to compliment the main display on the first floor of Pollak Library. On exhibition are books, maps, and several items on loan from CSUF’s University Archives & Special Collections which highlight the Asian/Pacific Islander peoples.
- ***Threads of Utopia***  
**(Spring 2019 – Coordinator)**  
 Provide a snapshot of life in the German Democratic Republic through paraphernalia along with stories and a concise history of the GDR.
- ***History in Our Genes: Human DNA***  
**(Spring 2019 – Coordinator, Installer)**  
 Tracing the human genome and modern uses of human DNA in research beyond science.
- ***“Conquer or Die”: The Emma Abbott Legacy***  
**(Spring 2019, ANTH-498 – Mentor/Advisor, Instructor, Installer)**  
 Graduate student thesis project/exhibition in the Teaching Museum (MH-424) in the Division of Anthropology focusing on the life and career of prima donna Emma Abbott. The exhibit is concurrent with ANTH 498, Museum Practicum.
- **Black History Month Young Adult & Juvenile Literature Book Display**  
**(Spring 2019 – Coordinator, Installer)**  
 Student project/display to compliment *Voices that Carry Weight*, recognizing the contributions of five prominent African Americans with birthdays in the month of February: Marian Anderson, Frederick Douglass, Langston Hughes, John Lewis, and Rosa Parks.
- **Voices that Carry Weight Book Display**  
**(Spring 2019 – Coordinator)**  
 A book collection of African American poets, writers, musicians, artists, and performers who used art to transform American culture, life, and perspective.
- ***C-REAL***  
**(Spring 2019 – Coordinator, Installer)**  
 Student curated project highlighting the history of the Center for Research on Educational Access and Leadership.
- ***Echoes of Steel – A History of European Martial Arts***  
**(Spring 2019 – Coordinator)**  
 Explores the history of European martial arts and how it contributed to shaping western civilization.
- ***Emma Abbott: The Songbird of Peoria, Illinois***  
**(Winter/Spring 2019 – Mentor, Coordinator, Installer)**  
 In partial fulfillment of a master’s thesis project, this exhibition explores the musical training and education of prima donna Emma Abbott during the mid-1800s.
- ***Winter Observance in Young Adult & Juvenile Literature***  
**(Winter 2018 – Coordinator, Installer)**

Student led book display project which explores five prominent winter observances: Chanukah, Chinese New Year, Christmas, Kwanzaa, and Winter Solstice.

- ***A Camera of its Time***  
**(Winter 2018 – Coordinator, Installer)**  
Student exhibit with a 1920's Century Studio Camera and its ephemera representing what many photography studios of the time would have used for portraiture and landscape photography.
- ***Indigenous Artist Showcase***  
**(Winter 2018 – Coordinator, Installer)**  
Student curated project highlighting original student art works created by students and members of CSUF's Inter-Tribal Student Council.
- **Día de los Muertos & All Hallows Eve Book Displays**  
**(Fall 2018 – Coordinator)**  
A student exhibit with young adult and juvenile literature highlighting the cultural concepts surrounding Día de los Muertos and All Hallows Eve.
- ***Nevertheless, She Persisted: Breast Cancer Awareness***  
**(Fall 2018 – Coordinator, Installer)**  
Explore the personal, political, social and medical issues related to breast cancer, featuring artwork about breast cancer created by CSUF faculty, staff, and students, as well as members of the local community.
- ***Frankenstein Meme***  
**(Fall 2018 – Coordinator)**  
Features an original art show and Special Collections display focusing on the enduring influence of Mary Shelley's world-famous novel, *Frankenstein*.
- ***Frankenstein's Literary Family Tree***  
**(Fall 2018 – Coordinator)**  
As a compliment to the *Frankenstein Meme* exhibit, this display contained books written by Mary Shelley, her family members, and her close acquaintances.
- ***The Frankenstein Meme: Mary Godwin Shelley's Bookshelf***  
**(Fall 2018 – Coordinator)**  
*Frankenstein* was the unique product of the Classical, Enlightenment, and Gothic literature that shaped Mary Shelley's worldview. Present in this display are a sampling of the works that influenced Mary Shelley's *Frankenstein*.
- **Banned Books 2019 Book Display/Exhibit**  
**(Fall 2018 – Coordinator)**  
This year we showcased seven books on loan from University Archives and Special Collections that were banned or challenged on at least one occasion in history.
- **Faculty Author Awards Book Display**  
**(Summer 2018 – Coordinator, Installer)**  
Dedicated to the multiple disciplines across campus, this display features faculty publications beginning 2007/8 who have received the Faculty Author Award sponsored by CSUF's Faculty Development Center (FDC).

- ***Vietnamese Art: An Overview***  
(Summer 2018 – Coordinator, Installer)  
Curator make use of original Vietnamese art works, reprints, and cultural artifact to highlight Vietnamese culture in Orange County, California.
- **Phocus Club Photography Exhibit**  
(Spring 2018 – Coordinator)  
Osher Lifelong Learning's 2018 Phocus Photography Club competition photography display.
- **April Is... (Annual Book Display)**  
(Spring 2018 – Coordinator)  
This annual book display highlights National Library Week, Poetry Month, Jazz Appreciation Month, Earth Day, and Asian/Pacific Islander Month.
- **Janet Tashjian - Author Lecture & Book Display**  
(Spring 2018 – Coordinator)  
Lecture accompanied by books authored by Janet Tashjian.
- ***Black Panther***  
(Spring 2018 – Coordinator, Installer)  
Student curated project highlighting a new collection of comic books recently donated to Special Collections.
- **Cesar Chavez Annual Book Display**  
(Spring 2018 – Coordinator, Logistics)  
Contains books from library collections and an autographed UFW flag on loan from the Center for Oral and Public History.
- ***Pollak Library: 60 Years of Community Service***  
(Spring 2018 – Curator, Installer)  
This 60<sup>th</sup> anniversary exhibition examines the contributions of the university library to the life of Cal State Fullerton and the broader campus community.
- ***The Nineties in Baseball: A Look Back***  
(Spring 2018 – Coordinator, Mentor/Advisor)  
A student curated project about the history of baseball, including Titan baseball, during the 1990s.
- **Black History Month Annual Book Display**  
(Spring 2018 – Coordinator, Logistics)  
This year's display focused on poets, artists, musicians and athletes, with books selected from library stacks.
- ***Wall of Heroes***  
(Fall 2017 – Coordinator, Installer)  
Working with CSUF's Veterans Resource Center, host their annual wall containing images and items from students who are or have served in any branch of military service.
- ***Cultural Celebrations: Día de los Muertos***  
(Fall 2017 – Coordinator/Contributor)  
A student curated project using young adult and juvenile literature, photographs and other ephemera to highlight Hispanic culture in the spirit of honoring the deceased.
- ***African American Civic Engagement: 1860s and 100 Years later Among CSUF Titan Alumni***

**(Fall 2017 – Coordinator, Chief Installer)**

An exhibition and collection of memorabilia supporting and celebrating African Americans who contributed to society through civic engagement.

- ***Imagining Our Stories, Narrating Our World***

**(Fall 2017 – Coordinator, Chief Installer)**

Highlighting the power of stories and images in creating a world. This exhibit includes various graphic novels, which try to bridge the gap between visual and written language.

- **LGBTQ History Month Annual Book Display**

**(Fall 2017 – Coordinator)**

This display depicted the history of the LGBT/Q community and books written by LGBT authors.

- ***Open for Business—Professional Sales***

**(Fall 2017 – Coordinator, Chief Installer)**

Business Sales faculty, Mark Mantey, highlights the Sales Leadership Center, developing student skills and awareness about the role of sales in our lives.

- **Banned Books Annual Book Display 2017**

**(Fall 2017 – Coordinator)**

Books presented have been banned or censored in the United States and the world over. The banned books in the display have all been made into movies.

- ***Memories of Migration: Telling Our Stories and Connecting Our Journeys***

**(Summer 2017 – Coordinator, Chief Installer)**

Memories of Migration is a three-year, library-based community memory program funded by the Federal Institute for Museum and Library Services (IMLS) to build community connections and cultural heritage collections through documenting the stories of migration in America. Coordinate with artists and others.

- ***Guitar Foundation of America: International Convention and Competition***

**(Spring/Summer 2017 – Coordinator, Installer)**

Honoring the classical guitar with a selection of materials including books, a slideshow, photographs and other GFA related materials.

- ***Feathered Friends of Fullerton: Exploring Local Birds with CSUF Students***

**(Spring/Summer 2017 – Coordinator, Co-Advisor, De-installer)**

A student-designed and developed exhibit and collaboration between BIOL 479 Applied Ornithology, CSUF's Tucker Wildlife Sanctuary, and Special Collections at Pollak Library.

- ***Voces de Liberacion: Latinas and Politics in Southern California***

**(Spring 2017 – Coordinator, Installer)**

This student-curated exhibit explores the historical and contemporary stories of women who advocated for political rights locally, regionally, and nationally.

- ***The CSU Japanese American Digitization Project***

**(Spring 2017 – Coordinator, Installer)**

This Cal State-wide project seeks to improve access to CSU archival collections about the history of Japanese Americans and to develop a functional model for ongoing planning and collaboration among the CSU archival and library community.

- ***Tattooed and Tenacious: Inked Women in California's History***

**(Spring 2017 – ANTH 498, Museum Practicum – Division of Anthropology Instructor, Mentor)**

Using a traveling exhibit on loan from Exhibit Envoy, students in ANTH 498 learned to install, curate, plan an event, maintain, and de-install this exhibit, located in the Anthropology Teaching Museum at CSU Fullerton.

- **April Annual Book Display  
(Spring 2017 - Coordinator)**  
This book display observes National Library Week, Asian American and Pacific Islander Heritage, Poetry Month, Humor Month and Jazz Appreciation Month, with Poetry books and poems honoring National Poetry month.
- **Author Nikki Grimes Book Display  
(Spring 2017 – Coordinator)**  
The display contains books written by Nikki Grimes, and from the library's juvenile and young adult literature collection.
- **Women's History Month Book Display  
(Spring 2017 – Coordinator)**  
The origins of Women's History Month dates to 1981. The display contains books focusing on women and their history and political activism.
- ***Selections from the Roy V. Boswell Collection for the History of Cartography*  
(Winter 2017 – Coordinator, Installer)**  
This exhibition featured a selection of maps from Pollak Library Archives and Special Collections depicting *California as an Island & Worlds that Never Were*.
- **Black History Month 2017 Annual Book Display  
(Winter 2017 – Coordinator)**  
This display includes books about the Civil Rights Movement, African American politics, and activism from the Pollak Library collection and materials from Special Collections' Freedom Center.
- ***No Stigma*  
(Fall 2016 – Coordinator, Installer)**  
The sum total of a series of community based events in which people were invited to learn about the stigma of mental illness, and paint their unique conceptualizations, which were then displayed in Pollak Library.
- ***Art of My Science*  
(Fall 2016 – Coordinator, Installer)**  
Through photography, drawings, and other creative media, this exhibit displays the beauty behind the science conducted by students and faculty from the Department of Biological Science at CSUF.
- ***A Country Called Syria*  
(Fall 2016 – Coordinator, Co-Curator, Chief Installer)**  
Highlights from this exhibition include the history and contributions, using art and artifacts from Syria to expose the culture within.
- ***Igniting Sales Careers: Sales Leadership Center*  
(Fall 2016 – Coordinator, Installer)**  
Supports and highlights the Sales Leadership Center in the College of Business at CSUF.
- ***Campus as Living Lab: A Sustainable Campus*  
(Fall 2016 - Coordinator)**

Provide students with opportunities to apply sustainability theory to real world situations without having to leave campus.

- ***Presidential Campaign Collections***  
**(Fall 2016 - Coordinator)**  
Featured Presidential campaign buttons and materials from Pollak Library Special Collections.
- **LGBT History Month Annual Book Display**  
**(Fall 2016 - Coordinator, Contributor)**  
Showcase LGBT Materials from the collections of the Pollak Library.
- **Banned Books Annual Book Display**  
**(Summer 2016 - Coordinator)**  
This display is an expansion of the national Banned Books Week campaign.
- ***Endangered Alphabets***  
**(Summer 2016 – Coordinator, De-installer)**  
Showcase the work of artist and writer Tim Brookes. While researching unusual alphabets Brookes discovered that fully a third of the world’s 100 alphabets are endangered.
- ***Summer Olympics Retrospective***  
**(Summer 2016 - Co-Curator, Chief Installer)**  
The exhibit celebrates and memorializes the 1984 summer Olympics, and CSUF’s participation as the Handball venue.
- **OLLI Phocus Photo Club**  
**(Spring 2016 – Coordinator)**  
Highlight and show Phocus Photo Club annual contest winner images.
- ***Book Jewelry***  
**(Spring 2016 - Coordinator)**  
This display honors the longstanding tradition of a book group that began 45 years ago as an interest group of the CSUF faculty wives.
- ***Philip K. Dick: Here and Now***  
**(Spring 2016 - Coordinator)**  
Philip K. Dick’s papers and manuscripts in Pollak Library’s Special Collections contain themes such as exploring the true nature of reality and humanity, are integral to contemporary science fiction.
- **Black History Month 2016 Book Display**  
**(Spring 2016 – Coordinator)**  
This library display is an annual nation-wide event celebrating the history, contributions and leaders of the African American community.
- ***Golds of Rice Blends with Bombs: Pathways to Peace***  
**(Spring 2016 – Coordinator)**  
Layering geography, history, and individual human stories, the display explores pathways to peace in the context of war and violence around the globe in the 20th century and now.
- ***Celebrating the Arts Through Children’s Literature***  
**(Spring 2016, Coordinator)**

Featured diverse cultural artistic expressions, using multiple arts disciplines to tell stories, highlighted the biographies of artists, and also featured mural artworks by CSUF students, faculty and community classroom teachers.

- ***Jimón***  
**(Spring 2016 - Coordinator, Advisor)**  
A student curated ceramics exhibition focused on the work of Florentino Jimón Barba.
- **Author/Illustrator Dan Santat Book Display**  
**(Spring 2017 – Coordinator)**  
The book display contains young adult/juvenile literature written and/or illustrated by Dan Santat.
- **Cesar Chavez Book Display**  
**(Spring 2016 – Coordinator)**  
This library book display celebrates the work done for the civil rights of farm workers by Cesar Chavez and his *companeros* in the United Farmworkers of America (UFW).
- ***The History of African American Concert Dance***  
**(Spring 2016 - Coordinator)**  
The exhibit tells the story of African American concert dancers from the 1930s to the 1970s using photographs and textiles.
- ***Dune: From Print to Cinema and Beyond***  
**(Fall 2015 - Project Coordinator, Assistant Installer, De-installation Supervisor)**  
Frank Herbert's *Dune* manuscripts and working papers are in the holdings of the University Archives and Special Collections of CSUF's Pollak Library. To honor the 50<sup>th</sup> anniversary of *Dune*, Pollak Library programming included an exhibit, guest speakers, film and documentary screenings and several seminars.
- **LGBT/Q History Month Book Display**  
**(Fall 2015 – Coordinator)**  
Pollak Library is collaborating with several departments on campus to create this display, which offers books from the Pollak Library collections; oral histories from the Center for Oral and Public History, reading materials from the LGBT/Q Resource Center, and LGBT vintage newspapers from Special Collections.
- **Open Access at the Pollak Library**  
**(Fall 2015 – Coordinator, Co-Curator)**  
An ongoing library display, highlighting articles published in open access journals by CSUF faculty.
- **Banned Books Annual Book Display**  
**(Fall 2015 – Coordinator)**  
The display includes science fiction and fantasy books from the Pollak Library collection that appear on one of the American Library Association's lists of banned or challenged books.
- ***Science Fact in Popular Media***  
**(Fall 2015 – Coordinator, Installer)**  
Using comics to convey scientific concepts in education, a visual format to present science for better understanding.
- ***Stem Education, Its Elementary!***  
**(Fall 2015 – Coordinator)**  
The exhibit includes K-5 children's literature to offer ideas for how elementary school teachers can incorporate STEM across their curriculum.



- ***Kathy Sloane's Keystone Korner: Portrait of a Jazz Club***  
**(Spring 2015 - Coordinator)**  
 A class project in Public History, this exhibition features Sloane's photographs, text and audio from oral histories, and memorabilia from the club.
- ***SerMel***  
**(Spring 2015 – Coordinator, Advisor/Mentor)**  
 This is a student-curated project. SerMel is a studio workshop located in Tonalá, Mexico, founded in 1963 by Sergio Bustamante and Melquiades Preciado Partida.
- ***Multicultural Children's and Young Adult Literature in the Classroom: A Student-Led Exhibit***  
**(Spring 2015 – Coordinator)**  
 This exhibit includes children's and young adult literature portraying the experiences of youth from different cultures within the U.S., including Latinos, African Americans, Asian Americans and Native Americans.
- ***Write Across Media***  
**(Spring 2015 - Coordinator, De-installer)**  
 A key aspect of the exhibit is interactivity, traveling through the materiality of the writing process--a recursive "adventure" that includes pre-writing, drafting, revising, and producing or performing a "final" text.
- ***African American History: Black History Month***  
**(Spring 2015 - Coordinator, Curator, Chief Installer)**  
 Use posters and prints to highlight Black Americans who made contributions to education, science, politics, journalism, sports, and the arts.
- ***Big Bang Theory***  
**(Spring 2015 – Coordinator, Installer)**  
 The display includes book from the library collection and a reproduction living room on the television show *The Big Bang Theory*.
- ***Historical European Martial Arts: A Lost Legacy***  
**(Spring 2015 – Coordinator, Installer)**  
 A graduate student project, HEMA comprises the research efforts of scholars, linguists, metallurgists, historians and martial artists from across the world to reconstruct the martial traditions, which have origins in western civilization.
- ***Misfires, Cul-de-sacs, and Mistakes***  
**(Fall 2014 - Coordinator)**  
 Work by local artist and educator, Klutch Stanaway. The exhibit offers a glimpse into the process of an artist.
- ***FAIR Education Act in the Classroom: Supporting LGBTQ Communities in K-12 Schools***  
**(Fall 2014 - Coordinator, Installer)**  
 A children and young adult literature display focusing on the Fair, Accurate, Inclusive, and Respectful (FAIR) Education Act, which helps to engage students and faculty in conversations about equality and social justice.
- ***The Cooper Center: A Novel Partnership for Preserving the Past***  
**(Fall 2014 - Coordinator)**  
 Focus on the partnership between the County of Orange and CSUF to preserve Orange County's collection of fossils and artifacts. The exhibit explores the history of life in Orange County and features the history of Orange County archaeology and paleontology with over 30 artifacts and fossils from the County's collection.

- ***CSUF Heart Gallery***  
**(Fall 2014 – Coordinator, Advisor)**  
 Under CSUF's Master of Social Work Program this exhibit raises awareness and promotes the adoption and fostering of dependent children in Orange County.
- ***Banned Books: Celebrating Our Freedom to Read Annual Book Display***  
**(Fall 2014 - Coordinator, Co-curator, Installer)**  
 This book display is an expansion on the national 2014 Banned Books Week campaign, celebrating the freedom to read, to access information, and to express ideas.
- ***The Great War: A Community Remembrance of the First World War, 1914-1918***  
**(Summer 2014 - Coordinator)**  
 A student curated project, the exhibit presents photographic and historical artifacts from World War I to commemorate the 100th anniversary of the war, which includes a special section dedicated to the ancestors of Orange County residents who either fought in the war or experienced it intimately in some other manner.
- ***The Art of Brea: History Through Visual Expression an Orange County Community***  
**(Summer 2014 - Coordinator)**  
 Curated by Dr. Sue Hall Nguyen, Director of the Brea Museum & Heritage Center. Through ephemera, expressions of popular culture, and fine art, the Brea Historical Society promotes memory of the past.
- ***Weird & Wonderful: Creatures of Coral & Kelp***  
**(Summer 2014 - Coordinator)**  
 The exhibit consists exclusively of Dr. Diane Witmer's (Emeritus Professor of Communications) underwater photographs, including marine life from both local cool water kelp forests and warm water coral habitats.
- ***Second Act Inspirations***  
**(Summer 2014 - Coordinator, Assistant Installer)**  
 This is a mixed media rotating exhibit to support Osher Lifelong Learning Institute (OLLI) in the Ruby Gerontology Center at CSUF, celebrating its 35th anniversary.
- ***Confronting the Holocaust: AMERICAN RESPONSES***  
**(Spring 2014 - Coordinator, Curator, Chief Installer)**  
 With materials from the United States Holocaust Memorial Museum, we commemorate the Holocaust in conjunction with the annual national days of remembrance.
- ***Coretta Scott King Award Book Display***  
**(Spring 2014 – Coordinator)**  
 In honor of Black History Month, the children's literature exhibit features CSK Award winning and honor books spanning the last two decades.
- ***A.W.E.: Art Wonder Earth***  
**(Spring 2014 – Coordinator, Advisor)**  
 Children's literature spring exhibit, A.W.E.: Art Wonder Earth is a student-led exhibit exploring the importance of youth's interaction with the environment and the creativity young people can gather from nature.
- ***Butt what is Art? A Sanjay and Craig Fine Art Retrospective***  
**(Spring 2014 - Coordinator, Assistant Installer)**  
 A collaboration between Nickelodeon Studios, CSUF's Visual Arts Department, and Pollak Library. For this retrospective, the collaborators have brought together a comprehensive collection of production art offering a behind-the-scenes look at the world of television animation.

- ***Belief Systems and Religions in Cultural Context***  
(Spring 2014 - Coordinator, Curator, Chief Installer, Mentor)  
A Pollak Library sponsored exhibit uses books and art as an overview and examination of the world's religions from monotheistic, polytheistic, and atheistic practices. Mentor students in research and installation.
- ***Unveiling Mystery: Women of Islam***  
(Spring 2014 - Coordinator, Curator, Installer, Mentor)  
This is a Pollak Library sponsored exhibit inspired by a similar display in Leatherby Libraries at Chapman University. The intent of this display is to help dispel misconceptions about women and Islam. Mentor students engaged in research and installation, including students from the Muslim Student Association.
- ***Torah Scrolls: Hebrew Texts in Christian and Jewish Sacred Writings***  
(Spring 2014 - Coordinator, Co-Curator, Installer)  
We display three Torah Scrolls on loan from Rabbi Haim Asa of Fullerton, California and one Torah Scroll on loan from The Dead Sea Scroll Foundation. Project coordinated with Dr. George Giacomakis, emeritus professor of history and Director of the Museum for Biblical and Sacred Writings.
- ***Government Documents: A Library within a Library***  
(Spring 2014 - Coordinator, Installer)  
This is a Pollak Library sponsored display meant to provide a broad overview of Government Documents by highlighting some of the library's maps, books, documents, and microforms in our collection.
- ***"Do you see what I see?!": Experiments in Avant-Garde Cinema***  
(Spring 2014 - Coordinator)  
The exhibit is an assemblage of final film projects of students from the course "Experimental Cinema". The short films were made in response and in conversation with seminal works by European avant-garde filmmakers of the 1920s and 1930s and American avant-garde filmmakers of the 1940s through the 1970s.
- ***Books that made the Final Cut***  
(Spring 2014 - Coordinator, Planning)  
A book display celebrating the affinity and cross-fertilization between books and movies. The two-part display highlights Pollak Library's book and movie collections and Southern California's unique place in the movie industry.
- ***American Vernaculars in Children's Literature***  
(Spring 2014 - Coordinator)  
This Pollak Library sponsored display explores critical issues in children's literature with an exhibit on American vernaculars in books of fiction for young readers.
- ***Orange County Portrait: The Smart Studio Collection***  
(Fall 2013 - Coordinator, Installer)  
This photography exhibition, sponsored by Pollak Library, features seventy-five late-nineteenth and early-twentieth century rediscovered historical images from the Smart Studio Collection, depicting the work of photographers Benjamin F. Conaway, Lou Hickox, and Mary Smart.
- ***Asian American Creative Expression - Filipino American***  
(Fall 2013 - Coordinator)  
Based on classwork for ASAM 320-04, focused on the experience of Filipino Americans. This exhibit was coordinated with professor Carolina Ojeda-Kimbrough (Asian American Studies).
- ***Banned Books Annual Book Display***  
(Fall 2013 - Coordinator, Planning)

This book display is part of Pollak Library's 2013 Banned Books Month activities, an expansion of the national Banned Books Week campaign.

- ***Letting Go***  
**(Summer 2013 - Coordinator)**  
The exhibit features the artwork of Courtney Conlon, a graduate student in Counseling at CSUF. The theme that runs throughout her work is captured by the phrase, "letting go." Coordinated exhibition with faculty curator Kristin Beals (Psychology).
- ***Earth Body: The Art of Sustainability***  
**(Spring 2013 - Coordinator, Planning)**  
An art exhibit and reading room featuring hundreds of books on sustainability topics — from art and the humanities to science and technology.
- ***Leon Leyson (1929-2013): A Tribute***  
**(Spring 2013 - Coordinator, Curator, Installer)**  
This exhibit honors long-time educator and Fullerton resident Leon Leyson (1929-2013). Mr. Leyson was a Holocaust survivor who was the youngest survivor on Oskar Schindler's now famous list.
- ***Courage to Remember the Holocaust 1939-1945***  
**(Spring 2013 - Coordinator)**  
In collaboration with the Simon Wiesenthal Center, this traveling exhibition, produced by the Museum of Tolerance (the educational arm of the Simon Wiesenthal Center), features 200 exclusive photographs offering insight into the Holocaust.
- ***Illustration: The Creative Process***  
**(Spring 2013 - Coordinator)**  
Coordinated with visual arts faculty curator Hala Swearingen, the exhibit features the work of six Cal State Fullerton illustration faculty. The exhibit reveals the seldom seen thumbnails, sketches, pictorial research, color studies, tools, and techniques that lead from budding visual concepts to final illustrations.
- ***Culture Shock***  
**(Fall 2012 - Coordinator, Mentor)**  
Undergraduate student curator exhibits his photography and ephemera from study abroad during his junior year. Works and materials come from 14 countries in Europe and North Africa, each of which provided unique experiences within their specific culture. The exhibition includes newspapers, photographs and other ephemera from locations visited.
- ***Cultural Treasures of Mexico: The Phurépecha of Parangaricutiro***  
**(Spring 2011 – Research, Preparator)**  
Developed from a 490T class undergraduate project by Dr. Tricia Gabany-Guerrero. Co-author music, and language components complete with listening station; and assist students with authoring of creativity grant (received) in addition to assisting faculty and students with other aspects of preparation, installation, and programming.
- ***Farmers to Flyers: Marine Corps Air Station and Mid-Century County***  
**(Summer 2008 - Registrar)**  
Orange County Agricultural & Nikkei Heritage Museum Exhibit - Work with lenders and donors, provide digital photographs, artifacts, accession/de-accession and cataloguing in PastPerfect museum software. Provide supervision and training in registrar responsibilities for two graduate students.

- ***Ceramics of Sustenance: Elaborate Vessels of the Sawos, Papua New Guinea (Spring 2008 - Research and Development)***  
Exhibit in the Anthropology Teaching Museum — Research and Development Team, assist with research, development of exhibit content, gallery preparation and installation, in addition to co-authoring Faculty/Undergraduate Creative Activity Grant (awarded Spring 2008).

#### **FIELDWORK and RESEARCH:**

- **Ethnographic Research & Fieldwork, Malta (Summer 2018)**  
Continuing research on Gozitan and Maltese migration/immigration patterns, and funerary art and burial practices. In addition, collaborating with CSUF university photographer, Matt Gush, on a photo essay focusing on several thousand years of architecture in the Maltese Archipelago as a means of conveying local and national identity.
- **Ethnographic Fieldwork, Puerto Rico (Summer 2018)**  
Continuation of fieldwork related to funerary art and burial practices with a focus on the Caribbean region, to include Puerto Rico, Barbados, St. Kitts, Antigua, and St. Maarten.
- **Ethnographic Research, Gozo, Malta (Summer 2017)**  
Research conducted on the island of Gozo through observations, archival research, interviews and collaboration with local Gozitan author/historian and Diplomatic Core personnel. This research focuses in part on migration/immigration of Maltese and Gozitan citizens to/from Australia and the United States. A secondary project related to funerary art and religious symbols is part of the research began during this most recent fieldwork. Research is ongoing.
- **Curatorial Assistant, John D. Cooper Center, Santa Ana, CA (2011-2012)**  
Assist Curator with the management and preservation of Archaeological collections at The Cooper Center in Santa Ana. Repackage older collections to meet modern museum curation standards, catalogue collections, sort and identify archaeological materials, inventory collections, enter information into a computerized database, assist with educational outreach programs, and scanning and organizing documentation related to the collections.
- **Ethnographic Research, Gozo, Malta (Summer 2012)**  
Ethnographic field research conducted on the island of Gozo as a member of an international team including Anthropologists from the United States, Canada, England, Belgium and Malta. Conducted background research, interviews, and participant observations.
- **Oral Historian, El Toro Marine Corps Air Station Oral History Project (6/2008 - 8/2009)**  
Conduct and record interviews with military personnel and civilian population for repositories at both CSU Fullerton's Center for Oral and Public History, and The Great Park Corporation military museum to be located on the premises of the former Marine Corps Air Station, El Toro.
- **Ethnographic Research, Gozo, Malta (Summer 2008)**  
Research carried out under the guidance of faculty and staff from Expeditions, Research in Applied Anthropology, hosted by the Catholic University at Leuven, Belgium on the island of Gozo in the Maltese Archipelago. Work primarily conducted through observations and archival research.

#### **PUBLICATIONS:**

- Campbell, T. 2019. Exhibit at the OC Agricultural & Nikkei Heritage Museum. *Greenleaves*, 5(2), 13.
- Campbell, T. and Vazquez, K. 2018. *Pollak Library: 60 Years of Community Service*. Exhibit Catalog.

- Campbell, T. with Students of Anthropology 498. 2017. *Tattooed & Tenacious: Inked Women in California's History*. Exhibit catalog.
- Campbell, T. 2008. *An Exploration of Gozitan Band Club Culture and Parish Politics*. OMERTAA, Journal of Applied Anthropology 2008(1), [http://omertaa.org/index.php?option=com\\_content&task=view&id=93&Itemid=222](http://omertaa.org/index.php?option=com_content&task=view&id=93&Itemid=222).

## RESEARCH and PROFESSIONAL PRESENTATIONS:

- Presenter (invited speaker). *The Exhibition Process and Using Photographic Collections, Building an Online Exhibition*. Philanthropic Organization Education (PEO) sponsored webinar. February 2022: Fullerton, CA.
- Presenter (invited speaker). *The Museum Track: from Classroom to Collections, Curation and Beyond*. Division of Anthropology's Cultural Anthropology Program Advising Workshop. March 2020: Fullerton, CA.
- Presenter (invited speaker). Exhibition program and process, Pollak Library and NLM traveling exhibition, *The Politics of Yellow Fever in Alexander Hamilton's America*. February 2020: Webinar sponsored by National Network of Libraries of Medicine.
- Co-Presenter. *Exhibiting Library History at California State University, Fullerton*. American Library Association. June 2019: Washington, D.C.
- Co-Presenter/Discussant (invited speaker). Careers in Anthropology, Museum focus. Southwestern Anthropology Association Symposium. April 2019: Garden Grove, CA.
- Presenter. *Pollak Library: 60 Years of Community Service*. Paulina June & George Pollak Library. April 2018 Opening Reception: Fullerton, CA.
- Presenter. *Early Indigenous Population in Orange County*. Phi Beta Delta Honor Society for International Scholars. April 2012: Fullerton, CA.
- Presenter. *Human Rights in Colombia: Self-Advocacy and Women*. Phi Beta Delta Honor Society for International Scholars. November 2011: Fullerton, CA.
- Presenter. *Human Rights in Colombia: Domestic Violence and Reconstructing Masculinity*. Latin American Studies Student Association (LASSA) Symposium. May 2011: Fullerton, CA.
- Presenter. *An Exploration of Gozitan Band Club Culture and Parish Politics*. Phi Beta Delta Honor Society for International Scholars. March 2011: Fullerton, CA.
- Poster Presentation. *Making Museums Accessible, Adaptive Strategies for Disabled Patrons*, includes revised survey component. Anthropology Student Association Annual Symposium. April 2008: Fullerton, CA.
- Poster Presentation. *Making Museums Accessible, Adaptive Strategies for Disabled Patrons*, includes survey component. Southwestern Anthropology Association Symposium. March 2008: Fullerton, CA.
- Poster Presentation. *Sephardic Jewry, Music & Language Traditions*. Anthropology Student Association Annual Symposium. April 2007: Fullerton, CA.

## PROFESSIONAL and COMMUNITY AFFILIATIONS:

- Orange County California Genealogical Society (OCCGS)
- Association of Academic Museums & Galleries (AAMG)
- American Library Association (ALA), Other Library Professional
- Library History Roundtable (LHRT)
- Society of American Archivists (SAA)
- California Faculty Association (CFA)
- California Association of Museums (CAM)
- American Alliance of Museums (AAM)
- California State Employees Union (CSUEU)
- Southern California Genealogical Society (SCGS)
- Ohio Genealogical Society (OGS)
- Defiance County Genealogical Society (DGS)

- Clan Campbell Society, North America (CCSNA)
- National Society Daughters of the American Revolution (NSDAR), Mojave Chapter, Fullerton, CA

#### **GRANTS and AWARDS:**

- Teamwork and Collaboration Award Nominee, CSUF (2015)
- Phi Beta Delta Domestic Research Award (2012)
- Expeditions Research in Applied Anthropology Research Grant (2012)
- Jenkins-Douglas-Gardner Award (2012)
- Ralph & Marion Marshall Curatorial Scholarship (2011)
- Sadovzky International Research Award (2010)
- Faculty/Student Research and Creative Activity Grant. Exhibit - *Ceramics of Sustenance: Elaborate Vessels of the Sawos, Papua New Guinea* (2008)
- Friends of the Fullerton Arboretum - Jorice Maag Local History Scholarship (2008)
- YWCA North Orange County - Thurmond Scholarship (2007)
- Humanities & Social Sciences - Life Achievement Scholarship (2007)
- Astounding Inventions – Rosemount Analytical Award (2006)
- Laguna Community Concert Band Scholarship (2006)
- Phi Theta Kappa - Eve Barker Scholarship (2005)
- Saddleback Kiwanis Foundation Scholarship (2005)

#### **SERVICE, PEDAGOGICAL and PROFESSIONAL DEVELOPMENT:**

- Graduate Student Thesis Project/Defense, Anthropology: A. Jackson (5/2022)
- Open Educational Resources (OER) Certificate Program (Mar-May 2022)
- Pollak Library & Liberal Studies Conference: *Past and Futures of the Library* (3/11/22)
- WebAIM Document Training - Accessible Document Training (3/2022)
- Canvas Course: Equitable Pedagogy Module (EPM) (2/2022)
- AAMG Webinar: *Museums Today: 1,000 Ways to Reshape the Future of Museums* (1/19/22)
- Webinar/Virtual Program Museums Today – *Culture Strike: Art and Museums in an Age of Protest* (11/17/21)
- Graduate Student Thesis/Defense, Anthropology: E. Mapa-Casey (8/2021)
- ETC: Injury and Illness Prevention Program (IIPP) (
- Graduate Student Thesis/Defense, Anthropology: A. vanHeumen (7/2021)
- Graduate Student Thesis Project, History: E. Sisneros (6/2021)
- Graduate Student Thesis Project/Defense, Anthropology: J. Kause (5/2021)
- Staff & Management Fall Planning Forums (3/4/2021 and 4/15/2021)
- ALA Midwinter Conference (1/22-25/21)
- Northeast Document Conservation Center (NEDCC) Online Course Series: California Emergency Preparedness (Aug-Dec 2020)
- Proquest Web Seminar: Navigating Accessibility to Support All Library Users (8/20/20)
- Faculty Development Center Online Class: Intermediate Teaching Remotely in Titanium (8/2020)
- Faculty Development Center Online Class: Beginner Teaching Remotely in Canvas (7/2020)
- American Association of Museums & Galleries (AAMG) 2020 Virtual Conference (6/15/20-6/26/20)
  - Workshop: *Strategic Planning for the Academic Museum*
  - Session: *ADA @ 30: Expanding Accessibility*
  - Panel: *Diversity and Bravery in the Academic Museum*
  - Workshop: *Managing Risk: Are You Prepared?*
  - Affinity Conversation: *New Engagement Strategies with Faculty*
  - Affinity Conversation: *Outreach at six feet*

- Affinity Conversation: *How to create a personal / professional support network*
- Affinity Conversation: *Moving more educational resources online — ideas, problems, victories*
- Webinar: *Discover Your Budget-Friendly Solution for Digital Conversion* (6/10/20)
- CSUF Zoom: Critical Conversations (6/5/20)
- Webinar: *Core Concepts for Designing Accessible Digital Content* (6/2/20)
- Webinar: *Enhancing the Digital Experience for Library Patrons with Disabilities* (5/7/20)
- ACRL-Choice webinar: *Decolonizing the Literature Curriculum: Equality, Diversity and Inclusion in Literary Studies* (4/21/20)
- Workshop: *Designing an Inclusive Digital Exhibition Experience* (4/10/20)
- Diversity Webinar: *What is Mindfulness Anyway?* (3/10/20)
- Gender Diversity Training (2/27/20)
- Exhibits Host *I Have a Dream* Foundation, group of third grade students (2/24/20)
- Workshop: *Gender Diversity Training* (2/24/20)
- Workshop: *Rules of Engagement* (2/17/20)
- RUSA Online Course: *Successful Outreach and Marketing for any Library* (2/3 – 3/13/20)
- CSU's Discrimination Harassment Prevention Program (1/7/20, 1/7/22)
- Graduate Student Thesis Project/Defense, Anthropology: E. O'Halloran (12/2019)
- Workshop: *Building Community: Compassion and Resiliency in Turbulent Times* (11/18/19)
- Webinar: *California Humanities: Humanities for All Quick Grant Program* (9/17/19)
- Library Retreat, session moderator (8/9/19)
- Workshop: Library Professional Development (7/11/19)
- Workshop: Preservation in Action (PiA) hands-on workshop, rehousing DC Library's Special Collections (6/21/19)
- Webinar: *Teaching with Testimony: Past, Present, Future—Cultivating Agency* (5/16/19)
- CSU's Sexual Misconduct Prevention Program (3/18/19)
- Data Security and FERPA (3/11/19)
- Demco GoToWebinar – *How to Create a School Makerspace* (2/21/19)
- Webinar: LLAMA – *How to Establish a Meaningful and Productive Mentoring Relationship* (2/6/19)
- Multi-Factor Authentication, Duo 2FA Training (2/5/19)
- Workshop: Canva DIY Design (1/16/19)
- ANTH 402-01, Guest lecture and exercise/lab with Dr. Vita Jones, Special Education: Accessibility and Museums (11/14/18)
- Graduate Student Thesis/Defense, Anthropology: A. Whitehead (11/2018)
- ANTH 402-01, Class fieldtrip/guest lecture with Laura Belani, Collection Manager, Bowers Museum: Collection Management (half class Saturday 10/27/18, half class Sunday 12/2/18)
- ANTH 402-01, Class fieldtrip/guest lecture with Patricia Prestinary, University Archives & Special Collections in Pollak Library: Conservation and Collections (10/24/18)
- ANTH 402-01, Class fieldtrip/guest lecture with Gregory Dymont, Fullerton Arboretum: Botanical Gardens as Museums (10/3/18)
- Innovative Educators Webinar: *Creating Meaningful Goals: A Four-Step Model* (9/24/18)
- Webinar: *National Treasures: Preserving and Providing Access to Cultural Heritage* (7/5/18)
- 25Live Training (Campus Master Calendar) (7/18)
- Webinar: Using Interfolio's Dossier to Handle Letters of Recommendation (7/9/18)
- Webinar: Astra Academy—Driving Student Success (5/22/18)
- Workshop: Pi on Eduroam (5/22/18)
- Webinar: *Dealing with Passive-Aggressive Behaviors at your Library* (4/25/18)
- Webinar: *How to Create Safe and Active Learning Environments* (3/15/18)
- P-Card Reconciliation Training (1/11/18, 1/7/20)
- P-Card Policies and Procedures (1/11/18, 12/16/19)



- Payment Card Industry Data Security Standards (PCI DSS) (1/30/17, 12/18/17, 2/13/19, 1/23/20)
- Workshop: Zoom Training (11/27/17)
- Collaborate Moderator Training (10/18/17)
- Administrative Analyst Recruitment Committee (Fall 2017)
- Marketing Task Force: Making the Library a Welcoming Inclusive and Safe Space (2017/2018)
- SAA Webinar: *Digital Records: The Next Step* (9/20/17)
- SAA Webinar: *Basics of Managing Digital Records* (9/20/17)
- Innovative Educators Webinar: *The Power of Peer Mentorship* (9/8/17)
- OU Campus V4 Training: Exhibits & Programs Web Pages, Section Index Pages (6/13/17)
- Library Website – General Omni Update Training (6/2/17)
- Anthropology Student Recognition Reception (5/18/17)
- Webinar: *Rejection: When Grant Reviewers Are Just not That Into You and What to do About It* (5/17/17)
- Webinar: *Designing Interactive Library Spaces on Limited Budgets* (5/11/17)
- Serve on CSUF 60<sup>th</sup> Anniversary Library Exhibit Committee (2017)
- Grant Workshop: Elevate Writing (4/28/17)
- Grant Workshop: Research Narrative (4/27/17)
- CSUF University Awards, 10 Year Service Award (4/12/17)
- CAM Conference, Influence & Action (3/29-31/17)
  - How Can I Relate to That? Empathy as a New Lens for Learning (Session)
  - The Work Inside: Case Studies in Developing Conversation about Race, Equity, and Inclusion (Session)
  - Creating Custom Learning Experiences with Students & Teachers (Session)
  - Challenging the Status Quo: Breaking the Programming Template (RT)
  - Making Space for the Public: Community Curators, Pop-Ups & Contemporary Issues (Discussion)
  - The Future of Museum Libraries & Archives (RT)
  - Creative Stations (making and experimentation activities for museums)
    - Painting with Preening
    - Designing Railroad China
    - DIY Felt Succulents
    - Tule and Corn Husk Dolls
    - Play Pins
  - Closing Town Hall – The Art of Relevance
- University Librarian Open Forums (11/3,4,7/16)
- EDU: Eliminate Campus Sexual Misconduct, CSUF (9/22/16, 8/28/17)
- Data Security & Privacy, CSUF (10/20/16, 6/1/17, 3/19/18, 3/13/2021, 3/2/2022)
- Huntington Museum Careers Conference, Huntington Library, Art Collections and Botanical Gardens – accompany students from ANTH 402 (10/14/16)
- CAM Engagement Strategies Workshop, California Association of Museums (9/23/16)
- Audience Research in the Museum Field Workshop, California Association of Museums (9/21/16)
- Digital Exhibit Building Symposium, UC Santa Cruz (9/14/16)
- Accessibility in the Museum Field Workshop, California Association of Museums (9/9/16)
- Intramural Informational Workshop, CSUF (8/30/16)
- EDU Supervisor: Anti-Harassment, Discrimination, Retaliation, CSUF (7/10/16, 3/19/18)
- Web Accessibility Training (ATI Training) (7/7/16)
- Host Poetry Reading and Signing Event in Salz-Pollak Atrium Gallery (4/21/16)
- Host Ontiveros Legacy Society in Salz-Pollak Atrium Gallery (4/20/16)
- Humanities & Social Sciences Forum with President Garcia (4/16/16)
- Background vs. Behaviors: Understanding Underserved Populations through Non-Cognitive Assessment, Diverse Webinars (3/30/16)
- Campus Health and Safety Requirements (3/14/16)

- California Association of Museum (CAM) Annual Conference (3/2-4/16)
  - Collections Storage Supplies and Mounts (WS)
  - How to Make a Million Dollars: When Your Mission Matters Most (WS)
  - Conversations about Funding Opportunities at the Institute of Museum and Library Services/Grant Opportunities from the Institute of Museum and Library Services (WS)
  - All Minds Need Art: The Most Effective Ways to Provide Programs for Children on the Autism Spectrum (RT)
  - Real World Time Saving Strategies for the Museum (WS)
- Campus Calendar Administration Training (3/1/16)
- New Faculty Recruitment System Training with HRDI (9/1/15)
- Omni Update: OU Campus v10 Training (7/30/15)
- Special Consultant Pay Online Process Training (7/24/15)
- Earth Week, Titan Walk Display (4/21-23/15)
- Conference and Catering Expo, CSUF (4/2/15)
- Webinar: *Strategies for Creating Funding Sustainability* (3/26/15)
- “Titans Reach Higher” Town Hall, Discussant/Library Table (3/2/15)
- Library Renovation Task Force/LOFT Library Task Force (2015-2016)
- Library Open House Committee (2014-2015)
  - Exhibits and Behind the Scenes Talks and Tours
- Workshop: Exhibition Development, Design, and Assessment: Best Practices (11/21/14)
- Webinar: *Driving Student Success at Minority Serving Institutions: National, Research and Institutional Perspectives* (11/5/14)
- Research Guides/LibGuides V1 Training (10/24/14)
- ETC: Managing Your Career: Getting on the Right Track (9/25/14)
- ETC: The Art of Stress-Free Productivity Workshop, CSUF (9/23/14)
- Days of Discovery Library Table (9/15/14)
- Department IT Coordinator (DITC) Certification (8/15/14)
- Transfer Student Orientation Library Table (7/17/14)
- Library Strategic Plan/Goal 2 Group Discussant (6/3/14)

# Ilda Cardenas

## Curriculum Vitae

### Education:

**Masters of Library and Information Science**, May 2016  
San Jose State University

**Bachelor of Arts**, May 2010  
University of California, Berkeley  
Major: History of Mexico

### Professional Experience:

**Electronic Resources Librarian**, California State University, Fullerton  
April 2019–present  
Accomplishments:

- Responsible for maintaining access to library's access to electronic assets.
- Collect COUNTER compliant usage statistics for collection analysis.

**Electronic Resources and Acquisitions Librarian**, Mississippi State University  
July 2018 – March 2019

**Monographic Cataloger**, Mississippi State University  
July 2017 – March 2019

**Part Time Reference Librarian**, El Camino College  
March 2017 - June 2017

**Copy-Cataloger**, Cerritos College Library  
December 2011 - May 2017  
Accomplishments:

**Intern**, Pitzer College Archives, The Claremont Colleges  
July 2015 - January 2016

Accomplishments:

**Intern**, Natural History Museum of Los Angeles County  
July 2015 - August 2015

**Digitization Projects Assistant**, Northern Regional Library Facility, UC Berkeley  
January 2011 - September 2011

## **Research / Creative Activities:**

### **Peer Reviewed Presentations:**

Prelitz, K., **Cardenas, I.**, and Yorba, G.. "Measure twice cut once: how a budget cut impacted subscription renewals from analysis to workflows." Presentation for NASIG Virtual, June 11, 2020.

### **Non-Peer Reviewed Presentations:**

**Cardenas, I.**, Deng S. and Williams, C. "Identifying ECIP Partner Needs: Survey Results on ECIP Set Up." Presentation for PCC Operations Committee Meeting, May 4, 2018.

**Cardenas, I.** "Catalogers Who Cyberstalk: Authority Control and Social Media Use." Presentation for ALA Midwinter 2018 ALCTS CaMMS Cataloging Norms Interest Group, February 10, 2018.

**Cardenas, I.** "Frankenstein's Monster: Enhancing vendor bibliographic records." Presentation for ALA Midwinter 2018 ALCTS CaMMS Copy Cataloging Norms Interest Group, February 10, 2018.

### **Poster sessions:**

**Cardenas, Ilda**; Irina Stanishevskaya. "Catalogers contacting authors." Poster session presented at ALA Annual, Washington DC, June 22, 2018.

**Cardenas, Ilda**; Shi Deng and Camilla Williams. "Identifying ECIP Partner Needs: Survey Results on ECIP Set Up." Poster session presented at ALA Annual, New Orleans, June 23, 2018.

### **Peer Reviewed Publications:**

**Cardenas, I.;** S. Deng and C. Williams. "Identifying ECIP Partner Needs: Survey Results on ECIP Set Up." *Cataloging and Classification Quarterly*. DOI:10.1080/01639374.2018.1504363

**Non-peer Reviewed Publications:**

Cardenas, I.. "Turning a Dumping Ground into the Pitzer College Archives: Stacy Elliot's Story." *Archeota*. 1,2 (2015): 6-7.

**Service:**

**Professional Service:**

NASIG:

Committee Service:

Standards Committee, 2020-  
COUNTER representative, 2020-  
Equity and Inclusion, 2020-  
Co-chair, 2021-

Professional Service:

Panelist, "DEI Initiatives in Academic Libraries;" (April 29, 2021).

American Library Association:

Committee Service:

Member-at-large, Authority Control Interest Group, 2018-2020.  
Chair, Preservation Metadata Interest Group, ALCTS, 2018-2020.

Professional Service:

Moderator, "Expand the Horizon: Challenges and Opportunities in Working with Metadata for Unusual Content Types," (September 23, 2020).

**Department/Library Service Activities:**

Member, Diversity, Equity and Inclusion Committee, 2020-  
Member, Student Awards Committee, 2020.  
Secretary, All Library Employees committee, 2020-2021.

**California State University Service Activities:**

ULMS Electronic Resources Management Committee,  
Chair, 2021-  
Co-Chair, 2020-2021.  
Member, 2019-2020.

### **Professional Memberships:**

American Library Association, 2017-2020.

Association for Library Collections & Technical Services, 2018-2020.

NASIG 2020-

### **Awards and Grants**

#### **Awards:**

NASIG Horizon Award, received at NASIG Virtual, June 9, 2020.

ALA ALCTS Continuing Resources Section First Step Award, received at ALA Annual Washington DC., June 22, 2019.

#### **Grants:**

Faculty Travel Grant, received California State University, Fullerton. Office of Research and Sponsored Projects, received January 7, 2020.

### **Professional Growth:**

2021 Charleston Conference (Virtual), November 2021.

2021 NASIG Conference (Virtual), June 2021.

2020 Charleston Conference (Virtual), November 2020.

2020 NASIG Conference (Virtual), June 2020.

2019 Charleston Conference, Charleston, S.C, November 2019.

2019 American Library Association Annual Conference, Washington DC., June 2019.

# Stacy Caron

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## **EDUCATION:**

Master's Library and Information Science (MLIS) – San Jose State University – 2006

- Elected to Beta Phi Mu January 2007 - International Library & Information Studies Honor Society

B.S. Biochemistry – California State University, Fullerton – 2003

- Senior Project: Library Research Project – *Photochemical Reactions of Pesticides on Surfaces*

B.A. Criminal Justice and B.A. Business – Marketing (Double Major) – California State University, Fullerton – 1994

- Graduated with Honors

## **EMPLOYMENT EXPERIENCE:**

Interlibrary Loan Section Coordinator – Pollak Library – CSU, Fullerton 1/2002-Present

- Served as Interim Access Services Coordinator – Fall 2014 – Spring 2018
  - Oversaw the operations of Interlibrary Loan and Circulation.
  - Supervised 10 – 11 staff members.
- Oversee and direct daily operations of the Interlibrary Loan office which processes over 50,000 requests per year. Supervise 2 staff members and 6-8 student assistants.
- Serves as a liaison to library administration and the campus community providing instruction for all interlibrary loan policies, procedures, and software applications.
- Develops and conducts workshops, informational sessions, and tours for the campus community regarding interlibrary loan operations and usage.
- Teach and train staff on the usage of a variety of library software and web applications: ILLiad, Ariel, Odyssey, INNovative applications, Millennium, and several library electronic resources and databases.
- Research and implement new interlibrary loan software applications increasing efficiency and streamlining office workflow, making CSU Fullerton's interlibrary loan at the forefront of current interlibrary loan technology.
  - Served as a beta test site for ILLiad 8.0
  - Explored implementing ALIAS (direct request for articles) as a beta test site
  - Joined RAPID ILL to reduce article turnaround time and lower office costs

Acquisitions/Interlibrary Loan Library Assistant II – Pollak Library – CSU, Fullerton 2/1996-1/2002

- Processed Acquisitions' invoices & balanced Acquisitions' accounts with Fiscal Services' accounts.
- Prepared reports for History Department & Paton's of the Library book purchases and fund expenditures.
- Download OCLC records for Library gift books for future cataloging.
- Created Collection Development reports.
- Processed Interlibrary Loan Borrowing requests.
- Instructed & informed campus community regarding interlibrary loan procedures.
- Supervised 3-5 student assistants.

Periodicals Library Assistant I - University Library - California Polytechnic University, Pomona 2/1995 - 2/1996

- Supervise Periodicals Desk during night/weekend library hours.
- Process claims for not received journal issues.
- Update Library catalog periodical holding statements to reflect changes in library purchases.
- Check-in serials/periodicals and process materials for patron usage.
- Directed duties for 3-4 student assistants.

Circulation Library Assistant I (part-time) – University Library – Chapman University 7/1994 – 2/1995

- Performed general Circulation Desk duties.
- Supervise and train student assistants during evening and weekend hours.
- Oversee and organized the maintenance of the general book collection.

Circulation Library Clerk (part-time) – Yorba Linda Public Library 4/1994 – 2/1995

- Performed general Circulation Desk duties.
- Responsible for reviewing new library card applications.
- Informing patrons of library policies, services, and procedures.

## **LIBRARIAN AND TEACHING EXPERIENCE:**

Interlibrary Loan Student Assistant Coordinator – Pollak Library – CSU, Fullerton 1/2002- present

- Maintain and update Interlibrary Loan website (using Google Sites) for information and training purposes.
- Develop training guides and games to encourage learning and job knowledge.

Reference Desk Assistant – Pollak Library – California State University, Fullerton 8/2007-5/2009

- Answered reference questions in person, on the phone, and via Instant Messaging at the Reference Desk. Averaging 2 hours per week and on an as needed basis.

Librarian Intern – UCI Grunigen Medical Library – 2/2006 – 6/2006

- Developed a Consumer Health subject guide that was used on the UCI Library's website.
- Prepared detailed descriptions of the Library's Core Resources which was posted on the Grunigen Medical Library's website.
- Analyzed student survey responses from EBM (Evidence Based Medicine) instruction sessions.
- Staffed the Reference Desk periodically and served as back-up continually.
- Examined availability of potential CINAHL study guides and reference sheets for library users.
- Developed an instant messaging FAQ and interface page for potential use on the Grunigen Medical Library's website.

Student Teaching Assistant – Botany Lab – California State University, Fullerton 1/1998 – 6/1998

- Assisted botany professor with lectures, experiments, and lab preparations.
- Instructed students regarding the correct use of lab equipment and enforced proper lab procedures.
- Guided students through experiments ensuring they had the necessary background to complete the required projects and could apply competencies to future experiments.
- Developed simple instructional assignments and quizzes.

## **PROFESSIONAL MEMBERSHIPS AND COMMITTEES:**

- American Chemical Society. Member, 2004- present
- American Library Association. Member, 2006- present
- California Library Association. Member, 2006- present
- I-SPIE (Interlibrary Services Partners Information Exchange). Steering Committee, 2013 - present
- I-SPIE Statistics Committee, Chair and member, 2003- 2011
- I-SPIE 2008 Conference Planning Committee. Co-Chair and member, August 2008- August 2009
- I-SPIE 2013 Conference Planning Committee. Co-Chair and member, January 2013 – August 2013
- I-SPIE 2014 Conference Planning Committee. Chair and member, August 2013 – July 2014
- CSU Resource Sharing Governance Task Force. Member, 2016 - 2017
- CSU Access Services Functional Committee. Member, 2017 - 2019
- CSU Resource Sharing Functional Committee. Co-Chair and member, 2017 - 2019
- I-SPIE 2019 Conference Planning Committee, Chair and member, August 2018 – August 2019
- Rapido Developmental Partner. Member, 2019 - present
- CSU Resource Sharing Functional Committee. Member 2022 – present

## **PROFESSIONAL CONFERENCES AND PRESENTATIONS:**

- 2003 I-SPIE Conference – CSU, Northridge – June 2003 (attendee)
- 2006 I-SPIE Conference – CSU San Luis Obispo – January 2006 – (prepared poster for poster session)
  - *The Importance of Interlibrary Loan Statistics – Creating an Accurate Picture of our Work* - poster
- 2007 ILLiad International Conference – Virginia Beach, VA. – March 2007 (attendee)
- 2008 I-SPIE Conference – CSU, Fullerton – June 2008 (attendee and presenter)
  - *Interlibrary Loan Statistics using Google Documents* - presentation
- 2009 ILLiad International Conference – Virginia Beach, VA – March 2009 (attendee and presenter)
  - *Hiring, Training, Retaining & Motivating Student Assistants* – presentation
- 2013 I-SPIE Conference – CSU, San Francisco - August 2013 (attendee)
- 2014 ILLiad International Conference – Virginia Beach, VA. – March 2014 (attendee)
- 2014 I-SPIE Conference – CSU, San Diego – July 2014 (attendee and presenter)
  - *Document Delivery and Interlibrary Loan* – presentation



- ILLiad Custom Queues and Routing Rules – presentation
- 2015-I-SPIE Conference – CSU, Sonoma - August 2015 (attendee and presenter)
  - Creating and Modifying Custom Holdings - Presentation
- 2016-I-SPIE Conference – CSU, Fresno – July 2015 (attendee)
- 2018 OCLC Resource Sharing Conference – March 2018 (attendee)
- 2018-I-SPIE Conference – CSU, Humboldt – July 2018 (attendee)
- 2019-I-SPIE Conference – CSU, Fullerton – July 2019 (chair and attendee)

**POLLAK LIBRARY PRESENTATIONS AND COMMITTEE WORK:**

- APOT (Alma/Primo Operational Team) 2017- present
  - Several training and informational presentations and workshops.
- Collection Development Team – July 2010 – July 2012
- Library Space Planning Committee - 2007 – 2010
- Presentation for Academic Senate Library Committee – Fall 2005, 2006, & 2007
  - “*All About Interlibrary Loan*” - presentation and poster
- READ Poster Committee – Part of CSU, Fullerton’s 50<sup>th</sup> anniversary celebration – 2007
  - Assisted with event coordination and wrote biographies for all honorees
- National Library Week Celebration with the Children’s Center – 2008
  - Read books to a small group of children and assisted with a craft activity
- New Student Orientation – Pollak Library Table – August 2008 & February 2009
- Discoverfest – Pollak Library Table - August 2009

**RECOGNITION & AWARDS:**

- Titan Excellence Award – November 2011
- I-SPIE Recognition Award – July 2014

**Jon Cornforth**

Senior Assistant Librarian  
Department of Technical Services  
Pollak Library  
California State University  
Fullerton, CA 92834

**EDUCATION**

2015            Master of Library and Information Science, San José State University  
2008            Master of English, California State University, Fullerton  
2004            Bachelor of Arts in English, University of California, Santa Barbara

**PROFESSIONAL EXPERIENCE**

6/2019 - present            CALIFORNIA STATE UNIVERSITY, FULLERTON  
Pollak Library, Senior Assistant Librarian

**Previous Experience:**

11/2015 – 5/2019            CALIFORNIA STATE UNIVERSITY, FULLERTON  
Pollak Library, Assistant Librarian

12/2010 – 10/2015            CALIFORNIA STATE UNIVERSITY, FULLERTON  
Pollak Library, Library Services Specialist II

2/2008 -- 12/2010            CALIFORNIA STATE UNIVERSITY, FULLERTON  
Pollak Library, Library Assistant I

**CURRENT ASSIGNMENT:****Reference and Instruction Services:**

Provide approximately 60 hours per semester of in-person reference service and approximately 30 hours per semester of online reference services using LibChat instant messaging system and 24/7 reference cooperative. Prepare for and teach 20 - 30 course-integrated library instruction sessions in-person and (both synchronously and asynchronously) online in the subject areas of: behavioral science, business, English, communications, social sciences, and First Year Experience courses each semester. Create online library guides using LibGuides and in-class handouts and exercises. As First Year Experience Librarian, coordinate First Year Experience Library instruction team and programs, summer

bridge programs, and EOP liaison support. Support students at Writing Across the Curriculum Thesis Writing Retreats.

**Subject Specialization, Teams, Committees, and Working Groups:**

Provide support to First Year Experience as liaison and Art departments as subject librarian. Liaise with Student Success groups on campus. Develop and attend outreach events to promote library services and resources. Provide office hours and workshops, and develop online guides for Titan Dreams Resource Center. Support assessment projects with the library's Assessment Officer. Member of Collection Development Team. Member of Instruction, Reference, Makerspace, and building-wide Space task forces.

**Collection Development:**

Use the GOBI system to evaluate and select library materials for purchase in the subject area of Art. Perform deselection activities as needed. Evaluate database trials.

**SCHOLARLY AND CREATIVE ACTIVITIES**

**Peer Reviewed Activities**

**Article:**

- 2021 Cornforth, J.F., & Parramore, S. (2021). Student educators as facilitators of learning: A model for peer education in academic library instruction. *The Journal of Creative Library Practice*. <https://creativelibrarypractice.org/>
- TBD Cornforth, J., Coslett, C., Graewingholt, M., Greene, C., Karkhoff, E. & Palmquist, D. Chatting into the void: Scaling & assessing chat reference services for effectiveness. In M. Chakraborty, S. Harlow, & H.M. Lang (Ed.), *Sustainable online library services and resources: Learning from the pandemic*. Libraries Unlimited: ABC-CLIO. [Accepted for publication]

**Conference Proceedings Paper (accepted):**

- 2019 Parramore, S., Cornforth, J.F., Lambert, J.E., & DeMars, M. (2019). *Fishing for followers: Putting students in charge of library outreach*. Manuscript submitted for publication.

**Presentations:**

- 2021 Co-Presenter. "The Impact of COVID-19 on Providing Online Only Library Research Appointments." (2021, May). *University Assessment Forum*. Fullerton,

CA.

- 2020 Co-Presenter. "Greeters Become Greater: Empowering Front Desk Student Employees as Peer Information Literacy Consultants." (2020, Feb.). *Georgia International Conference on Information Literacy*. Savannah, GA.
- 2019 Co-Presenter. "Fishing for Followers: Putting Students in Charge of Library Outreach." (2019, May). *LOEX 2019*. Minneapolis, MN.
- 2019 Presenter. "Forging New Instruction Pathways: Implementing Student-Led Learning Experiences." (2019, April). *American College & Research Libraries 2019 Conference*. Cleveland, OH.
- 2016 Co-Presenter. "Dance into the FIRE: Engaging with the Framework to Develop an Information Literacy Curriculum for Freshman." Southern California Instruction Librarians. (2016, February 20). *SCILWorks – Engaging with the ACRL Framework*. Fullerton, CA.

#### **Poster Presentations:**

- 2021 Presenter. "Maximizing Zoom in virtual library instruction and its impact on active learning." *Association of College and Research Libraries*. (2021, April). <https://conference.acrl.org/>
- 2018 Presenter. "Dream Big and LEAP In! Developing and Sustaining Embedded Librarianship within a Campus Resource Center." (2018, July 20). *Library Instruction West*. Grand Junction, CO.

#### **Presentations (accepted):**

- 2020 Co-Presenter. "Peer-Assisted Learning and its Impact on Equity, Inclusion, and Student Success." *2020 CSU Symposium*. Fullerton, CA.

#### **Grants:**

- 2020 – 2021 Assessment Inquiry Grant: "The Impact of COVID-19 on Providing Online Only Library Research Appointments."
- 2019 – 2020 GI 2025 Innovation Grant: "SOS – Student Outreach to Students."
- 2018 – 2019 GI 2025 Innovation Grant: "SOS – Student Outreach to Students."
- 2018 - 2019 Faculty Enhancement and Instructional Development (FEID) Award: "Implementing High Impact Practices Through Student-led Drop-in Library Workshops."

2017 – 2018 Assessment Inquiry Grant: “Measuring the Impact of First-Year Experience Library Instruction on Student Success.”

**Grants (submitted):**

2019 Steelcase Active Learning Center Grant – Submitted

**LIBRARY SERVICE ACTIVITIES**

2021 - Present	Member, Donoghue Center Library Board
2020 - Present	Member, Diversity, Equity, and Inclusion Committee
2020 - Present	Member, Pollak Library Faculty and Staff Awards Committee
2019	Member, Student Employee Committee, 2019
2018 - 2020	Chair, Research and Professional Development Committee
2018	Member, Strategic Plan Working Group
2018 - 2019	Co-chair, ALE HIPs Task Force
2017 - 2018	Member, 24/7 Policies Committee
2017	Member, Library Values Team
2017	Member, CUFL-ALE Transition Team
2017	Co-chair, CULF Elections Committee
2016 - Present	Member, Reference Retreat Committee
2016 - 2017	Volunteer and Co-chair, Student Awards Committee
2016	Volunteer, Student Assistant Success Workshops
2016	Volunteer, Summer Bridge Program Library Tour
2016	Volunteer, Earth Week Library Display
2015	Volunteer, American Language Program Library Tours

**UNIVERSITY SERVICE ACTIVITIES**

2021 - Present	Member, Writing Across the Curriculum Committee
2020 - Present	Member, Student Success Team/FYE Advisory Group
2019 - Present	Member, Academic Senate Student Academic Life Committee
2017 - Present	Member, Academic Senate Honors Advisory Board
2016 - Present	Volunteer, New Student Orientations
2017 - Present	Volunteer, McNair Scholars Workshops
2017 - 2018	Member, Residential Life Faculty Mentor Program
2017 - 2018	Volunteer, Upward Bound Workshop

**PROFESSIONAL SERVICE ACTIVITIES**

2020 - Present	Member, CSU Council of Library Deans Student Success Committee
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## **COMMUNITY SERVICE ACTIVITIES**

2019 - Present      Coordinator, Valencia High School Library Workshops  
2018                    Advisor, Troy High School Internship Program  
2017                    Volunteer, National History Day Judge  
2017 - 2019         Volunteer, Writers Square Scholarship Program Judge

## **PROFESSIONAL DEVELOPMENT**

### **Conferences, Certificates, and Trainings**

#### ***National***

2021 American College & Research Libraries 2019 Conference. (2021, April).  
*Ascending Into An Open Future*. Virtual Conference.

2020 Georgia International Conference on Information Literacy. (2020, Feb.).  
Savannah, GA.

2019 LOEX (2019, May). *LOEX 48th National Conference*. Minneapolis, MN.

2019 American College & Research Libraries 2019 Conference. (2019, April).  
*Recasting the Narrative*. Cleveland, OH.

2018 Library Instruction West. (2018, July 19 – 20). *The Confluence of Inspiration and  
Adventure*. Grand Junction, CO.

2018 American Library Association. (June 21 – 26, 2018). *ALA Annual Conference &  
Exhibition*. New Orleans, LA.

2018 NASPA, Student Affairs Administrators in Higher Education. (2018, March 3 – 7).  
*2018 NASPA Annual Conference*. Philadelphia, PA.

2017 Association of College & Research Libraries. (2017, March 22 – 25).  
*At the Helm: Leading Transformation*. Baltimore, MD.

2016 Library Instruction West. (2016, June 8 - 10). *Learning Elevated*. Salt Lake City,  
UT.

#### **State and Regional**

- 2021 The California State University. (2021). *CSU Certificate Program in Student Success Analytics*. Online Course.
- 2017 Southern California Instruction Librarians. (2017, February 10). *SCILWorks - Let's get together: Collaborating with our academic communities beyond the one-shot*. Carson, CA.
- 2016 Southern California Instruction Librarians. (2016, February 20). *SCILWorks – Engaging with the ACRL Framework*. Fullerton, CA.
- 2012 Chapman University, Leatherby Libraries. (2012, June). *Building a teaching community. - 2<sup>nd</sup> annual summer retreat for librarians*. Orange, CA

### **California State University, Fullerton**

- 2019 – 2021 Faculty Development Center. (2019 – 2021). *IMPACT Teaching Certificate – Course Series*. Online Course.
- 2019 *Python Carpentry Workshop*. (2019, July).

### **Additional Training Sessions:**

- Data in Libraries: Data Processing and Visualization*. (2020, March 25). Online.
- What's New in APA Style*. (2019, Oct. 24). Online.
- Tools for Locating Primary Sources in Archives and Online* (2019, August 14). Online.

### **Professional Memberships**

- |                |  |
|----------------|--|
| 2017 - Present | Association of College and Research Libraries            |
| 2012 - Present | American Library Association                             |
| 2018 - 2019    | National Association of Student Personnel Administrators |

# Edward W. "Cotton" Coslett

## Curriculum Vitae

### Education

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Master of Library and Information Science, 2010  
Drexel University

Bachelor of Arts, English Writing & Communications 2001  
University of Pittsburgh

### Professional Employment History

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#### Online Learning Librarian (08/2019 to present)

California State University, Fullerton

- Works in close collaboration with librarians and discipline faculty to create online and in-person instructional programs and materials, including digital learning objects.
- Defines and assesses student learning outcomes for online and in-person instruction
- Serves as a subject librarian for the Nursing and Public Health programs.
- Provides instruction for students across a number of disciplines

#### Brandman University Services Coordinator (4/2019 to 8/2019)

Chapman University, Orange, CA

#### Distance Education Librarian (8/2016 to 4/2019)

Chapman University, Orange, CA

#### Reference Librarian (3/2016 – 8/2016)

Chapman University, Orange, CA

#### Librarian (2/2012 to 2/2016)

Westwood College Anaheim, CA

#### Cataloging Specialist (5/2010 to 2/2012)

Rancho Santa Ana Botanic Garden Library, Claremont, CA

#### Adjunct Faculty Librarian (1/2011 to 10/2011)

Irvine Valley College Irvine, CA

#### Archiving Fellow (11/2009 to 08/2011)

Southern California Botanists, Claremont, CA

### Scholarly & Creative Activities

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#### Publications and Presentations (Peer-reviewed)

- 2020 Coslett, C. & Graewingholt, M. (2020, August 28). *APA 7<sup>th</sup> edition tutorial* [digital learning object]. MERLOT. <https://www.merlot.org/merlot/viewMaterial.htm?id=773403689>
- 2019 Dubell, L. & Coslett, E. (2019). *Increasing distance instruction through electronic newsletters* [Poster session]. ACRL Distance Library Services Virtual Poster Session.

#### Publications and Presentations (Non Peer-reviewed)

- 2020 DeMars, M., Parramore, S., Graewingholt, M., & Coslett, C. (2020, October 22). *The virtual Pollak Library* [presentation], Titan Tech Day, CSUF.
- 2020 Coslett, C. (2020, July 20). *Grey literature review* [digital learning object]. MERLOT. <https://www.merlot.org/merlot/viewMaterial.htm?id=773403366>
- 2018 Coslett, C. (2018). *Hamburger helpers: Morality and sacrifice on Bob's Burgers* [presentation]. Popular/American Culture Association Regional Conference.



- Albuquerque, NM.  
 2017 Coslett, C. (2017). *Panels in the Stacks: A survey of sequential art in 6 academic libraries*. Popular/American Culture Association National Conference, San Diego, CA

## Reviews

- 2021 Butler, W., Smith, K., & Sargent, A. (2021). *Introduction to college research* [open access textbook]. MERLOT. <https://www.merlot.org/merlot/viewMaterial.htm?id=773405130>  
 Review submitted to MERLOT on September 21, 2021.
- 2021 Burns, G., Ravaei, K., & Yan, X. (2020). *Crafting a research question* [digital learning object]. MERLOT. <https://www.merlot.org/merlot/viewMaterial.htm?id=773403730> Review submitted to MERLOT on January 21, 2021.

## Service

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### Department/Library Service Activities

- 2021 - present Member, Donoghue Children's Literature Center Board  
 2021 – present Member, Collection Development Team  
 2021 Member, FAQ Task Force  
 2021 Member, Asynchronous Task Force  
 2021 Member, LibChat Analysis Task Force  
 2020 Presentation for library faculty. *Camtasia Crash Course*. July 7, 2020.  
 2020 - present Member, Diversity, Equity, and Inclusion Committee  
 2020 – present Member, Library Web Team  
 2019 – present Member, Library Makerspace Committee  
 2019 – present Member, Library Space Committee  
 2019 – present Member, Library Instruction Team  
 2019-2020 Citation Guide Task Force

### University Service Activities

- 2021 – present Member, Campus ATI Subgroup  
 2020 – present Member, Campaign Congress  
 2020 – present L/A/C/E representative, Campus Facilities and Beautification Committee  
 2020 Co-presenter, with Jonathan Cornforth and Robert Tomaszewski, *HRE On the Run* [video]. Housing and Residential Engagement, CSUF. July 28, 2020.  
 2020 co-taught workshop with Digital Literacy Librarian Colleen Greene, *Instructional Video Boot Camp: Beyond the Basics with Camtasia*. Faculty Development Center, CSUF. January 30, 2020.  
 2019 – present L/A/C/E representative, Exceptional Assigned Time Committee

### Professional Service Activities

- 2020 – present Reviewer, MERLOT  
 2017 – present Committee Member and Editor-at-Large, Northwest Interlibrary Loan & Resource Sharing Conference

### Community Service Activities

- 2019 AP Research Visit, Rancho Alamitos High School

## Professional Development

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- 2021 Accessible Documentation Training eCourse  
 2021 North American Virtual Reference Online Conference, Feb. 23-25  
 2021 "Copyright & Creative Commons Essentials for Faculty," Faculty Development Center  
 2020-2021 Undocu-Ally Training, Diversity Initiatives and Resource Centers, CSUF  
 2020 "Writing for Your Library Website: Tips for Improving Content," ALA.  
 2019 Copyright First Responders Training – CSU Dominguez Hills  
 2018 ALA Dynamic One-Shot Instruction eCourse

## Awards

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- Virtual & Online Innovations & Curricular Enhancements (VOICE) Award in the category of Student Engagement. CSUF, June 2021
- Library Star Award for service to the Leatherby Libraries. Chapman University, December 2018

### **Professional Organization Memberships**

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- American Library Association (ALA), including the Intellectual Freedom Round Table (IFRT)
- California Library Association (CLA)
- Reference and User Services Association (RUSA)
- Northwest Interlibrary Loan & Resource Sharing Conference

# ANTHONY L. DAVIS JR.

## CURRICULUM VITA

### EDUCATION

**M.S.I., Information Economics, Management & Policy**, University of Michigan, 2003  
(*American Library Association Accredited*)

**B.A., English**, University of Michigan, 1996

### EXPERIENCE

**Copyright & Policy Librarian**, Pollak Library, California State University, Fullerton, 2006 to 2014, 2019- Present

- Advise CSUF administrators, faculty, staff, and students in matters of copyright and intellectual property.
- Address technical, legal, and procedural policy problems; select a well-defined course of action from viable alternatives; present written and oral recommendations to senior management and colleagues.
- Create and maintain a CSUF copyright website for faculty and staff.
- Review and negotiate licenses for Pollak Library databases, e-books, and electronic journals.
- Interpret, map, and maintain licensing data in a library management system.
- Provided reference services for the academic community and the general public at the Reference Desk and through the Pollak Library Internet chat service.
- Granted tenure in 2013.

**Interim Associate Dean for Administration & Operations**, Pollak Library, California State University, Fullerton, 9/2018 to 7/2019

**Interim Associate Dean of the Library**, Pollak Library, California State University, Fullerton, 8/2014 to 8/2018

- Assisted the Dean of the Library in management and oversight of all Library operations.
- Implemented the vision, strategic plan, and goals of the Library through leadership and collaboration with senior managers, librarians, staff, and student workers.
- Lead and directly managed the following Library sections: administration, human resources & student employment, fiscal services, facilities management & safety, Library systems, marketing, exhibits & programs, circulation services, reserves, stacks maintenance, and the Irvine Center Library.
- Supervised 3 librarians & 16 full-time staff positions. Performed salary analysis. Mutually developed assignments and performance goals.
- Administered the Library's \$6 million budget; performed budgetary analysis and planning and recommended appropriate allocation strategies.

- Served on the Library of the Future Task Force including planning and oversight of the Library renovation and the execution of the Library Master Plan for the 375,000 square foot Pollak Library facility.
- Provided leadership for the following strategic initiatives: Library staff reorganization, Alma implementation and integration, assessment, first year experience, campus-wide faculty weeding project, accessible website redesign, scholarly communications, and diversity & inclusion.
- Collaborated with over 20 academic support services co-located in the Pollak Library building to administer campus-wide programming in shared Library space.

**Affiliate Assistant Librarian/Pauline A. Young Resident**, University of Delaware Library, University of Delaware, 2004 to 2006

- Two-year, post-MLS, diversity-based residency.
- 2004-2005: performed three four-month rotations in Reference, Technical Services, and Library Administration/Systems.
- 2005-2006: performed a 50/50 appointment between Library Administration/Systems and Collection Development.

## SCHOLARSHIP/ CREATIVE ACTIVITIES

### Publications

Davis, A. (2012). Fair use: articulating the liberal approach. *portal: Libraries and the Academy*. 12(2), 121-137. doi: 10.1353/pla.2012.0011

Davis, A. (2009). Modeling ethical use of intellectual property. *CSUF Senate Forum*, 14(2).

Davis, A. (2008). Tools of the serials trade. *Serials Review*, 34(2), 164-166. doi:10.1016/j.serrev.2008.02.002

### Presentations

2018 Panelist, *Urging Leaders: Moving Diverse Librarians' Careers Forward*, Spectrum Institute, American Library Association Annual Meeting, Friday, June 22, 2018

2013 *The Social Economy of Open Access*, Electronic Resources & Libraries, Austin, TX, March 17-20, 2013

## PROFESSIONAL AFFILIATIONS

2018-2020 Gay, Lesbian, Bisexual, and Transgender Round Table Representative, Intellectual Freedom Committee, American Library Association

## Employment

- LSSIII - CSU Fullerton, Pollak Library May 2002 - Present

- Administrative Analyst, Pollak Library

*Previously - balance library materials budget with the Campus Financial System. Input, process, audit, and balance all materials invoicing in both the in-house library system and campus system. Work with both Library Financial Services and Accounting Department to ensure accuracy between systems. Generate financial documentation as required or requested. Process non-state fund materials budgets. Respond to informational requests regarding finances and purchasing from campus and outside entities including Patrons and Foundation groups.*

- Current - Administrative duties for both the entire reporting library unit and the reporting Associate Dean. Responsible for fulfilling unit-wide supplies and anticipating future needs. Support the Collection Development Team and track Chancellor Office consortium purchases. Develop and maintain a collaborative relationship with University Advancement with the goal of expanding the Library's fundraising strategies. Coordinate with Unit to ensure telecommuting technology needs were/are met. Coordinate as needed with entities within and outside the Library to ensure organizational needs are met. Provide support for library-hosted events. Provide temporary administrative coverage as needed in other library units/areas. Serve on committees and task forces, both standing and as-needed, such as hiring, library space planning, student awards, and safety.

Library Tech - Cerritos College

July 1991 - May 2002

*Provide technical support for acquisitions/collection development. Responsible for ordering and receiving materials utilizing automated library system and campus-wide purchasing system. Verify, approve, and process vendor invoicing. Establish, maintain, and balance multiple budget lines. Establish and track in-house budgets to facilitate implementation of collection development. Provide database function support maintenance.*

## Education

- Bachelor's Degree - CSU Fullerton  
*Public Administration*
- Associate's Degree - Fullerton College
- Liberal Studies

## Skills and Certificates

- Campus Financial System (PeopleSoft)
- Alma
- Excel, Word, Outlook
- Library Tech Certification
- Various in-house computer systems

# Megan D. Graewingholt

## EDUCATION

- 2012 Master of Library & Information Science. San Jose State University  
2009 Master of Arts, American Studies. California State University Fullerton  
2006 Bachelor of Arts, History & American Studies. California State University Fullerton

## PROFESSIONAL EMPLOYMENT HISTORY

Apr 2019 - Present Social Sciences & Government Documents Librarian. Pollak Library.

Provide information literacy support to the campus community and general public. Teach library instruction sessions, create and maintain learning objects, and support liaison departments in American Studies, Political Science, and History. Serve as Depository Coordinator and intermediary to the Government Publishing Office and California State Library. Oversee government documents weeding and collection development.

Apr 2019 - Present Dean's Fellow for Reference Services. Pollak Library.

Provide leadership in planning, promoting, and assessing library reference services. Support the training and development of faculty and staff working at the Research Center. Select material for the Research Center Collection and supervise reference interns.

Sept 2015-2019 Government Documents Librarian, Pollak Library.

May-Sept 2015 Library Assistant, Buena Park Public Library District.

Apr-Sept 2015 Library Clerk, Anaheim Public Library.

## LIBRARY TEAMS, TASK FORCES, & WORKING GROUPS

2016-Present Pollak Library Outreach & Engagement Team.

2016-Present Collection Development Team.

2019-Present Pollak Library Dean's Council.

2018-Present Alma-Primo Operational Team.

2021-Present Systemwide Technology Initiative Management Co-Op Chat Subcommittee.

2020-2021 Pollak Library Reopening Committee.

Spring 2021 FAQ Task Force, Chair.

Spring 2021 Tag Task Force, Chair.

Fall 2020 LibChat Analysis Task Force, Chair.

Summer 2019 Reference Task Force, Chair.

2016-2018 Pollak Library Open Access Team.

2016-2017 24/7 Study Policies Task Force.

## PUBLICATIONS

### *Peer-Reviewed*

Cornforth, J., Coslett, C., Graewingholt, M., Greene, C., Karkhoff, E. & Palmquist, D. Chatting into the void: Scaling & assessing chat reference services for effectiveness. In M. Chakraborty, S. Harlow, & H.M. Lang (Ed.), *Sustainable online library services and resources: Learning from the pandemic*. Libraries Unlimited: ABC-CLIO. [Accepted for publication]

Graewingholt, M. (2021). Get to know: Shari Laster. *DttP: Documents to the People*, 49(3). [Accepted for publication and submitted, in press].

Graewingholt, M. (2021). Get to know: Laura Baker. *DttP: Documents to the People*, 49(1): 5-6.  
<https://doi.org/10.5860/dttp.v49i1.7534>

Graewingholt, M. (2021, March 29). *Primary & secondary sources infographic*. MERLOT.  
<https://www.merlot.org/merlot/viewMaterial.htm?id=773405561>

Graewingholt, M. (2020). Get to know: Julia Stewart. *DttP: Documents to the People*, 48(4): 5-6.  
<https://doi.org/10.5860/dttp.v48i4.7474>

Coslett, C. & Graewingholt, M. (2020, August 28). *APA 7th edition tutorial*. MERLOT.  
<https://www.merlot.org/merlot/viewMaterial.htm?id=773403689>

Graewingholt, M. (2020). American underworld: The flash press. *The Charleston Advisor*, 21(3): 11-14.  
<https://doi.org/10.5260/chara.21.3.11>

Graewingholt, M. (2020). Voxgov revisited. *The Charleston Advisor*, 21(3): 55-58.  
<https://doi.org/10.5260/chara.21.3.55>

Wagner, M. (2017). Voxgov. *The Charleston Advisor*, 19(2): 60-63. <https://doi.org/10.5260/chara.19.2.60>

### *Non Peer-Reviewed*

CSUF News Service. (2019, Dec 10). Titan voice: Pollak Library librarian offers a glimpse of treasure trove of government information. *Orange County Register*. <https://www.ocregister.com/2019/12/10/titan-voice-pollak-library-librarian-offers-a-glimpse-of-treasure-trove-of-government-information/>

Wagner, M., & Cho, R. (2019). 24/7 study services: Conducting a focus group to improve services. *College & Research Libraries News*, 80(6), 345-350. <https://doi.org/10.5860/crln.80.6.345>

Wagner, M. (2007). (RED)iculous: Product Red and the contradictions of cause marketing. *The American Papers*, 26, 57-66. CSU Fullerton American Studies Department.

## PRESENTATIONS

### *Peer-Reviewed*

Graewingholt, M., Longo, P., & Metzger, R. (2020, July 5). *Reference services in an age of metamorphosis* [panel presentation]. California Association of Research Libraries Conference, ALIGN Interest Group Showcase. <https://bit.ly/3ioiWro>

### *Non Peer-Reviewed*

Graewingholt, M., Holt, R., and Longpre, M. (2021, February 23). *Political extremism and radicalism: An overview* [panel presentation]. Gale Primary Sources, Cengage.

DeMars, M., Parramore, S., Graewingholt, M., & Coslett, C. (2020, October 22). *The virtual Pollak Library* [panel presentation]. Titan Tech Day, CSU Fullerton. <https://www.youtube.com/watch?v=kazkqDB3Saw>

Graewingholt, M. (2020, October 20). *Strategic weeding & collection use in ALMA: A practical overview*. Federal Depository Library Annual Conference. <https://bit.ly/3kUkFWN>

Body, J., & Graewingholt, M. (2020, February 8). *Tuffy goes to work: Pollak Library* [Video]. California State University Fullerton, Strategic Communications & Brand Management. <https://bit.ly/2ZFGaT7>

Graewingholt, M., Jennifer P. Kirk, and Sarah Dobransky. (2019, October 21). *Gov docs are special, too! Primary source instruction using government information collections* [panel presentation]. Federal Depository Library Annual Conference, Arlington, VA. [https://digitalcommons.usu.edu/lib\\_present/143/](https://digitalcommons.usu.edu/lib_present/143/)

Wagner, M. (2018, October 22-23). *Government documents & special collections: Opportunities for collaboration* [poster presentation]. Federal Depository Library Annual Conference, Arlington, VA. <https://bit.ly/39Svm65>

Wagner, M. & Frenger, C. (2017, October 16). *Maintaining collection access in the midst of chaos: Two depository libraries' modernization and renovation odysseys* [panel presentation]. Federal Depository Library Annual Conference, Arlington, VA.

Wagner, M. (2017, June). *Tips & tricks for amazing liaising*. Reference & Instruction Retreat, CSU Fullerton Pollak Library.

Wagner, M. (2016, June). *Apps for government documents*. Reference & Instruction Retreat. CSU Fullerton Pollak Library.

Wagner, M. (2008, April 16). *Student organizing for social justice* [panel presentation]. California American Studies Association Conference. Soka University, Aliso Viejo, CA.



## LIBRARY & UNIVERSITY SERVICE

2017-Present	Academic Senator. Library, Athletics, Counseling Constituency.
2018-Present	Cal State D.C. Scholars Advisory Board.
2019-Present	Pollak Library Orientation Peers.
2021-Present	Library Committee, Academic Senate.
2021-Present	Internships & Service Learning Committee, Academic Senate.
Spring 2021	Search Committee, Director of University Archives & Special Collections.
Spring 2021	Search Committee, Associate Dean of Public Services.
2020-2021	Co-Chair, Association of Library Employees.
2019-2020	Academic Senate Executive Committee, At-Large Seat.
2018-2020	Social Events Committee, Association of Library Employees.
2018-2019	Student Academic Life Committee, Academic Senate.
2018-2019	Planning, Resource, Budget Committee, Academic Senate.
2018-2019	Strategic Planning Task Force, Association of Library Employees.
2016-2018	Planning Committee Chair, What's Brewing at Pollak Library.
Summer 2018	Vision & Mission Task Force, Association of Library Employees.
Spring 2018	Search Committee, Assoc Dean Collections & Scholarly Communication.
Spring 2018	Search Committee, Assoc Dean Operations.
Summer 2017	Association of Library Employees Transition Task Force.
Fall 2017	Library Values Task Force, Council of University Library Faculty.
Fall 2017	Search Committee, Cataloging Library Services Specialist III.
2016-2017	University Curriculum Committee, Academic Senate.
Spring 2016	Student Employee Awards Committee, Pollak Library.
Spring 2016	Search Committee, Cataloging Library Services Specialist III.
2015-2016	Research & Professional Development, Council of Library Faculty.

## PROFESSIONAL SERVICE

2020-Present.	<i>DttP: Documents to the People</i> , Editorial Team & Feature Columnist.
2020-Present.	Government Documents Round Table, Membership Committee.
2009-2021	National History Day Judge, Orange County Department of Education Regional Competition.
2016	Librarian Advocate, National Library Legislative Day.

## PROFESSIONAL GROWTH ACTIVITIES & SERVICE LEARNING

Sept 2021	Antiracism: What it Means and How it Works. Faculty Development Center Workshop. CSU Fullerton.
Aug 2021	The Value of Immigrant Experiences: Diversity and Inclusion Efforts Across the Curriculum. Association of College & Research Libraries Choice Webinar.
Aug 2020	When Antiracist Reading Lists Aren't Enough. Library Leadership & Management Association Webinar.
Mar 2020	Data in Libraries. Reference & User Services Association Webinar Series.

Fall 2019	Faculty Leadership Development Program. Faculty Support Services, CSU Fullerton.
Aug 2019	Conducting a Great Reference Interview. Reference & User Services Association Webinar.
Aug 2019	Tools for Locating Primary Sources in Archives & Online. Reference & User Services Association Webinar.
Fall 2018	Coordinator Certificate Program, Federal Depository Library Program Academy. U.S. Government Publishing Office.
Fall 2018	Unconscious Bias Training, California Faculty Association. CSU Fullerton.
2017	Rediscovering Propaganda Film: From Historical Vault to Digital Research Collection. Association of College & Research Libraries Choice Webinar.
2016	Safe Space Training & Ally Workshop. LGBT Queer Resource Center, CSU Fullerton.
2012	Reference Internship, CSU Fullerton Pollak Library.
2009-2012	Library Internship. Orange County Public Libraries, La Habra Branch.
2007-2009	Intercollegiate Council, H&SS Representative. CSU Fullerton.
2008	Research Internship. Citizens for Global Solutions. Washington D.C.
2007-2008	Editorial Board. <i>American Papers</i> . American Studies Department, CSU Fullerton.
2007	Editorial Internship. <i>American Quarterly</i> . American Studies Department, University of Southern California.
2006	Teaching Assistantship. American Studies Department, CSU Fullerton.
2004-2005	International Student. University of Wales, Swansea.

## AWARDS & HONORS

2019	Pollak Library Collection Grant Award. Patrons of the Library.
2008-2009	Susan Finkingshelt Student Association Service Award.
2008	McCarthy-Potter Paradigm Scholarship Recipient.
2006-2007	Susan Finkingshelt Student Association Service Award.
2006	Commencement Student Speaker. American Studies Department Ceremony, CSU Fullerton.
2001-2004	University Honors & Scholars Program, CSU Fullerton.

## PROFESSIONAL ASSOCIATIONS & MEMBERSHIPS

Lifetime Member	California State University Fullerton Alumni Association.
2015-Present	American Library Association.
2015-Present	California Library Association.
2015-Present	Government Documents Round Table.
2017-Present	Association of College & Research Libraries.
2019-Present	California Academic & Research Libraries Association.
2009-2013	Association for Information Science & Technology.
2007-2010	American Studies Student Association, President. CSU Fullerton.
2006-2009	Students Advocating Civic Transformation, CSU Fullerton.

## CONFERENCES ATTENDED

Sept 2021	Northwest Interlibrary Loan & Resource Sharing Virtual Conference.
Mar 2021	Association of College & Research Libraries Virtual Conference.
2016-2020	Federal Depository Library Annual Conference, Arlington, VA.
July 2020	Lifelong Information Literacy (LILi) Virtual Conference.
June 2020	American Library Association Virtual Conference.
Aug 2019	Lifelong Information Literacy (LILi) Conference. CSU Northridge, CA.
Feb 2019	SCIL-Works. Southern California Instruction Librarians Conference. CSU Dominguez Hills, CA.
May 2018	CSU Maker Convening. Sonoma State University, CA.
Mar 2017	Association of College & Research Libraries Conference. Baltimore, MD.
Nov 2016	Best Practices Exchange, California State Library. Sacramento, CA.
Apr 2016	California American Studies Association Conference. Fullerton, CA.
Nov 2015	California Library Association Annual Conference. Pasadena, CA.
June 2012	American Library Association Annual Conference. Anaheim, CA.

## Curriculum Vitae

# Colleen Greene, MLIS

Pollak Library, California State University, Fullerton

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## EDUCATION

### Degrees

- 2005            San Jose State University  
                  Masters of Library & Information Science
- 2001            California State University, Fullerton  
                  Bachelor of Arts, History

### Certificates

- 2015            Boston University's Center for Professional Education  
                  Genealogy Research Program Certificate

## PROFESSIONAL EXPERIENCE

### Current & Recent Experience

- 2019 – Present            CALIFORNIA STATE UNIVERSITY, FULLERTON  
                                  Pollak Library, Assistant Librarian  
                                  Digital Literacy Librarian

Provides consultation, instruction, and outreach to students and faculty on using digital tools and strategies to enhance their research and to improve teaching and learning. Liaisons with technology focused academic partners and initiatives on campus.

- 2016 – Present            SAN JOSE STATE UNIVESITY  
                                  School of Information, Instructor

Designed and teach a graduate-level online course for future librarians, focusing on a dual track: genealogy librarianship, and U.S. genealogical research methods from 1850 to the present.

- 2014– 2019                CALIFORNIA STATE UNIVERSITY, FULLERTON

Colleen Greene – C.V. (2021)

Pollak Library, Assistant Librarian  
Marketing Librarian

Coordinates and facilitates marketing and communications for the Pollak Library. Oversees the library's visual identity, web presence, content strategy, and social media. Supervises a team of student graphic designers and communications specialists.

2009 – 2017                    CALIFORNIA STATE UNIVERSITY, FULLERTON  
Pollak Library, Assistant Librarian  
Systems Librarian (2009 – 2017)

Lead administrator and designer for our OU Campus-run website, our WordPress blogging platform, and our LibGuides and LibAnswers systems. Investigate, develop, and manage library technologies. Provide leadership in the design and implementation of new solutions and enhancements to existing technology and processes. Project Manager and lead developer on a 2010 - 2013 comprehensive website redesign.

### **Other Professional Experience**

2009 – 2009                    APPLEONE, INC.  
Senior Business Coordinator, Anaheim, CA  
Disneyland Public Relations

2007 – 2008                    LEVERAGE, INC.  
Web and Data base Developer, Santa Ana, CA

2006 – 2007                    FREEDOM COMMUNICATIONS, INC.  
The Orange County Register, Santa Ana, CA  
Newsroom Systems Specialist

2005 – 2006                    FREEDOM COMMUNICATIONS, INC.  
The Orange County Register, Santa Ana, CA  
Research Librarian

2003 – 2005                    THE CITY OF MISSION VIEJO  
Mission Viejo Library, Mission Viejo, CA  
Library Assistant, Public Services

### **PERFORMANCE AS A LIBRARIAN**

#### **Digital & Information Literacy Instruction**

#### **Course & Student Program Instruction**

- Immersive and virtual worlds for historians
  - HIST 403A: Introduction to Digital History, December 2021.
  - HIST 300A: Historical Thinking, November 2021.
  - HIST 402A: Introduction to Public History, November 2019.
- Omeka for digital mapping projects and/or exhibits
  - HIST 402A: Introduction to Public History, October 2021.
  - HIST 402A: Introduction to Public History, October 2020.
  - ANTH 402-01: Museum Studies, October 2020.
  - HIST 460A: The Chinese Diaspora, April 2020.
  - HIST 403B: Practicum in Digital History, October 2018.
  - ANTH 402: Museum Studies, November 2016.
  - HIST 492B: Introduction to Public History, November 2012.
  - HIST 492B: Introduction to Public History, October 2011.
- Copyright and/or metadata literacies:
  - HIST 402A: Introduction to Public History, October 2021.
  - HIST 402A: Introduction to Public History, October 2020.
  - ANTH 402-01: Museum Studies, September 2020.
  - HIST 402B: Practicum in Public History, February 2020.
  - HIST 460A: The Chinese Diaspora, February 2020.
- Zotero for research organization and collaboration:
  - HIST 481C: The History of Orange County, November 2021.
  - McNair Scholars, February 2019.
- Adobe Spark for multimedia projects:
  - ENG 301, April 2021.
  - HIST 402B: Practicum in Public History, March & April 2020.
  - UNIV 100: October 2019.
- Google mapping and digital tour tools:
  - HIST 458A: West African and the African Diaspora, November 2020.
  - HIST 403B: Practicum in Digital History, October 2018.
- Archival literacies:
  - HIST 300A: Historical Thinking, November 2019.
  - HIST 386A: American Social History 1750-1860, April 2019.
  - HIST 386A: American Social History 1750-1860, March 2019.
  - HIST 386A: American Social History 1750-1860, April 2018.
  - HIST 386A: American Social History 1750-1860, February 2018.
- Digital and accessible publishing
  - HIST 498 & 596: *Welebaethan* interns, February 2019.
  - HIST 406A: History & Editing, December 2018.
- Digital Inclusion:
  - FDC Student Teaching Certificate Program, November 2019.

### **Campus Instruction (Selected)**

Examples of topics frequently taught to the campus community through partners such as the Faculty Development Center and the former University Business Institute, as well as to library faculty, staff, and student assistants.

- Copyright literacy, with Copyright Librarian Anthony Davis
- Creating instructional & accessible videos
- Creating accessible digital documents
- Designing accessible content with Canva
- Virtual instruction best practices
- Web archiving (with Scholarly Communications Librarian Mark Bilby)
- Social media

### **Library Programming (Selected)**

Co-Presenter, “Revealing Stories in Your Genes.” National Institute of Health, National Library of Medicine, National Network of Libraries of Medicine, Midday at the Oasis webinar series, February 2020. Presented with Robert Tomaszewski and Trish Campbell.

Presenter, “Mini Seminar: DNA for Family History Research.” Pollak Library, California State University, Fullerton, CA, June 2019.

Presenter, “Who, What, Why, Where & How: DNA Testing for Family History Research.” Pollak Library, California State University, Fullerton, CA, April 2019

Presenter, “What Can DNA Tell You About Your Family History?” Pollak Library, California State University, Fullerton, CA, April 2019.

Presenter, Digital Humanities Student Project Showcase + Career Explorations Lunch, Department of History, California State University, Fullerton, CA, April 2019.

Co-Coordinator, DNA Day Learning Activity, CSUF Bring a Child to Work Day, Pollak Library, California State University, Fullerton, CA, April 2019.

Presenter, “Researching African American Family History.” Pollak Library, California State University, Fullerton, CA, February 2019, November 2017.

Presenter, “Using DNA to Discover Your Ancestry.” Pollak Library, California State University, Fullerton, CA, April 2017.

### **Exhibits Curated**

Colleen Greene – C.V. (2021)

Lead Exhibit Curator & Co-Designer, “History in Our Genes: Human DNA.” Pollak Library, California State University, Fullerton, CA, April – September 2019.”

Associate Curator, “Pollak Library: 60 years of Community Service.” Pollak Library, California State University, Fullerton, CA – February – June 2018.

## **SCHOLARLY & CREATIVE ACTIVITIES**

### **Academic Courses Taught**

Instructor & Course Designer, San Jose State University, School of Information, "Seminar in Archives and Records Management: Genealogy," online course. Summer Sessions: 2021 (INFO284-10), 2020 (INFO284-10), 2019 (INFO284-10), 2018 (INFO284-11), 2017 (INFO284-10), and 2016 (INFO284-11).

### **Research Institute Instruction**

Instructor, Institute of Genealogical and Historical Research, one-week course “Fundamentals of Hispanic Genealogical Research,” virtual, July 2021. Taught five classes on “Hispanic Genealogy Foundations,” “Spanish Paleography, Part I,” “Catholic Parish Registers: Baptisms, Confirmations, and Communion,” “Civil Registration Records: Births, Marriages, and Deaths,” and “Strategies for Researching Your Mexican Ancestors.”

Course co-coordinator & Instructor, Texas Institute of Genealogical Research, one-week course “From Spanish Rule to Republic: Research in the Lone Star State,” virtual, June 2021. Co-designed the course and taught five classes on “Hispanic Research Fundamentals,” “Catholic Records Part I: Baptisms, Confirmations, and Burials,” “Language Techniques & Tools,” “Civil Registrations: Births, Marriages, and Deaths,” and “Search & Documentation Strategies.”

Instructor, Utah Genealogical Association, Salt Lake Institute of Genealogy Academy for Professionals, one-week course “You’re Invited: Public Speaking from Concept to Delivery,” Salt Lake City, UT, January 2020. Taught a class on “Tailoring Your Presentation to the Audience.”

Instructor, Utah Genealogical Association, Salt Lake Institute of Genealogy, one-week course “Advanced Hispanic Research,” Salt Lake City, UT, January 2020. Taught a class on “A Review of the Basics for Researching Hispanic Ancestry.”

### **Conference Presentations & Workshops**

#### **Genealogy Conferences**



Colleen Greene – C.V. (2021)

Presenter, Texas State Genealogical Society annual conference, virtual, October 2021. Three lectures on “Getting Started Researching Your Mexican & Tejano Ancestors,” “Finding Free Digital Content to Enhance Your Family History Storytelling Without Violating Copyright,” and “The American Southwest: Digitized Collections & Archival Finding Aids.”

Presenter, We Are Cousins virtual conference, September 2021. Two lectures on “Taking a Closer Look at Immigration Records for Your Mexican Ancestors” and “The Academic Library: An Untapped Resource for Family History Research.”

Presenter New Mexico Genealogical Society virtual conference, August 2021. Lecture on “Taking a Closer Look at Immigration Records for Your Mexican Ancestors.”

Presenter, Southern California Genealogical Society, Genealogy Jamboree annual conference, virtual, June 2021. Lecture on “Taking a Closer Look at Immigration Records for Your Mexican Ancestors.”

Presenter, National Genealogical Society annual conference, virtual May 2021. Lecture “After the Fire: Reconstructing a U.S. World War I or II Military Service Record.”

Presenter, Ohio Genealogical Society annual conference, virtual, April 2021. Three lectures on “Utilizing the HathiTrust Digital Library for Family History Research,” “Adobe Spark: Your Family History Design & Storytelling Powerhouse,” and “Designing with Canva for Your Family History, Society, or Business.”

Presenter, Texas State Genealogical Society, annual conference, virtual, November 2020. Two lectures on “Key Online Record Collections for Researching Your Mexican Ancestors” and “Your 19th & 20th Century Mexican Ancestors in the U.S.”

Presenter, We Are Cousins, virtual conference, September 2020. Lecture on “Improving Your Research with the Genealogical Proof Standard (GPS).”

Presenter, Texas State Genealogical Society, virtual conference, August 2020. Lecture on “Taking a Closer Look at Immigration Records for Your Mexican Ancestor.”

Presenter, Virtual Genealogical Association, annual conference, virtual, November 2019. Lecture on “Researching Hispanic Ancestry.”

Presenter & Instructor, Federation of Genealogical Societies, annual conference, Washington, DC, August 2019. Gave a solo lecture on “An Overview of Researching Hispanic Ancestry.” Taught a workshop on “Genealogy Inclusion: Creating Accessible Digital Content for Your Members, Researchers, and Clients.” Co-presented two lectures on “A Discussion About Diversity & Inclusion: Society Membership, Education, Outreach, and Collaboration,” and “Perspectives on Societies & Inclusivity: A Community Dialogue.”

Colleen Greene – C.V. (2021)

Presenter, Southern California Genealogical Society, Genealogy Jamboree annual conference, Burbank, CA, June 2019. Two lectures on “Working More In-Depth with Mexican Parish Registration Records” and “Working More In-Depth with Mexican Civil Registration Records.”

Presenter & Instructor, Ohio Genealogical Society, annual conference, Mason, OH, May 2019. Two lectures on “Creating Accessible Content for Your Readers, Researchers, Clients, and Students” and “An Introduction to Researching Your Mexican Ancestor.” Taught one workshop on “Strategies for Finding and Analyzing Mexican Church and Civil Registration Records.”

Presenter, Texas State Genealogical Society, annual conference, San Antonio, TX, November 2018. Three lectures on “An Introduction to Researching Hispanic Ancestry,” “The Suspect Centenarian: Using a Common U.S. Source to Build Out an Immigrant Life Story,” and “Getting the Most Out of Evernote for Genealogy Research.”

Presenter, Southern California Genealogical Society, Genealogy Jamboree annual conference, Burbank CA, June 2018. Gave a lecture “An Overview of Researching Hispanic Ancestry.” Southern California Genealogical Society’s Genealogy Jamboree Annual Conference, Burbank, CA, June 2018.

Presenter, National Genealogical Society, annual conference, Grand Rapids, MI, May 2018. Two lectures on “Cloud Computing for Genealogy: Applications, Strategies, and Workflows” and “An Introduction to Researching Your Mexican Ancestors.”

Presenter, Ohio Genealogical Society, annual conference, Columbus, Ohio, April 2018. Two lectures on “An Overview of Researching Hispanic Ancestry” and “Working with Mexican Church and Civil Registration Records,”

Presenter, Genealogical Society of Hispanic America, annual conference, Ontario, CA, August 2017. Lecture on “The Suspect Centenarian: Using a Common Source to Connect to Mexican Origins.”

Presenter, Southern California Genealogical Society, Genealogy Jamboree annual conference, Burbank, CA, June 2017. Lecture on “Working with Mexican Church and Civil Registration Records.”

Presenter, Texas State Genealogical Society, annual conference, Dallas, TX, October 2016. Three lectures on “An Introduction to Researching Your Mexican Ancestors,” “Digging Deeper into Mexican Church & Civil Registration Records,” and “Utilizing the Digital Public Library of America & the HathiTrust for Family History Research.”

Presenter, Southern California Genealogical Society, Genealogy Jamboree annual conference, Burbank, CA, June 2016. Lecture on “An Introduction to Researching Your Mexican Ancestors.”

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Presenter, Texas State Genealogical Society, annual conference, Austin, TX, October 2015. Two lectures on “An Introduction to Researching Your Mexican Ancestors” and “Portals to the Past: Helping Patrons Find & Use Southwest Archival Collections.”

Presenter RootsTech conference, Salt Lake City, UT, February 2015. Lecture on “APIs 101.” This focused on application programming interfaces.

### **Higher Ed Web Conferences**

Discussion Facilitator, OmniUpdate User Training Conference, Newport Beach, CA, March 2015. Table Topic Facilitator for “Identifying and Addressing Faculty Need and Concerns.”

Presenter, OmniUpdate User Training Conference, Anaheim, CA, March 2014. Lecture on “How to Generate Buy-In and Excitement from Your Campus Library.”

Presenter, OmniUpdate User Training Conference, Anaheim, CA, March 2013. Lectured on “Customer Showcase: Integrating OU Campus with LibGuides and LibAnswers.”

### **Public History Conferences**

Instructor California Council for the Promotion of History, annual conference, Riverside, CA, October 2011. Taught a workshop on “Social Media & Mashups: New Technology for Historians.”

### **Community Presentations & Workshops**

#### **Genealogy Presentations & Workshops (Selected)**

Presenter, Cleveland (Ohio) Public Library, webinar, October 2021. Two lectures on “An Introduction to Researching Your Mexican Ancestors,” and “Getting to Know Mexican Church and Civil Registration Records.”

Presenter, Fountaindale (Illinois) Public Library District webinar, November 2020. Lecture on “An Introduction to Researching Hispanic Ancestry.”

Presenter, Yorba Linda Public Library, Yorba Linda, CA, April 2019. Lecture on “Who, What, Why, Where, and How: DNA for Family History Research.”

Presenter, Yorba Linda Public Library, Yorba Linda, CA, March 2019. Lecture on “What DNA Can Tell You About Your Family History.”

Panelist, “Finding Your Roots: Finding Our SoCal Roots,” PBS SoCal, University of Southern California, Los Angeles, CA, March 2019. Mexican genealogy expert on a panel focusing on Los Angeles communities of color.

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Presenter, Saint Joseph County Public Library, South Bend, IN, April 2018. Two lectures on “Facebook for Genealogy” and “An Introduction to Researching Your Mexican Ancestors.”

Presenter, Orange County Public Library, Laguna Niguel, CA, November 2016. Lecture on “Digging Deeper into Mexican Church & Civil Registration Records.”

### **Technology & Social Media Presentations & Workshops (Selected)**

Instructor, Friends Christian School, Yorba Linda, CA, January 2014. Taught a professional development workshop for teachers on “Google Apps for Teaching.”

Co-Instructor: California Nevada Public Health Training Center, online course, September 2013. Co-taught a professional development course for public health professionals on “Social Media for Public Health Providers Certificate Program.”

Instructor: California-Nevada Public Health Training Center, California State University, Fullerton, CA, August 2012. Taught a workshop on “Social Media for Public Health Workshop” for public health professionals.

Instructor, Orange County Heritage Coordinating Council, Fullerton, CA, January 2012. Taught a workshop on “Digital History Workshop on Historypin” for cultural heritage professionals and volunteers.

Co-Presenter, California-Nevada Public Health Training Center, Orange County Health Care Agency, Santa Ana, CA, August 2011. Lecture on “Social Media and Public Health: New Ways to Create Community” for public health professionals.

Presenter, Heritage Coordinating Council, Santa Ana, CA, March 2010. Lecture on “Using the Social Web to Promote and Provide Access to Special Collections” for cultural heritage professionals and volunteers.

Presenter, Light Impressions Archival Workshop, Santa Ana, CA, October 2009. Lecture on “Marketing Your Museum, Services & Special Collections through New Social Media” for cultural heritage professionals and volunteers.

### **In the Media**

Interview, “CSUF exhibit answers questions about DNA testing and how it works.” *The Orange County Register*, June 2019.

Interview, “The Science Behind DNA Testing.” *CSUF News Center*, California State University, Fullerton, April 2019.

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Podcast interview, “005 - Finding Mexican Roots: Tips from Colleen Greene.” *Generations Café*, October 2018.

Interview, “5 Things to Know Before You Take a Home DNA Test.” *The California State University News*, June 2018.

Interview, “Expert emphasizes the importance of researching African-American genealogy in the digital age.” *The Daily Titan*, California State University, Fullerton, November 2017.

Interview, “What can a DNA kit tell you? A CSUF expert has some answers.” *The Orange County Register*, May 2017.

Podcast Interview, “Genealogy Connection #011 - Colleen Greene, Speaker, Blogger, and Academic Librarian.” *Genealogy Guys Podcast*, November 2016.

## **Web Projects**

Publisher, Writer, and Web Developer, “ColleenGreene.com.” Genealogy Education Blog, 2009 – Present. URL: <https://www.colleengreene.com/>

Publisher, Web Developer & Researcher, “Orange County Fallen Heroes.” Personal research and digital history project, 2012 - 2107. Internet Archive URL: <https://web.archive.org/web/20160110203114/http://ocfallenheroes.org/>

Web Developer, “Gone Through Fire: Modjeska and Silverado Canyons and the 2007 Santiago Fire.” Center for Oral and Public History, College of Humanities and Social Sciences at California State University, Fullerton, June 2010. Internet Archive URL: <https://web.archive.org/web/20150615050050/http://coph.fullerton.edu/collections/santiagofire/>

## **SERVICE**

### **University Service**

- Member, Academic Senate Information Technology Committee, 2019 – Present, and 2012 – 2015.
- Member. Academic Technology Initiative Instructional Materials Group, 2019 - Present
- Member, Academic Technology Initiative (ATI) Web Group, 2019 – Present.
- Technology Faculty Expert, M.A. Committee for David Wells, History, 2019 – 2020.
- Member, Faculty Concierge Service Project Task Force, 2019 – 2020.
- Member, Campus LMS (Learning Management System) Task Force, 2019 – 2020.
- Member, Academic Senate University Extended Education Committee, 2018 – 2021.
- Member, Academic Senate University Advancement Committee, 2018 – 2020.
- Member, Campus Communications Working Group, 2017 – 2018.

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- Member, University Librarian Recruitment Committee, 2013 – 2014.
- Member, Academic Senate Internships & Service Learning Committee, 2013 – 2014.
- Member, Campus Communications Coordinating Council (formerly Titan Communicators), 2011 – 2019.
- Member, Web Presence Steering Committee, 2010 – 2014.
- Member, Web Presence Working Group, 2010 – 2011.
- Member, SharePoint Admin Community Support MVPs, 2010 – 2011.
- Library Faculty Delegate, Campus Strategic Planning Event, 2010.

## **Library Service**

- Member, LibChat Analysis Task Force, November 2020 – March 2021.
- Member, Open Resources Committee, October 2020 – Present.
- Discussion Moderator, Pollak Library Retreat, August 2019.
- Member, Advanced Technology Lab Task Force, September 2019 – March 2020.
- Chair, ALE (Association of Library Employees) Student Employment Recommendations Task Force, 2019.
- Library Representative, Freshman Summer Orientation, July 2019.
- Member, Library Exhibits Committee, 2013 – 2019.
- Member, Council of Library Faculty, Open Access Task Force, 2013 – 2014.
- Member, Council of Library Faculty, Library Relations Committee, 2013 – 2015.
- Member, Council of Library Faculty, Library Exhibits Program Task Force, 2012 – 2013.
- Library Representative, Discoverfest, February 2013 and February 2011.
- Criteria Definition Lead & Member, Systems Head Recruitment Committee, Criteria Definition Lead, 2012.
- Member, Council of Library Faculty, Research and Professional Development Committee, 2010 – 2012.
- Library Representative, New Freshman Orientation, August 2011.
- Member, eBooks Subgroup, 2010 – 2012.
- Chair, Social Media Team, 2009 – 2012.
- Member, Digitization Planning Task Force, 2009 – 2011.
- Member, Library Publicity Team & Editorial Board, 2009 – 2011.

## **Professional & Community Service**

- Member, Virtual Conference Committee, National Genealogical Society, 2021 – Present.
- Director-at-Large, National Genealogical Society, Board of Directors, October 2020 – November 2021.
- Zoom Moderator, Institute of Genealogy and Historical Research, “Researching African American Ancestors: Government Documents and Advanced Tools” week-long course, July 2020.

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- Member, RUSA (Reference and User Services Association) History Section Genealogy Committee, 2019 – Present.
- Member, Virtual Genealogical Association, Web & Social Media Team, 2018 – 2019.
- Web Administrator & Marketing Chair, Genealogical Society of Hispanic America, 2017 – 2018.
- Conference Marketing Coordinator, Genealogical Society of Hispanic America, 2017.
- Website & Facebook Administrator, Genealogical Society of North Orange County California, 2016 – 2017.
- State Board Member & Director of Communications, Texas State Genealogical Society, 2016 – 2017.
- Member, Communications Team, Texas State Genealogical Society, 2015.
- Web Developer, DHSocal (Digital Humanities Southern California) Network, 2013 – 2015.
- Chair, Web Team Chair & Member, History Hikes Committee, Orange County Historical Society, 2011 – 2012.
- Web & Social Media Coordinator, Orange County Heritage Coordinating Council, 2007 – 2014.
- Conference Coordinator: “THATCamp (The Humanities and Technology Camp) Southern California Unconference.” California State University, Fullerton, CA, September 2012.

## **CURRENCY IN FIELD / CONTINUING EDUCATION**

### **Digital Literacy & Technology**

#### **Courses & Institutes**

- “Accessible Documents. WebAIM, CSU cohort, online course, November – December 2021.
- “GIS and GeoWeb Applications in Libraries.” Library Juice Academy, online course, October – November 2020.
- Summer Institute in Digital Literacy. University of Rhode Island, Media Education Lab, six-day applied institute course, Providence, RI, July 2019.
- “Metadata for Digitized Resources.” Amigos Library Services, online course, May 2012.
- “JavaScript Basics.” Amigos Library Services, online course, April 2011 – May 2011.
- “SharePoint 2007.” MindLeaders, self-paced online course series provided through the California State University Chancellor’s Office, June 2009 – 2010.

#### **Conferences & Retreats**

- CSU Esports Unconference. California State University system, virtual conference, March 2021.

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- MIRA (Makerspaces for Innovation and Research in Academics) Conference. University of La Verne, conference, La Verne, CA, July 2019.
- Tech Day. Division of Information Technology, California State University, Fullerton, conference, Fullerton, CA, April 2019.
- “CSU and Adobe: Cultivating Digital Literacy Across the System.” California State University Chancellor’s Office, symposium, Fullerton, CA, March 2019.
- MIRA (Makerspaces for Innovation and Research in Academics) Conference. University of La Verne, conference, La Verne, CA, July 2018.
- Digital Exhibit Building Symposium. University of California, Santa Cruz, symposium, Santa Cruz, CA, September 2016.
- “Power Up Your Research and Teaching!” XSEDE (Extreme Science and Engineering Discovery Environment), conference, California State University, San Bernardino, San Bernardino, CA, April 2014.
- RootsTech Innovator Summit, pre-conference technology day, Salt Lake City, UT, February 2014.
- THATCamp (The Humanities and Technology Camp) Southern California, Chapman University, unconference, Orange, CA, January 2011.
- Campus Technology Day, Information Technology Division, California State University, Fullerton, Fullerton, CA, March 2010.

### **Workshops & Short Video Courses (Selected)**

- “Data Talk Series: Qualtrics Online Surveys.” Faculty Development Center, California State University, Fullerton, workshop, March 2020.
- “Space and Place.” Coalition for Networked Information (CNI), Digital Scholarship Planning 2020 Webinar Series, webinar, live broadcast October 2020, recording viewed February 2021.
- “Learning Data Visualization.” LinkedIn Learning, online short course, November 2019.
- “OER (Open Educational Resources) #1.” Online Education and Training, California State University, Fullerton, workshop, Fullerton, CA, July 2019.
- “InDesign Quick Start.” Lynda.com, online course, January 2016.
- “Encouraging Faculty to Use MERLOT.” MERLOT, webinar, April 2013.
- “XHTML and HTML Essential Training.” Lynda.com, online short course, June 2012.
- “Easily Create Video Tutorials and Audio Podcasts with Camtasia Software.” Faculty Development Center, California State University, Fullerton, workshop, Fullerton, CA, December 2010.

### **Webinars (Selected)**

- “Plotting Death Data Visualization Map.” Dallas Public Library, webinar, September 2021.
- “Adapting Microsoft Word for Features to Genealogical Writing.” Family History Academy, webinar, September 2021.



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- “HeinOnline Training with CSU Fullerton Pollak Library.” HeinOnline virtual training webinar, February 2021.
- “Learning Objects in Action: Highlights from the Spring 2020 Virtual Poster Session.” Association of College and Research Libraries Distance and Online Learning Section, webinar, December 2020.
- “EBSCOhost Refresher for Cal State Fullerton.” EBSCO webinar, November 2020.
- “Using VoiceThread to Increase Student Engagement.” Online Education and Training (OET), California State University, Fullerton, webinar, May 2020.
- “Navigating Accessibility to Support All Library Users.” Association of College and Research Libraries, webinar, May 2020.
- “Creating a Collaborative Teaching and Research Collection.” Association of College and Research Libraries, webinar, March 2017 (viewed May 2020).
- “Telling the American Story with the U.S. Census: Teaching with Real Data.” Association of College and Research Libraries, webinar, October 2019.
- “Reading and Engaging with Existing Digital Humanities Projects.” Association of College and Research Libraries, webinar, April 2018.
- “Closing the Gap Between Open Access and Subscription Content.” Association of College and Research Libraries, webinar, September 2017.
- “Learning Captivate 6.” Lynda.com, online short course, March 2013.
- “Developing Social Media Guidance.” Educause, webinar, April 2012.
- “Project Management and Measuring Success for Digital Projects.” Infopeople, webinar, March 2011.
- “TechTrends: ALA Annual Conference 2010.” ALA Publishing, webinar, July 2010.
- “Directions in Metadata with Karen Coyle.” ALA Publishing, webinar, April 2010.
- “Integrating Social Media into Your Website.” TechSoup, webinar, February 2010.

## **Information Literacy**

### **Courses & Institutes**

- “Researching African American Ancestors: Government Documents and Advanced Tools.” Institute of Genealogy and Historical Research, one-week research institute course, virtual institute, July 2020.
- “Fundamentals of Forensic Genealogy.” Utah Genealogical Association, Salt Lake Institute of Genealogy Academy for Professionals, one-week research institute course, Salt Lake City, CA, January 2020.
- “Advanced Evidence Analysis.” Salt Lake Institute of Genealogy, one-week research institute course, Salt Lake City, CA, January 2017.

### **Conferences & Retreats (Selected)**

- National Genealogical Society conference, virtual, May 2021.
- National Genealogical Society conference, virtual, May 2020.

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- Federation of Genealogical Societies conference. Washington, DC, August 2019.
- National Genealogical Society conference, Grand Rapids, MI, May 2018.
- Federation of Genealogical Societies conference. Salt Lake City, UT, February 2015.
- RootsTech conference. Salt Lake City, UT, February 2015.
- RootsTech conference. Salt Lake City, UT, February 2014.
- American Library Association conference, Anaheim, CA, June 2012.
- Reference Retreat. Pollak Library California State University, Fullerton, retreat, Fullerton, CA, June 2010.

### **Webinars (Selected)**

- “Introduction to Wiley Digital Archives – California State University, Fullerton,” Wiley, webinar, August 2021.
- “Data that Counts: An Introduction to Census Data for Public Libraries.” American Library Association, webinar, April 2021.
- “DNA to Z: Direct-to-Consumer Genetic Testing.” National Institute of Health, National Library of Medicine, National Network of Libraries of Medicine, webinar, November 2020.
- “Sources and Methods for Researching Native American Ancestors.” Clayton Library Center for Genealogical Research, Houston Public Library, webinar, October 2020.
- “Geoscience Librarianship 101.” Geoscience Information Society, virtual workshop, October 2020.
- “How to Uncover Diverse Voices for Research and Teaching: Strategies with Primary Source Archives.” ProQuest, webinar, October 2020.
- “Confronting Hard History: Using Primary Sources to Teach Slavery, Civil Rights and Black Lives Matter.” ProQuest webinar, September 2020.

### **Pedagogy**

#### **Courses & Institutes**

- “Designing a Collaborative Instructional Technology Support Model.” Educase, online course, June 2019.
- “Teaching Online.” School of Information, San Jose State University, online course, April 2016.

#### **Retreats**

- “Teaching & Technology Day.” Faculty Development Center, California State University, Fullerton, retreat, Fullerton, CA, April 2012.
- Faculty Development Center: “Teaching with Technology Faculty Showcase 2010,”

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- Faculty Development Center, California State University, retreat, Fullerton, CA, January 2010.

### **Workshops & Short Video Courses (Selected)**

- “Instructional Strategies for Librarians.” Faculty Development Center, California State University, Fullerton, workshop, Fullerton, CA, December 2019.
- “Teaching Online.” Faculty Development Center, California State University, Fullerton, workshop, Fullerton, Cam, June 2014.

### **Webinars (Selected)**

- “Universal Design for Learning: Embracing Neurodiversity for Inclusive Online Course Design and Instruction,” Online Education and Training (OET), California State University, Fullerton,, November 2021.
- “Best Practices in Online Instruction for Adult Learners.” San Jose State University, School of Information, webinar, July 2021.
- “Communication Strategies for Creating Community.” Online Education and Training (OET), California State University, Fullerton, Online Best Practices webinar series, February 2021.
- “Applying Quality Matters General Standard 1: Course Overview and Introduction.” Online Education and Training (OET), California State University, Fullerton, Online Best Practices webinar series, February 2021.
- “Recording Lectures: Hints and Tips for Success.” School of Information, San Jose State University, webinar, July 2020.
- “A View from Within: Open House Tour of Two Canvas Core Courses.” School of Information, San Jose State University, webinar, July 2019.
- “That’s a Wrap: How to End a Course on a High Note.” School of Information, San Jose State University, webinar, August 2018.
- “Time Saving Grading Tips.” School of Information, San Jose State University, webinar, August 2017.
- “Millennials, Social Media, and education: Connecting With Your Students.” Valencia Community College, webinar, May 2011.

## **Marketing**

### **Courses & Institutes**

- “Getting Results with Email Marketing and Online Advertising.” California State University, Fullerton University Extended Education, online course, March 2017 – April 2017.
- “Marketing the Library in the 21<sup>st</sup> Century.” Library Juice Academy, online course, September 2014 - October 2014.

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- “The Digital Marketing Landscape.” California State University, Fullerton University Extended Education, online course, September 2014 – October 2014

## **Webinars**

- "Using Corporate Marketing Techniques to Make Libraries Succeed." LibraryWorks, webinar, February 2017.
- "Increasing Library Usage Through Strategic Merchandising." LibraryWorks, webinar, August 2016.
- "Content Marketing and Strategy." Infopeople, webinar, April 2016.
- “Session 2: How Libraries Analyze and Act.” ALA Publishing, webinar, January 2011.
- “Session 1: The Basics of Turning Numbers Into Action.” ALA Publishing, webinar, January 2011.
- “Building the Digital Branch: Designing Effective Library Websites.” ALA TechSource, webinar, August 2010.

## **Library Systems**

### **Courses & Institutes**

- “Web Services Bootcamp: Adding Value to Library Apps and Services.” Amigos Library Services, online course, March 2011.

### **Conferences & Retreats**

- OmniUpdate User Training Conference. Newport Beach, CA, March 2015.
- OmniUpdate User Training Conference. Anaheim, CA, March 2014.
- HigherEdWeb West Conference. Chapman University, Orange, CA, June 2013.
- OmniUpdate User Training Conference. Anaheim, CA, March 2013.
- “SpringyCamp Conference.” Springshare, virtual, November 2012.

### **Workshops & Short Video Courses (Selected)**

- “Web Content Strategy for Libraries.” LITA, preconference workshop, ALA Annual Conference, Anaheim, CA, June 2012.
- Archivists’ Toolkit workshop, Society of California Archivists, workshop, Chapman University, Orange, CA, May 2010.

### **Webinars (Selected)**

- “OU Campus v10 Beta Training.” OmniUpdate, webinar, August 2013.
- “Guide Style: CSS & You.” Springshare, webinar, June 2012.

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- “Springy Widgets & APIs: Get Your Content Out There!” Springshare, webinar, June 2012.
- “Introducing Xerxes using the Summon API.” California State University Chancellor’s Office, webinar, December 2011.
- “eBooks and Libraries.” ALA TechSource, webinar, January 2011.

## **General Professional Development**

### **Courses & Institutes**

- “The Journey 2013-2014.” International Teams & Rose Drive Friends Church, online course (leadership), September 2013 - May 2014.
- “Project Management,” MindLeaders, self-paced online course series provided through the California State University’s Chancellor’s Office, August 2009 – 2010.

### **Workshops, Short Video Course & Webinars (Selected)**

- “Digging into Diversity: The Weight of Stigma: Supporting Students Navigating Sizeism in Academia.” Faculty Development Center, California State University, Fullerton, workshop, March 2020.
- Library security discussion with Corporal Tom Perez, CSU Fullerton Police Corporal Tom. Pollak Library, California State University, Fullerton, workshop, Fullerton, CA, December 2019.
- “Developing Our Future Professionals,” Career Center, California State University, Fullerton. Fullerton, CA, April 2011.

## **Professional Memberships**

- ALA, American Library Association, 2010 – Present
- RUSA, Reference & User Services Association, 2019 – Present
- NGS, National Genealogical Society, 2015 – Present
- LAMA, Library Leadership & Management Association, 2014 – 2019.
- LITA, Library and Information Technology Association, 2010 – Present
- CLA, California Library Association, 2002-2003, 2004-2005, 2010-2011

Curriculum Vitae of

## John Hickok

Library Faculty, California State University Fullerton

<http://www.library.fullerton.edu/about/profiles/jhickok.php>

### EMPLOYMENT

1997 – present

**Library Faculty (Tenured, Full Librarian rank)**

California State University Fullerton

- *Specialization*: International Outreach Librarian
- *Specialization*: TESOL and College of Communications Liaison

1990 – 1993

**Teacher (Secondary)**

Los Angeles Unified School District, California

- *ESL*: teach international students English and other subjects

### EDUCATION

2001

MA-TESOL California State University, Los Angeles

1995

MLIS University of California, Los Angeles

1990

BA-History B. Young University

### HONORS

2018

**Profiled in *American Libraries* magazine.** Photo & article, on international library efforts, in *American Libraries* national magazine, July 18, 2018

<https://americanlibrariesmagazine.org/2018/07/18/building-bridges-east-john-hickok/>

2016

**US Fulbright Scholar.** Guest Instructor: Library & Information Science, Philippines: Philippine Normal University & University of Santo Thomas.

<http://libraryguides.fullerton.edu/Hickok2016Fulbright>

### PUBLICATIONS

2020

**Book chapter.** “The Changing Curricula of LIS Education in Southeast Asia” in *Internationalization of Library and Information Science Education in the Asia-Pacific Region*. IGI-Global. ISBN 978-1-7998-2273-8

2019

**Book.** *Serving Library Users from Asia: A Comprehensive Handbook of Country-Specific Information and Outreach Resources*. Rowman & Littlefield. ISBN 978-0-8108-8730-5

2018

**Journal article.** “International Library Partnerships: From Shoestring Startups to Institutional Sponsorships.” (Co-author). *Portal: Libraries and the Academy* vol. 18, no. 4, 2018.

2016

**Journal article.** “Southeast Asia Library Conference: CONSAL.” *International Information & Library Review* vol. 48, no. 1, 2016, p. 72-74.

2016

**Journal article.** “Future-oriented Best Practices of Selected North American and Asian Libraries.” *PLAI Journal* vol. 1, no. 1, 2016.

2015

**Proceedings article.** “Serving Individuals from other Asian Countries in Your Library: Recommendations for Southeast Asian Libraries” in *Proceedings of the 16<sup>th</sup> Congress of Southeast Asian Librarians Conference*.

- 2012 **Proceedings article.** “Innovative Practices of Libraries in Southeast Asia: A 7-year Study of Exciting, Best Practices” in *Proceedings of the 15<sup>th</sup> Congress of Southeast Asian Librarians Conference*.
- 2011 **Book chapter.** “Knowing Their Background First: Understanding Prior Library Experiences of International Students” in *International Students and Academic Libraries: Initiatives for Success*. Association of College & Research Libraries
- 2009 **Proceedings article.** “Three Years of Action! Exciting Developments in Southeast Asian Libraries since CONSAL XIII” in *Proceedings of the 14<sup>th</sup> Congress of Southeast Asian Librarians Conference*.
- 2008 **Book chapter.** “Bringing Them into the Community: Innovative Library Instructional Strategies for International and ESL Students” in *Practical Pedagogy for Library Instructors: 17 Innovative Strategies to Improve Student Learning*. Association of College & Research Libraries
- 2006 **Proceedings article.** “A 1-year Qualitative Analysis of Libraries in Southeast Asia: Commonalities, Challenges, and Opportunities” in *Proceedings of the 13<sup>th</sup> Congress of Southeast Asian Librarians Conference*.
- 2005 **Journal article.** "ESL Web sites: Resources for Library Administrators, Librarians, & ESL Users." *Journal of Library Administration*. Vol. 43, No. 3/4
- 2004 **Book chapter.** “Upgrading an Education Library’s Web site to Include New Web Capabilities” in *Digital Resources and the Education Library: Innovation, Invention, and Implementation*, Assoc. of College & Research Libraries, 2004
- 2002 **Journal article:** “Web Library Tours: Using Streaming Video and Interactive Quizzes”, *Reference Services Review*, vol. 30, no. 2, 2002.

## CONFERENCE PAPERS/PRESENTATIONS

- 2021 **Presentation.** “Library Promotion Practices & Marketing of Library Services”, International Webinar on Library Promotion, August, Surabaya, Indonesia
- 2021 **Paper.** “Best Practices of Libraries in ASEAN”, 1st ASEAN Virtual Regional Conference of Public Librarians, Manila Philippines.
- 2020 **Presentation.** “New Innovations in US Libraries”, Public Library Day Celebration, National Library of the Philippines, Manila, Philippines
- 2019 **Paper.** "An Exciting Showcase of Inclusive, Innovative, & Interconnected Libraries in Asian and the USA" (co-presenter), Philippine Library Association Inc. National Congress, Tagaytay, Philippines
- 2019 **Paper.** "A Showcase of Game Changers: Real-life Cases of Asian Libraries and Librarians making Improvements", 8th Rizal International Library conference, Manila, Philippines
- 2019 **Paper.** “Asian Libraries Serving Users from Other Asian Countries.” Int’l. Conference on Library and Information Science, July, Taipei, Taiwan
- 2019 **Paper:** "Quezon City Public Library" ALA IRRT Papers Session (co-presenter), American Library Association Conference, June, Washington DC
- 2018 **Poster.** “East/Southeast & Pacific Asia Libraries with US libraries.” (Co-presenter). IFLA Conference, August, Kuala Lumpur, Malaysia
- 2018 **Presentation.** “Examples of Equality, Diversity, & Inclusion in Southeast Asian Libraries.” (Co-presenter). ALA Conference, June, New Orleans, LA, USA

- 2017 **Presentation.** “International Opportunities for Librarians” IRRT Connections program. ALA Conference, June, Chicago, Illinois, USA
- 2016 **Presentation.** “Internationalizing Your Library: Strategies for All Types of Libraries.” ALA Conference, Int’l. pre-conference, June, Orlando, Florida, USA
- 2015 **Paper.** “eBooks and eReaders: A Passing Fad or the Wave of the Future? Progress of eBooks in SE Asia In’tl. Conference, Kuala Lumpur, Malaysia
- 2015 **Presentation.** “The Current State of Libraries (Public/School/Academic) in Southeast Asia.” ALA Conference, June, San Francisco, California, USA
- 2014 **Paper.** “Inspirational! Future-Oriented Best Practices by Libraries in Both the Philippines & Other Countries.” Philippine Library Association Inc. National Congress, November, Manila, Philippines.
- 2014 **Paper.** “International Best Practices of Leadership and Change.” Ateneo de Manila Rizal Library International conference. October, Manila, Philippines
- 2013 **Presentation.** “Latest Trends and Innovations in American Libraries” Library Association of Nepal (at U.S. Embassy), Kathmandu, Nepal
- 2012 **Paper.** “Innovative Practices of Libraries in Southeast Asia: A 7-year Study of Exciting, Best Practices.” Congress of Southeast Asia Librarians conference, April, Bali, Indonesia
- 2011 **Poster.** "Exciting and Innovative Outreach Instruction to International/ESL Students." American Library Association Annual Conference. June, New Orleans, Louisiana, USA.
- 2010 **Paper.** “International Best Practices of Library Spaces: An Exciting Showcase of Innovative Physical and Virtual Library Services from Libraries All Over the U.S. and Southeast Asia.” Ateneo de Manila Rizal Library International conference. October Manila, Philippines
- 2009 **Paper.** “Exciting New Internet Resources and Online Libraries to Assist English Teaching and Learning." International Conference on English Language Teaching, November, Melaka, Malaysia.
- 2009 **Paper.** "Three Years of Action! Exciting Developments in Southeast Asian Libraries since CONSAL XIII", Congress of Southeast Asia Librarians conference, April, Hanoi, Vietnam
- 2009 **Pre-conference.** "Effective and Exciting Information Literacy Outreach for International & ESL Students", half-day preconference, Association of College & Research Libraries conference, March, Seattle, Washington
- 2008 **Paper.** "State of Asian School Libraries, Present & Future." Bridging Worlds conference, NGO Learning Summit. Singapore.
- 2007 **Paper.** “International Best Practices of Service-Friendly Librarians." Ateneo de Manila Rizal Library International conference. October, Manila, Philippines.
- 2007 **Paper.** "Networking & Partnering of Libraries in Developing & Developed Countries." International Library Conference. July, Sarawak, Malaysia.
- 2006 **Paper.** “Libraries: Important Players in International Education efforts of both China and Southeast Asia.” Asia Pacific Conference on Education & Lifelong Learning. October, Hong Kong, China.
- 2006 **Paper.** “A 1-year Qualitative Analysis of Libraries in Southeast Asia: Commonalities, Challenges, and Opportunities.” CONSAL (Congress on



- Southeast Asian Libraries) Conference. October, Manila, Philippines
- 2005 **Paper.** "A Comparison of Library Instruction between Hong Kong and U.S. Academic Libraries." Hong Kong Comparative Education Society Conference. January, Hong Kong SAR, China.
- 2004 **Presentation.** "Information Literacy Training to Japanese Students in U.S. Universities." California State University/Waseda Exchange Conference. July, Waseda Univ., Tokyo, Japan.
- 2003 **Paper.** "Audio & Video on the Internet: Using this resource in EFL & Library Training." Thai TESOL Conference, January, Bangkok Thailand.
- 2001 **Paper.** "Adding Streaming Video for Interactive Instruction." International Technology in Language Education Conference, June, Hong Kong SAR, China
- 2000 **Presentation.** "Teaching ESL Students Library Skills." American Library Association annual conference. July, Chicago, Illinois, USA
- 1999 **Poster.** "Partnerships between Libraries & English Language Learning" (Poster Session). International Federation of Library Associations & Institutions (IFLA) conference, August, Bangkok Thailand.

### **GUEST TEACHING**

- 2019 **Universities:** Cambodia, Indonesia, South Korea
- 2018 **Universities:** Vietnam, Cambodia, Philippines **US Consulate:** Vietnam
- 2017 **Universities:** Vietnam, Cambodia, South Korea **US Consulate:** Vietnam
- 2016 **Universities:** Philippines (Fulbright Scholar: PNU, UST, Sep-Dec)
- 2015 **Universities:** Thailand, Vietnam, Cambodia **US Embassy:** Vietnam
- 2014 **Universities:** Hong Kong, Philippines
- 2013 **Universities:** Sri Lanka, Bangladesh, Pakistan **US Consulate:** Vietnam
- 2012 **Universities:** Vietnam, Cambodia, Malaysia, Philippines **US Embassy:** Vietnam
- 2011 **Universities:** Vietnam, Cambodia, Philippines **National Library:** Singapore
- 2010 **Universities:** Vietnam, Cambodia, Thailand, Philippines **Natl Library:** Malaysia
- 2009 **Universities:** Vietnam, Cambodia, Indonesia
- 2008 **Universities:** Singapore, Malaysia. **National Library:** Singapore
- 2007 **Universities:** Laos, Thailand, Indonesia, Philippines
- 2006 **Universities:** Vietnam, Hong Kong, China, Taiwan, Japan, Korea, Mongolia
- 2005 **Universities:** Indonesia, Philippines, Malaysia, Singapore, Thailand

### **PROFESSIONAL ACTIVITY/LEADERSHIP**

- 2021- Member, American Library Association (ALA) International Relations Committee
- 2021- Member, ALA International Relations Roundtable International Connections Cmte
- 2019-20 Chair, ALA ACRL Global Library Services Discussion Group
- 2018-21 Co-Chair, ALA International Relations Roundtable Endowment Committee
- 2018- Member, ALA International Relations Committee, East Asia Subcommittee
- 2017-18 Co-Chair, ALA International Relations Roundtable Officers Manual Committee
- 2015-16 Chair, ALA International Relations Roundtable
- 2013-14 Executive Board member, ALA International Relations Roundtable
- 2011-12 Chair, ALA International Relations Roundtable Reception Committee
- 2009-10 Chair, ALA International Relations Roundtable Orientation Committee
- 2008 Member, ALA International Relations Roundtable Orientation Committee
- 2007 Member, ALA ACRL Instruction to Diverse Populations Committee

## **Jody E. Horton**

### **Experience:**

Library Services Specialist III, Cataloging, Pollak Library, California State University, Fullerton, CA March 2006-

Conduct complex bibliographic searches using ALMA, OCLC, and other databases. Solve problems associated with materials received on series standing orders and with reproductions of dissertations. Analyze cataloging treatment, route materials as appropriate for further treatment, communicating with other departments and collection managers as appropriate. Solve unusual problems related to these materials using independent judgment. Worked on the public service information reference desk assisting students and faculty with questions and problems in regard to the library and the CSUF campus. Coordinate check-in process and provide back up as necessary. Supervised student assistants.

Library Assistant III, Library, University of California, September 1982-March 2006.

Supervised the circulation public service desk 1991-1997, responsible for stack maintenance, shelf reading and stack shifting using the LC classification system.

Supervisor of the Serials Unit. Bindery, Interlibrary Loan, Circulation, Serials.

Library Clerk II -McFadden Branch Public Library, Santa Ana, CA 1980-1985

General public library duties. Checked books in and out using automated system. Shelved books using the Dewey decimal system. Answered general reference questions in the absence of the librarian.

## **Jody E. Horton**

### **EDUCATION**

Associate of Arts/Associate of Science, General Education, Rancho Santiago Community College, Santa Ana, CA June 1981 with an emphasis in library science

### **Volunteer Opportunitites:**

**PetsMart:** Volunteered by taking care of the cats that were waiting for the forever home. 2007-2010

**Orange County Community Cat Society-**feed 4 colonies of local feral cats. Experienced in TNR. 2018 to current.

**University of California Riverside-**Fed the feral colonies. TNR over 75 cats. 1990-2006.

**Member of Titan Toastmasters-**Earned my Advanced Toastmaster Bronze in public speaking. Currently serving as Sergeant at Arms. 2006-current.

### **Special Skills and Knowledge:**

ALMA

Ex Libris

Verde ERM

Innovative/Millennium

OCLC

Harrassowitz

Sharepoint

Cataloging of monographs and serials on OCLC/Connexcion

Marc formats

Library of Congress classification system

Dewey Decimal

Circulation procedures-stack maintenance

Knowledge of Serials processing

Knowledge of ILL procedures

Knowledge of preservation/binding

Knowledge of online databases for research

Thorough knowledge of office methods, procedures and equipment

Outlook

Type 50 WPM

Public service experience working within an academic and public environment

Ability to pay close attention to detail

**Eric Karkhoff**

Assistant Librarian  
Pollak Library  
California State University Fullerton  
Fullerton, CA 92834

**EDUCATION**

- 2012            Master of Library and Information Science, San José State University
- 2003            Bachelor of Arts in Psychology, California State University, Long Beach

**PROFESSIONAL EXPERIENCE**

08/2013 - present            CALIFORNIA STATE UNIVERSITY, FULLERTON  
Pollak Library, Assistant Librarian  
Research & Instruction

**Current Assignment:****Research Assistance and Library Instruction:**

Provide research assistance to students, staff/faculty, and the community in-person (Research Center) and online via LibChat instant messaging system and QuestionPoint 24/7 reference cooperative. Prepare for and teach ~25 lower division and general course-integrated library instruction sessions per semester at the Fullerton in the subject areas of: Psychology, Kinesiology, Sociology, Business, English, Communications, and other courses as needed. This includes creating course specific online research resources like LibGuides and instructional videos, as well as developing supplemental active learning class exercises. Provide individual research support for students via in-person and online research appointments. Serve as a member of the LibAnswers team to actively monitored incoming questions and update library's FAQ knowledgebase as needed.

**Subject specialization and liaison services:**

Serve as library liaison for the subject consultant areas: Psychology and Kinesiology. Work with faculty to provide library support. Attend outreach events to promote library services and resources.

**Library Assessment**

Serve as assessment liaison for the library as part of the Operational Assessment group. Lead annual assessment reporting for campus representing the work of various library departments. Work collaboratively with other campus assessment liaisons to promote assessment practice. Attend regular Operational Liaison meetings.

### **Collection Development:**

Use the GOBI system to evaluate and select library materials for purchase in the subject areas of Psychology and Kinesiology that reflect the curriculum of these areas. Serve on Have been selector for Library Science materials and for children's books housed in the Donahue Center. Meet with and select subject materials for the Patrons of the Library group on a rotating basis. Have served on collection development team to evaluate/review subscriptions, trial databases, and evaluate faculty collection grants. Evaluate collection and database subscriptions up for renewal. Review faculty collections grant applications.

### **Irvine Center Librarian 8/2013 - 12/2019:**

Serve and support the Irvine Center community as the Irvine Center Librarian. Responsible for leading and coordinating the Irvine Center Library services including: reference, circulation, interlibrary loan, and course reserves departments. Supervise, train, schedule, and hire student assistants and library staff. Write promotional articles for the Irvine Center Student Affairs and staff/faculty newsletters to highlight library services and resources available to the campus community. Serve as liaison between the Fullerton and Irvine libraries to coordinate the delivery of services and access to resources. Track monthly Irvine Center Library usage including: number of reference/circulation interactions and daily headcounts. Collaborate with Irvine Center administration and staff to complete center tasks and goals. Participate in Irvine Center events, meetings, and committees. Maintain website content for Irvine Center Library.

02/2006 - 08/2013 CALIFORNIA STATE UNIVERSITY, FULLERTON  
Pollak Library, Library Services Specialist II

10/2007 - 10/2008 CALIFORNIA STATE UNIVERSITY, FULLERTON  
Pollak Library, Library Assistant III  
Course Reserves Coordinator

### **SCHOLARLY ACTIVITIES**

**Presentation**, University Assessment Forum, *The Impact of COVID-19 on Providing Online Library Research Appointments*. Spring 2020. Online.

**Grant**, Assessment Inquiry Grant (internal), *The Impact of COVID-19 on Providing Online Library Research Appointments*, \$1000, 2020 – 2021

### **LIBRARY SERVICE ACTIVITIES**

**Member**, Vision/Mission Task Force, Summer 2018 -

**Member**, Association of Library Employees HIPS Task Force, Summer 2018 -

**Member**, Association of Library Employees, Fall 2017 -

**Member**, What's Brewing Planning Committee, Fall 2017; Fall 2018

**Member**, Council of University Library Faculty, 2013 - 2017

**Volunteer**, Banned Books Display, 2017; 2016

**Volunteer**, Earth Week Library Display, 2015

**Volunteer**, American Language Program Library Tours, 2012 - 2014

### **TEAMS AND TASKS FORCES**

**Member**, Asynchronous Taskforce, Fall 2020

**Member**, Citation Guide Taskforce, Summer 2020

**Member**, Alma Primo Operational Team, Fall 2018 -

**Co-chair**, Reference Advertising Task Force, Fall 2017 - Spring 2018

**Chair**, Featured Databases Team, Spring 2016 - Fall 2017

**Member**, RefAnalytics Controlled Vocabulary Team, Fall 2017 - Summer 2018

**Member**, Collection Development Team, Fall 2016 - Fall 2020

**Member**, Pollak Outreach & Engagement Team (POET), Spring 2015 - 2018

**Member**, First Year Experience Team, Fall 2014 - 2019

**Member**, RPD Committee, 2016 - 2019

**Member**, Student and Faculty Library Survey Team, Fall 2014

**Member**, Access Leadership Team, 2013 - 2017

**Member**, LibChat Team, 2013 -

**Member**, I&S Team, 2013 -

**Member**, QuestionPoint Reference Team, 2013 -

**Member**, LibAnswers Team, 2012 -

### **UNIVERSITY SERVICE ACTIVITIES**

**Volunteer**, Writing Across the Curriculum: Thesis Retreat, Fall 2021

**Member**, Academic Standards Committee, Fall 2018 - Fall 2021

**Member**, Assessment and Educational Effectiveness Senate Committee, Fall 2019 -

**Volunteer**, WSCUC Assessment Meeting for Non-Instructional Units. Fall 2019

**Volunteer**, *Software Carpentry Workshop (Python)*. Spring 2020; Fall 2019.

**Volunteer**, Geropolooza Outreach Event, Spring 2019

**Volunteer**, Sociology Transfer Student Orientation, Fall 2018

**Volunteer**, Titan Resource Fair, Fall 2018

**Member**, Irvine Campus Student Success Team, January 2015 - October 2015

**Member**, Hiring Panel for Student Services Professional II (Irvine), October 2014

**Member**, *Shea Homes Scholarship Committee*, Fall 2013; Spring 2014; Fall 2014; Spring 2015; Fall 2015; Spring 2016; Spring 2017

**Volunteer**, *Affordable Learning Solutions*, June 7, 2017

**Volunteer**, *Discoverfest/Days of Discovery*, Spring 2012; Fall 2013; Spring 2015; Spring 2016; Fall 2016; Spring 2019

**Volunteer**, *New Student Orientation*, June 22 & 28, 2017; June 22, 2016

**Volunteer**, Graduate Student Orientation, January 23, 2016; August 19, 2016

**Participant**, Irvine Open Forum/Meeting with President García, March 5, 2015; March 23, 2016

**Volunteer**, Irvine Campus Information Desk, Fall 2013; Spring 2014; Fall 2014; Spring 2015; Spring 2016; Fall 2016;

**Volunteer**, Student Life Orientation, August 15, 2014; August 10, 2016; August 12, 2016;

**Volunteer**, Fullerton Transfer Student Orientation, July 17, 2014; July 15, 2016

**Volunteer**, Irvine Transfer Student Orientation, February 18 2014; July 18, 2014; July 11, 2016

**Volunteer**, *City of Irvine's Global Festival Event*, September 28, 2013

### **PROFESSIONAL MEMBERSHIPS**

**Member**, American Library Association, 2007 -

**Member**, Association of College and Research Libraries, 2011 -

**Member**, California Academic & Research Libraries, 2013 -

**Member**, Association for Library Collections and Technical Services, 2011 - 2015

**Member**, Library and Information Technology Association, 2011 - 2015

### **PROFESSIONAL DEVELOPMENT**

#### **Conferences:**

California Academic Reference Librarians Discussion Interest Group - South. (2019, December 6). *Disrupting Dominant Narratives: How Reference Services Means Service to All*. La Verne, CA.

Association of College & Research Libraries. (2019, April 10-13). *Recasting the narrative*. Cleveland, OH.

Association of College & Research Libraries. (2019, April 5.) *Demonstrating and Communicating Library Contributions to Student Learning and Success* (ACRL Workshop). Los Angeles, CA.

Southern California Instruction Librarians. (2019, February 8). *SCILWorks - Instruction RX: Prescriptions for helping students overcome library anxiety*. Carson, CA.

California Academic Reference Librarians Discussion Interest Group - South. (2018, December 7). *CARLDIG-S - Recapturing reference: Making research relevant for today's student*. Los Angeles, CA.

New Librarian Summit. (2018, August 2-3). *Second annual new librarian summit*. San Jose, CA.

Leadership training. *Developing the next generation of leaders* (2018, March 7-9). Sacramento, CA

Southern California Instruction Librarians. (2018, February 23). *SCILWorks - Where*

*Virtual Meets Reality: The intersection between instruction and our virtual campus communities.* Culver City, CA.

California Academic Reference Librarians Discussion Interest Group - South. (2017, December 1). *Agents of Change in the Age of Alternative Facts.* Thousand Oaks, CA.

CSUN New Librarian Conference. (2017, August 3). Northridge, CA.

Southern California Instruction Librarians. (2017, February 10). *SCILWorks - Let's get together: Collaborating with our academic communities beyond the one-shot.* Carson, CA.

California Academic and Research Libraries. (2016, March 31 - April 2). *What we talk about when we talk about value.* Costa Mesa, CA.

Southern California Instruction Librarians. (2015, February 20). *SCILWorks - Let me take you higher: How libraries use high impact practices to engage students.* Culver City, CA.

Southern California Instruction Librarians. (2014, April 25). *SCILWorks - All things digital: Instruction tools and services in the virtual world.* Culver City, CA.

Southern California Instruction Librarians. (2012, February 3). *SCILWorks - Back to Basics: The ubiquitous one shot.* Claremont, CA.

Chapman University, Leatherby Libraries. (2012, June). *Building a teaching community - 2<sup>nd</sup> annual summer retreat for librarians.* Orange, CA.

American Library Association. (2008, June 28 - July 1). *Annual Conference.* Anaheim, CA.

### **Online Workshops & Courses:**

National Information Standards Organization. Assessment Practices and Metrics for the 21st Century: A 2019 NISO Training Series. (2019, October 25; November 1; November 8; November 15; November 22; December 6; December 13; December 20). Online.

Association of College & Research Libraries. (2016, February 22 - March 13). *The Library Workplace in the 21st Century.*

Reference & User Services Association. (2016, February 15 - March 27) *Learner-Centered Reference and Instruction: Science, Psychology, and Inclusive Pedagogy.*



### **In House Workshops:**

*Library Retreat – Guest Speakers (2020, October 9, 16, 23).* Online.

*PubMed Tune-Up.* (2019, August 28). Fullerton, CA.

*Collaborative Instruction Strategies.* (2019, July 13). Fullerton, CA

*Library Retreat.* (2019, July 9). Fullerton, CA.

*Software Carpentry Workshop (Python).* (2019, July 8). Fullerton, CA.

*Faculty Enhancement and Instructional Development Award Workshop.* (2019, February 20). Fullerton, CA.

*Assessing Learning and Performance Outcomes Workshop.* (2018, September 20). Fullerton, CA.

*Design a Learning Experience,* (2018, January 10). Fullerton, CA.

*Mind Tricks for Learning,* (2017, November 15). Fullerton, CA.

*Design your own tutorial.* (2017, May 17). Fullerton, CA.

*Digital badges exposed: Technology behind a library badges program.* (2017, March 15). Fullerton, CA.

*Titanium tour and fun with sparks.* (2017, January 18). Fullerton, CA.

*Make an interactive video with Camtasia.* (2017, January 11). Fullerton, CA.

Pollak Library. (2017; 2016; 2015; 2014; 2009). *Reference retreat.* Fullerton, CA.

### **Training Sessions:**

*Scopus Training Session.* (2022, January 11). Online.

*UndocuALLY Part 1.* (2021, March 2). Online.

*EBSCO Refresher Webinar.* (2020, November 10). Online.

*LibChat/QP Training – New Dashboard.* (2020, May 20). Online.

*Data in Libraries: Data Processing and Visualization.* (2020, March 25). Fullerton, CA.

*Data in Libraries: Data Basics and the Reference Interview.* (2020, March 4). Fullerton, CA.

*Gender Diversity Training.* (2020, February 27). Fullerton, CA.

*Conducting a Great Reference Interview.* (2019, July 3). Fullerton, CA.

*LibChat Training Session.* (2018, May 25). Fullerton, CA.

*Irvine Campus Building Marshal Training.* (2017, August 15). Irvine, CA.

*Irvine Campus Staff Retreat.* (2017, August 11). Fullerton, CA.

*Westlaw Training.* (2017, August 2). Fullerton, CA.

*Omni Update Training.* (2017, June 2). Fullerton, CA.

*How to handle difficult students & community members.* (2016, December 2). Fullerton, CA.

*A day in the life of an Alma resource.* (2016, November 18). Fullerton, CA.

*SpringyCamp LibGuides webinar.* (2016, October 6). Fullerton, CA.

*How to respond to a security incident in your library.* (2016, August 17). Fullerton, CA.

*Active shooter training.* (2016, August 15). Irvine, CA.

*LibGuides accessibility hands-on.* (2016, July 27). Fullerton, CA.

*MARC wars: A beginner's guide to the MARC galaxy.* (2016, May 19). Fullerton, CA.

*GOBI (demonstration and training).* (2014, October 8). Fullerton, CA.

*Greenglass (demonstration and training).* (2014, September 24). Fullerton, CA.

*Guide on the Side (demonstration and training).* (2014, August 7). Fullerton, CA.

*LibAnswers Presentation (demonstration and training).* (2013, March 28). Fullerton, CA.

*Gale Presentation (demonstration and training)*. (2013, May 23). Fullerton, CA.

*IEEE Explorer (demonstration and training)*. (2013, March 13). Fullerton, CA.

*EndNote Web Presentation (demonstration and training)*. (2011, July 26). Fullerton, CA.

*Lexis-Nexis Workshop (demonstration and training)*. (2007, December 11). Fullerton, CA.

## **Michaela C. Keating**

Open Educational Resources Librarian  
Pollak Library, California State University Fullerton

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### **Education:**

- September 2010 - May 2013    **Master of Arts, History**  
University of Rhode Island
- September 2010 - May 2013    **Master of Library and Information Studies**  
University of Rhode Island
- September 2005 - May 2009    **Bachelor of Arts, History & Anthropology**  
Rhode Island College
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### **Professional Employment History:**

June 2019- Present

#### **Senior Assistant Open Educational Resources Librarian**

California State University Fullerton- Fullerton, California

- Provides leadership, vision, and support for the University Library's Open Educational Resources in collaboration with campus, CSU, and other stakeholders.
- Guides faculty in the discovery, creation, dissemination, identification, adoption, and assessment of open and affordable course content.
- Works with the Director of Online Education and Training, faculty, and instructional designers to identify, create, adapt, and adopt open and affordable course content at the program level.
- Contributes to the overall Scholarly Communication program, including open access publishing and digital repository management.
- Serves as a subject librarian and department liaison to Women's & Gender Studies and Liberal Studies departments, the Queer Studies Program, and the LGBTQ Resource Center
- Provides up to 4 hours of reference per week both in person and in online environments.

- Plans, and teaches course-integrated information literacy instructional sessions at the request of faculty in liaison areas, and in support of department colleagues.

2018 - 2019

**Adjunct Lecturer**

Women's & Gender Studies Department, Merrimack College- North Andover, Massachusetts

2014 - 2019

**Instruction/Liaison Librarian for Scholarly Communication**

Merrimack College- North Andover, Massachusetts

2013 - 2014

**Evening Reference Librarian**

Massasoit Community College- Brockton, Massachusetts

2012 - 2014

**Lecturer, Research Services**

University of Rhode Island- Kingston, Rhode Island

**Scholarly and Creative Activity:**

**Peer-Reviewed Publications**

Keating, Michaela and Ilda Cardenas. "Preventing Burnout in New Hires: Importance of Onboarding Support for Employees at all Experience Levels." In *Academic Librarian Burnout: Causes and Responses*, edited by Christina E. Holm, Ana B. Guimaraes, and Nashieli Marcano. Association of College and Research Libraries, Forthcoming.

**Peer-Reviewed Presentations**

Keating, Michaela. "Victims vs. Survivors in the Rape Revenge Fantasy: A Comparison of Black Christmas (2019) and I May Destroy You." Popular Culture Association Annual Conference, 2021.

Keating, Michaela. "Masculinity as Authenticity in the Black Metal Music Scene: Re-Interpreting Reviews of Deafheaven's Sunbather." Popular Culture Association Annual Conference, 2020. (Accepted, event cancelled due to COVID-19).

Chavez, Lyena, Catherine Wong, Elizabeth Sarkodie-Mensah, and Michaela Keating. "Collaborative Reference: McQuade Library's Research Center."



Spring 2021-Present	Affordable Learning Solutions Co-Coordinator
Spring 2020-Present	Open Access Publishing Fund Reviewer
Spring 2020-Present	Campaign Congress
Spring 2020-Present	Writing Across the Curriculum's Thesis Retreats
Fall 2019-Present	Faculty Development Center Board

### **Professional Service**

Summer 2020	Reviewer- LibGuides Open Review Discussion Sessions (LORDS)
Summer 2020	Peer-Reviewer- <i>The OER Starter Kit for Program Managers</i> by Abbey Elder

### **Merrimack College Service**

2019 -2019	Committee on Undergraduate Experience
2019 - 2019	Committee on Undergraduate Academics
2017 - 2019	Social Justice Week Planning Committee
2016 - 2019	Assessment Committee
2016 - 2019	SafeZone Committee
2014-2016	Library Resources Committee

## **Professional Growth & Development**

Fall 2021	Cultural Humility Trainings (2 sessions), Academic Impressions
Summer 2021	CAL OER Conference, ASCCC Open Educational Resources Initiative
Summer 2021	Popular Culture Association Annual Conference
Spring 2021	Cascadia Open Education Summit, BCcampus
Spring 2021	Affordable Learning Solutions Annual Conference, CSU
Spring 2021	Designing Hybrid-Flexible (HyFlex) Courses to Support Multimodal Learning Environments (4 sessions), Educause
Fall 2020	Equity in Action: Fostering an Anti-Racist Library Culture (3 sessions), Library Journal
Fall 2020	LGBTQ + Ally Training, CSUF LGBT Queer Resource Center
Spring 2020	UnDocuAlly Training, CSUF DREAMER Resource Center

## **Professional Organization Memberships**

2019-Present	Popular Culture Association
2014-Present	Association of College and Research Libraries
2014-2018	Association of College and Research Library- New England Chapter
2012-Present	American Library Association
2012-2014	Rhode Island Library Association



# GUILLERMINA VEGA KING

## EXPERIENCE

### 2018-PRESENT

#### LIBRARY SERVICES SPECIALIST III – REFERENCE/CIRCULATION, CSUF

- Schedules and assigns Library Instruction Sessions
- Schedules Librarians at the Research Center
- Assigns Research Consultation Requests to librarians
- Books Conference Rooms/ Make sure there are no conflicts with any kind of Library bookings
  - Communicates/coordinates with people across campus to make sure room user's needs are met, makes recommendations when unable to book a room
- Makes sure the rooms are set up for whichever event is taking place in the library
- Coordinates with other departments/people to solve/troubleshoot booking issues
- Coordinates with supervisors to make sure things are working the way they should, with respect to Instruction, Research Center, or room bookings
- Emails Library Administration so they can print PLS 140 room schedule
- Creates a schedule for Exam Central
- Finds coverage for the Research Center when there are call outs
- Reports issues with the Library Instruction and Conference Rooms, Research Center to the appropriate people
- Reports any issues librarians have with Library Instruction, Research Consultations, or Research Center Coverage
- Circulation desk coverage, supervises the work of students
- Helps patrons with research, ordering books from other libraries, or reporting issues
  - Makes referrals when unable to meet their needs
- Makes sure library wipes are restacked and available
- Orders PPR from Environment and Health
- Creates instructions when new systems are implemented
- Runs statistics for the department

### 2009-2018

#### LIBRARY SERVICES SPECIALIST II – INTERLIBRARY LOAN, CSUF

- Hire/Supervise/schedule/Train/Discipline/Evaluate up to 11 student assistants
- Process Borrowing/Lending Requests on ILLiad/ALMA
- Search Databases for our patrons and also to fill requests from other libraries
- Answer questions/address complaints over the phone/E-Mail/in person
- If necessary, contacts lending libraries for clarification about requests
- Contacts Campus Mail Room/Shipping and Receiving if necessary
- Contacts library patrons if we have questions about requests
- Works closely with Circulation, CPS, Mending/Librarians when necessary to fill requests
- Places CMS/Library Holds associated with unpaid fines
- Works closely with all the CSU System Interlibrary Loan Departments
- Promotes teamwork/collegiality within department
- Consults with Stacks Coordinator regarding shelving and stack maintenance so Interlibrary Loan Students can locate the items

2008-2009

**LIBRARY ASSISTANT II - CIRCULATION, CSUF**

- Help patrons with questions, check out/check in items.
- Supervise students on Duty at the front Desk
- Opened the library
- Did walks to patrol the library
- Substituted for Librarian/Staff at the Irvine Campus Library
- Worked with the California Franchise Tax Board Files
- Create new patrons records

2002-2008

**POLLAK LIBRARY STUDENT ASSISTANT, CSUF**

- Worked Directional Desk
- Work at the Circulation Front Desk
  - Checked in/out materials to patrons
  - Occasionally shelved books
  - Helped patrons search for books physically and online
  - Processed Link + items
- Helped at the Reference Desk Librarians for one Summer
  - Made copies
  - Made sure all their business cards were up to date
  - Tidy the Desk
  - Picked up mail from the 2<sup>nd</sup> floor Mail Room

1995-2002

**SHIFT LEADER, MCDONALDS**

- Supervised the work of others

**EDUCATION**

2001

**AA BUSINESS ADMINISTRATION, FULLERTON COLLEGE**

2006

**BA POLITICAL SCIENCE/SPANISH LITERATURE & LINGUISTICS, CSU-FULLERTON**

2008

**MA SPANISH LITERATURE AND LINGUISTICS, CSU-FULLERTON**

**SKILLS**

- ILLiad/ALMA/LI Scheduler/WIW
- Organized
- Supervise/hire/train Student workers
- Bilingual English and Spanish
- Knowledge of library collections
- Detailed oriented
- Thorough knowledge library policies and procedures

**Joy E. Lambert**  
Assistant Librarian  
Library Department  
Pollak Library  
California State University  
Fullerton, CA 92834

## **EDUCATION**

- 2005                      M.L.I.S. (Library and Information Science) San Jose State University.
- 2002                      B.A. (Sociology) California State University, Fullerton.

## **PROFESSIONAL EXPERIENCE**

- 03/2012 – present      CALIFORNIA STATE UNIVERSITY, FULLERTON  
Pollak Library, Assistant Librarian  
Reference and Instruction Librarian

### **Current Assignment:**

Provide reference and research services 5-7 hours a week at the Research Center desk, via instant message and on the 24/7 chat co-op (formerly Questionpoint). As a member of the LibAnswers team, answer reference questions online and assist with training needs of colleagues as needed. Conduct an average of 25 library instruction sessions (in person and online) each semester for various subject areas/departments including Child & Adolescent Studies, Sociology and English. Create videos for asynchronous library instruction as needed. Serve as library liaison to the departments of Child & Adolescent Studies and Sociology, including selecting books in those subject areas. Co-chair (with Joy Sage) of the Library Marketing Team, overseeing the work of five students. Coordinate library outreach efforts at various events in the library and on campus. Co-liaison (with Adolfo Prieto) to the Veteran's Resource Center. Member of the Web Team and Exhibits Committee.

02/2006 – 02/2012 CALIFORNIA STATE UNIVERSITY, FULLERTON  
Pollak Library, Assistant Librarian  
Collection Development/Reference Librarian

Worked with subject specialists to facilitate book selection in Gobi as well as monitored slip approvals and completed selections as necessary. As Gift Books Coordinator, reviewed gift books as they were received by the library, and supervised one student assistant. As Accreditation/New Programs Coordinator, worked with CPS librarians and subject liaisons to complete library portions of various department/program accreditations. Worked with librarians and staff to facilitate the migration of online guides to the LibGuides interface, including training student assistants.

## **SCHOLARLY/CREATIVE AND PROFESSIONAL GROWTH ACTIVITIES**

### **Publications**

- Cornforth, J., DeMars, J. Michael, Lambert, J.E. & Parramore, S. (2019). *Fishing for followers: Putting students in charge of library outreach*. In B. Sietz (Ed.) LOEX 2019 Proceedings. Publication forthcoming.
- Breitbach, W. & Lambert, J.E. (2011). Patron-driven ebook acquisition. *Computers in Libraries* 31 (6), 17-20.
- Lambert, J.E. (2007) Rachel Singer Gordon, Editor, The NextGen Librarian's Survival Guide. *Serials Review* 33(1), 66-68.

### **Presentations**

- Cornforth, J., DeMars, J. Michael, Lambert, J.E. & Parramore, S. (2019, May). *Fishing for followers: Putting students in charge of library outreach*. Presented at the annual conference of the Library Orientation Exchange (LOEX), Minneapolis, MN.
- Bedoya, J., and Lambert, J. E. (2012, April). *Moving from PDA pilots to sustainable programs: Making data-driven decisions*. Presented at the annual meeting of Electronic Resources & Libraries, Austin, TX.
- Lambert, J. E. & Anderson-Ma, A. (2009, July). *Wrocking the LC world: LC subject headings, wizard rock and Harry Potter*. Presented at Azkatraz 2009: A Harry Potter Symposium. Symposium conducted at the meeting of Harry Potter Education Fanon. San Francisco, CA.

## **Professional Activities**

- Lambert, J. E. (2019, December). *Letting my Hogwarts banner fly: Libraries, fandoms and social action*. Presented to the Freshman Foundations Course 100: Fantastic worlds in the imagination and in performance class at Chapman University, Orange, CA.
- Lambert, J.E. (2018). *Badges earned and lessons learned*. Featured in “Nevertheless, We Persisted”, Breast Cancer Awareness exhibition, curated by Sharon Chappell, Fullerton, CA.
- Lambert, J. E. (2015, December). *Letting my Hogwarts banner fly: Libraries, fandoms and social action*. Presented to the Freshman Foundations Course 100: Fantastic worlds in the imagination and in performance class at Chapman University, Orange, CA.
- Lambert, J. E. (2014, October). *My fantastic world with Harry Potter*. Presented to the Freshman Foundations Course 100: Fantastic worlds in the imagination and in performance class at Chapman University, Orange, CA.

## **Grants**

- 2019 (With M. DeMars, S. Parramore, and J. Cornforth.) “S.O.S. - Student Outreach to Students: Charting the Course to Student Success Through Library Services” (\$10,000). GI 2025 Innovation Grant. Funded.
- 2018 (With M. DeMars, S. Parramore, and J. Cornforth.) “Enhancing Information Literacy Instruction Through Active Learning: Measure Student Outcomes and Changing Librarian Perceptions” (\$38,000). Spencer Foundation Small Grant. Not funded.
- 2018 (With M. DeMars, S. Parramore, and J. Cornforth.) “SOS – Student Outreach to Students: Navigating the Waters of Library Services” (\$10,000). GI 2025 Innovation Grant. Funded.
- 2018 (With M. DeMars, S. Parramore, and J. Cornforth.) “Steelcase Education Active Learning Grant.” (\$67,000). Not funded.
- 2008 (With D. Loewy and S. Rosenblatt.) “Jump Start Strategic and Modern Languages” (\$20,000). University Mission & Goals Initiative Grant. Funded.

## **CONTINUING EDUCATION**

CSUF Equitable Pedagogy Module, Online via Canvas, completed November 11, 2021.

25Live Calendar Refresh Soft Launch Web Session, October 21, 2021.

HeinOnline Web Session "HeinOnline Academic Webinar: Researching the History of PRIDE and LGBTQIA", June 21, 2021.

Library Works Web Session "Passive-Aggressive Behavior: Sources and Solutions for Library Workspaces", June 17, 2021.

Library Works Web Session "Marketing for Libraries: Learn Principles and Methods that Help You Identify Your Audience and Best Serve Your Patrons", May 20, 2021.

SCIL Spring Program. "Academic Librarian Burnout", Online via Zoom, May 7, 2021.

HeinOnline Web Session "HeinOnline Academic", February 8, 2021.

CARL Annual Conference, Online, June 4-5, 2020.

ACRL Web Session "ACRL Professional Development Committee Trans and Gender Non-Conforming Inclusion in Libraries", February 27, 2020.

SCIL Works 2020 "Disaster Planning: Bouncing Back from Instructional Fails", Long Beach, CA, January 17, 2020.

25Live Calendar Training Web Session, October 30, 2019.

Library session. Collaborative Instruction Strategies, Fullerton, CA, August 13, 2019.

Library Orientation Exchange (LOEX) Annual Conference, Minneapolis, MN, May 10-11, 2019.

SCILWorks 2019 "Instruction RX: Prescriptions for Helping Students Overcome Library Anxiety", Carson, CA, February 8, 2019.

Innovative Educators Web Session. "Improve your First-Year Success Rates with an Online Orientation Program", February 16, 2018.

CSUF Vet Net Ally Training, Fullerton, CA, November 16, 2017.

Library session. Westlaw Training, Fullerton, CA, August 2, 2017.

Library session. Omni Update Training, Fullerton, CA, June 2, 2017.

Asian/Pacific American Librarians Association Web Session. “Microaggressions and the API Community”, March 30, 2017.

Library session. “Digital Badges Exposed: Technology Behind a Library Badges Program”, Fullerton, CA, March 15, 2017.

Library session. “How to Handle Difficult Students and Community Members”, Fullerton, CA, December 2, 2016.

Web of Science Web Session (demonstration and training), Fullerton, CA, July 13, 2015.

Artstor Web Session. "More Than Just Art: Images in Women's Studies", Fullerton, CA, June 26, 2015.

SCIL Works 2015 “Let Me Take You Higher: How Libraries Use High Impact Practices to Engage Students.” Culver City, CA, February 20, 2015.

CARL Annual Conference, San Jose, CA, April 3, 2014-April 6, 2014.

Sage Research Methods Presentation (demonstration and training), Fullerton, CA, February 28, 2014.

SCIL Business Meeting, Fullerton, CA, December 6, 2013.

CARL-DIG South Workshop. “Reference as Place?”, Fullerton, CA, December 6, 2013.

Library Journal websession. “Data-Driven Libraries: Analyzing Data to Manage Print Collections”, Fullerton, CA, June 06, 2013.

Pollak Library Reference Retreat, Fullerton, CA, May 30, 2013.

QPR Suicide Intervention Training, Fullerton, CA, May 28, 2013.

LibAnswers Presentation (demonstration and training), Fullerton, CA, March 28, 2013.

ALA Annual Conference, Anaheim, CA, June 21-26, 2012.

US Census – American Factfinder Presentation (demonstration and training), Fullerton, CA, May 31, 2012.

Gale Presentation (demonstration and training), Fullerton, CA, May 23, 2012.

Proquest Presentation (demonstration and training), Fullerton, CA, May 15, 2012.

Electronic Resources & Libraries Annual Conference, Austin, TX, April 2-4, 2012.

US Census – American Factfinder Presentation (demonstration and training), Irvine, CA, February 7, 2012.

SCIL Business Meeting, Fullerton, CA, December 9, 2011.

OVID Presentation (demonstration and training), Fullerton, CA, December 6, 2011.

Faculty Development Center Session, “Basic Camtasia: Easily Create Video Tutorials and Audio Podcasts”, Fullerton, CA, November 15, 2011

CULF Presentation, “Getting Grant Money”, Fullerton, CA, November 4, 2011.

Ex Libris Websession. “Alma: Doing it Differently and Better”, Fullerton, CA, August 9, 2011.

EndNote Web Presentation (demonstration and training), Fullerton, CA, July 26, 2011.

Library Journal Websession. “The Future of Library Technology: How Trends in Scholarly Communication are Impacting Academic Libraries”, Fullerton, CA, July 7, 2011.

Pollak Library Reference Retreat, Fullerton, CA, June 21, 2011.

CLA Websession “E-Books and E-Textbooks: Are Universities Ready for Them?” Fullerton, CA, April 21, 2011.

Ithaca S + R Web Sessions. “Ithaca S + R Library Survey 2010: Academic Library Services and Strategy”, Fullerton, CA, April 13, 2011 and April 20, 2011.

Infopeople Websession “Can eBooks Fit into the Print Book Paradigm: Publishers and eBook Lending Limits”, Fullerton, CA, April 11, 2011.

Web of Knowledge 5 Presentation (demonstration and training), Fullerton, CA, April 5, 2011.

Cal State Fullerton, Irvine Campus Library Tour, Irvine, CA, March 29, 2011.

O’Reilly Media Web Session. “Inside Google eBooks: the platform, partners and titles”, Fullerton, CA, February 3, 2011.

ALA TechSource Web Sessions. “Integrating E-Books and E-Readers into Your Library”, January 25, 2011 and February 2, 2011.

ALA Midwinter Conference, San Diego, CA, January 8, 2011.

OCLC Web Session “Connect more users to more content with WorldCat Local.” Fullerton, CA, December 8, 2010.

SCIL Business Meeting, Los Angeles, CA, December 3, 2010.



CARLDIG-South Presentation. "How Do I Assess That? A Moderated Presentation", Los Angeles, CA, December 3, 2010.

Ebrary Focus Group Web Session. Fullerton, CA, November 16, 2010.

SCIL Business Meeting, Fullerton, CA, September 17, 2010.

Mint Global and Orbis Presentation (demonstration and training), Fullerton, CA, July 29, 2010.

Ithaka S + R Web Sessions. "2009 Faculty Survey Findings", Fullerton, CA, April 20, 2010, April 29, 2010 and May 5, 2010.

YPB Gobi Workshop (demonstration and training), Fullerton, CA February 25, 2010.

IEEE Xplore Workshop (demonstration and training), Fullerton, CA, February 23, 2010.

Techsoup Web Session "Integrating Social Media Into Your Website", Fullerton, CA, February 4, 2010.

Association for Library Collections and Technical Services Web Session "Generating Campus Buy-In for Your IR", Fullerton, CA, June 10, 2009.

OCLC Web Session "WorldCat Collection Analysis User Group Webinar", Fullerton, CA, June 3, 2009.

SCIL Business Meeting, Fullerton, CA, May 8, 2009.

California Library Association & CARL "Academic Libraries: Responding to Tough Times", Fullerton, CA, April 17, 2009.

Association for Library Collections and Technical Services Web Session "Institutional Repositories: The Promises of Yesterday and of Tomorrow", Fullerton, CA, April 8, 2009.

CARL South Regional Meeting, San Marcos, CA, February 6, 2009.

SCIL Works 2009 "'The Daily and the Visionary': Employing Reflective Practices", San Marcos CA, February 6, 2009.

CARLDIG-South "Excellent, Personal Reference Service...Priceless!", Walnut, CA, December 5, 2008.

Library Journal/School Library Journal Web Session "What's the Buzz? Word-of-Mouth Marketing for Libraries", Fullerton, November 18, 2008.

OCLC Western Web Session "Keep Up! Blogs, Wikis, and RSS", Fullerton, CA, November 6, 2008.

MINT Global Workshop (demonstration and training), Fullerton, CA, September 26, 2008.

RefWorks Workshop (demonstration and training), Fullerton, CA, August 6, 2008.

Knowledge is Power Conference, Fullerton, CA, July 14, 2008.

ALA Annual Conference, Anaheim, CA, June 28, 2008-July 1, 2008.

SCIL Spring Program “Making Change for the Better: Come Away with New Alternatives for Past Practices”, Azusa, CA, May 23, 2008.

California Institution for Women Library and Prison Tour, Corona, CA, April 18, 2008.

CARL Annual Conference, Irvine, CA, April 2, 2008-April 5, 2008.

Infopeople Workshop “Reference Interview Skills for Academic Library Staff”, Los Angeles, CA, February 28, 2008.

CARL-CDIG Meeting, Orange, CA, February 22, 2008.

CARL South Regional Meeting, Fullerton, CA, February 8, 2008.

SCIL Works 2008 “Putting Theory into Practice: The ‘Why’ Behind Instructional Strategies”, Claremont, CA, January 25, 2008.

Lexis-Nexis Workshop (demonstration and training), Fullerton, December 11, 2007.

Gale Virtual Reference Library Web Session (demonstration and training), Fullerton, December 5, 2007.

WorldCat Collection Analysis Web Session (demonstration and training), Fullerton, June 5, 2007.

CARL-DIAL-South “Joining Voices Sharing Visions”, Los Angeles, May 18, 2007.

Crossroads: Pathways to Successful Asian & Pacific Islander Resource Centers, Fullerton, April 8, 2006.

Refworks Workshop (demonstration and training), Fullerton, January 12, 2006.

X-Refer orientation (demonstration and training), Fullerton, January 10, 2006.

## **LIBRARY SERVICE**

2021	Member, Cataloging LSSIII Interview Committee
2021	Volunteer, Titans Remember, University Archives & Special Collections table, November 16, 2021
2021	Volunteer, Library Welcome Back Event, August 23, 2021, August, 26, 2021
2019-	Member, Pollak Library Orientation Peers (PLOP)
2019-	Member, Pollak Library Exhibits Committee
2018	Member, What's Brewing Planning Committee
2018	Member, Reference LSSIII Interview Committee
2017-2018	Member, Pollak Library Student Employee Awards Committee
2016	Member, Circulation LSSII Interview Committee
2015	Member, Circulation LSSII Interview Committee
2014	Member, Library Open House Committee
2013-2014	Electronic Resources Marketing Group
2013-	Reference Space and Services Working Group
2012-2013	Volunteer and Participant, Banned Books Week Freedom to Read Event, October 3, 2012.
2012-2017	Member, Reference Retreat Planning Committee
2012	Member, Assessment Working Group
2011	Presenter, Library eBook Session, December 13, 2011.
2011	Volunteer, Library Tour as part of REFORMA program, <i>The 21<sup>st</sup> Century Librarian</i> , February 26, 2011.
2011	Volunteer, Faculty Development Center video, February 10, 2011.
2010	Tour of Gifts Operation with Visiting Librarians from Cambodia, October 14, 2010
2010	(with C. Gediman) American Language Program Library Tour, June 1, 2010.
2010	Volunteer, National Poetry Month Event Featuring Oliver de la Paz, April 28, 2010.
2009-2014	Member, Student Recognition Party Planning Committee
2009	Member, CPS Gazetteer Team
2009-2012	Volunteer, National Poetry Month Event
2008	Member, Media Commons Design, Equipment and Furniture Committee (MCDEF Committee)
2008	Member, Coordinators and Librarians in Access Services (CLAS)
2007	Member, READ poster committee
2006	Led <i>The NextGen Librarian's Survival Guide</i> book discussion group, November 30, 2006
2006-2012	Member, Council of University Library Faculty, Library Relations Committee
2006-	Member, Council of University Library Faculty

## UNIVERSITY SERVICE

- 2019-2021 Member, Academic Senate Diversity & Inclusion Committee
- 2019 Library Liaison, *Transfer Student Orientation*, November 15, 2019
- 2019 Library Liaison, *Geropalooza*, October 9, 2019
- 2019 Library Liaison, *International Student Orientation*, August 21, 2019
- 2019 Library Liaison, *Freshmen Orientation*, July 16, 2019
- 2019 Library Liaison, *Transfer Student Orientation*, June 25, 2019
- 2019 Library Liaison, *Tech Day*, April 17, 2019
- 2019 Library Liaison, *Geropalooza*, March 20, 2019
- 2019 Library Liaison, *Graduate Student Orientation*, January 18, 2019
- 2018 Library Liaison, *Titan Resource Fair*, August 28, 2018
- 2018 Library Liaison, *New Faculty Orientation*, August 22, 2018
- 2018 Library Liaison, *New Student Orientation*, June 20, 2018
- 2018 Library Liaison, *Tech Day*, April 25, 2018
- 2017 Library Liaison, *Transfer Student Orientation*, December 7, 2017
- 2017 Library Liaison, *Titan Resource Fair*, August 22 & 23, 2017
- 2017 Library Liaison, *Graduate Student Orientation*, August 19, 2017
- 2017 Library Liaison, *Transfer Student Orientation*, July 2017
- 2017 Library Liaison, *New Student Orientation*, June 2017
- 2015 Library Liaison, *Graduate Student Orientation*, August 15, 2015
- 2015 Library Liaison, *Student Life Orientation*, August 10-14, 2015
- 2015 Library Liaison, *Transfer Student Orientation*, July 13, 2015
- 2015 Library Liaison, *Days of Discovery*, January 28, 2015
- 2014 Reference/Research Outreach at Juniper Residence Hall, November 7, 2014
- 2014- Faculty Advisor to the CSUF chapter of the Harry Potter Alliance
- 2014 Discussion Facilitator, CSUF Town Hall Meeting Project, April 25, 2014
- 2014 Volunteer, Library Tour for American Language Program (ALP) students, March 14, 2014.
- 2014 Reference/Research Outreach to Guardian Scholars, February 12, 2014
- 2013 Library Liaison, *New Student Orientation*, August 13, 2013
- 2013 Reference/Research Outreach at Juniper Residence Hall, March 10, 2013
- 2012 Volunteer, *Asian American Pacific Islander Graduate Recognition Ceremony*, May 5, 2012
- 2012 Library Liaison, *Discoverfest*, February 2, 2012
- 2011-2012 Fundraising Co-Chair, AAPIFSA
- 2011 Library Liaison, *Discoverfest*, August 31, 2011
- 2011 Library Liaison, *New Student Orientation*, August 9, 2011
- 2011 Volunteer, *Asian American Pacific Islander Graduate Recognition Ceremony*, May 7, 2011
- 2011 Library Liaison, *Discoverfest*, February 3, 2011.
- 2010- Member, Asian American Studies Program Council
- 2010 Library Liaison, *Discoverfest*, September 2, 2010
- 2010-2011 Fundraising Co-Chair, AAPIFSA
- 2010 Library Liaison, *New Student Orientation*, August 11, 2010

- 2010 Volunteer, *Asian American Pacific Islander Graduate Recognition Ceremony*, May 8, 2010
- 2010 Member, API Outstanding Graduate Award Interview Panel, April 23, 2010.
- 2010 Member, Asian American Pacific Islander Graduate Recognition Ceremony Planning Committee
- 2010 Library Liaison, *Discoverfest*, February 4, 2010
- 2009 Library Liaison, *Asian and Pacific Islander Community Welcome Event*, September 8, 2009
- 2009-2010 Fundraising Co-Chair, AAPIFSA
- 2009 Library Liaison, *New Student Orientation*, August 12, 2009
- 2009 Volunteer, *Asian American Pacific Islander Graduate Recognition Ceremony*, May 10, 2009
- 2009 Member, Asian American Pacific Islander Graduate Recognition Ceremony Planning Committee
- 2009 Library Liaison, *Discoverfest*, February 5, 2009
- 2008 Library Liaison, *Discoverfest*, September 4, 2008
- 2008 Library Liaison, *API Community Welcome*, September 2, 2008
- 2008-2009 Student Liaison Chair, AAPIFSA
- 2008 Library Liaison, *Discoverfest*, January 31, 2008
- 2007- SafeSpace Ally
- 2007 Library Liaison, *Discoverfest*, August 29, 2007
- 2007 Library Liaison, *API Welcome*, August 28, 2007
- 2007 Library Liaison, *Discoverfest*, February 1, 2007
- 2006 Library Liaison, *Discoverfest*, August 31, 2006
- 2006 Library Liaison, *AAPI Welcome*, August 29, 2006
- 2006 Library Liaison, *Student Life Orientation*, August 9-10, 2006
- 2006 Library Liaison, *Welcome to Fullerton Day*, April 8, 2006
- 2006- Member, Asian American Pacific Islander Faculty and Staff Association (formerly Asian Faculty and Staff Association)

## **COMMUNITY SERVICE**

- 2019 Volunteer, Ocean View High School Career Fair, Huntington Beach, CA. December 5, 2019
- 2018 Model, *A Walk Among the Stars* fundraising fashion show for St. Jude Medical Center, Anaheim, CA. October 14, 2018
- 2016 Instructor, Troy High School International Baccalaureate Library Session, November 4, 2016.
- 2015 Co-Instructor (with J. Sage), Troy High School International Baccalaureate Library Session, December 4, 2015.
- 2015 Volunteer for the Harry Potter Alliance at VidCon, Anaheim, CA, July 23-25, 2015.
- 2014 Co-Instructor (with J. Sage), Library Instruction Session with C5LA Students, Fullerton, CA, July 21, 2014.

- 2014 Volunteer for the Harry Potter Alliance at VidCon, Anaheim, CA, June 25-27, 2014.
- 2013- Member, Harry Potter Alliance Library Chapter Pilot Advisory Committee
- 2013 Co-Presenter (with A.Prieto), Visit from Miramonte Elementary School Students, November 18, 2013.
- 2011 Co-Instructor (with M. DeMars), Sunny Hills High School International Baccalaureate Library Session, April 7, 2011.
- 2010 Co-Instructor(with M. DeMars), Library Instruction Session with Sunny Hills High School International Baccalaureate Students, Fullerton, CA, April 1, 2010.
- 2009 Volunteer, Project Promise Book Drive, Orange, CA, May 16, 2009.
- 2008 Volunteer, “Wizard Rock the Vote!”, Harry Potter Alliance voter registration drive, Pomona, CA, July 16, 2008.
- 2008 Presented “Genealogical Research at Cal State Fullerton” with Jody Horton to the Genealogical Society of North Orange County California, Yorba Linda, CA, April 16, 2008.

**PROFESSIONAL ORGANIZATIONS**

Memberships in:

- California Academic and Research Libraries – Southern California Instruction Librarians 2008-
- California Academic and Research Libraries 2007-
- Association of College and Research Libraries 2007-
- American Library Association, 2005-

# LORRAINE S. MADRIGAL

## SUMMARY OF QUALIFICATIONS

**April 2016-Present**

**Pollak Library at California State University, Fullerton, CA**

**Library Services Specialist III**

- Orders faculty and librarian requested A/V and monograph materials in print, e-book & streaming formats
- Oversees mending/processing department and coordinates the work of student assistants
- Routinely collaborates with numerous library units in order to ensure efficient practices and procedures

**April 2006- April 2016**

**Pollak Library at California State University, Fullerton, CA**

**Library Services Specialist II**

- Received all firm monographs and A/V orders, and processed accompanying invoices
- Ordered rush materials with university provided procurement card
- Assisted ER Librarian with troubleshooting e-resource access issues

**August 2004-March 2006**

**James. S. Thalman Chino Hills Branch Library, Chino Hills, CA**

**Library Associate/Volunteer Coordinator/Young Adult Specialist**

- Supervised and trained reference/circulation staff, and assisted with hiring and interviews
- Trained and supervised over 100 volunteers, including the production of an annual teen literary magazine
- Was responsible for all Young Adult programming and collection development duties

**May 2003-August 2004**

**Hemlock Elementary School, Fontana, CA**

**Library Media Specialist**

- Assisted students and faculty with the use of the library, including new text book/curriculum adoptions
- Performed daily story times/library programs for pre-K – 6<sup>th</sup> grade students

**May 1999-August 2003**

**Ontario City Library, Main branch, Ontario, CA**

**Library Assistant, Children's Department**

- Provided reference assistance including assisting with homework assignments and reader's advisory
- Provided tours of the library for local students and visited school sites to promote library activities

**November 1998-May 1999**

**Ontario City Library, South Branch, Ontario, CA**

**Library Circulation Clerk**

- Checked library materials in/out
- Processed new library cards, collected fines, and ran various daily reports

## EDUCATION

**California State University, San Bernardino, CA**

Major: English Literature

**current senior standing**

## SKILLS

- Experienced in mending damaged materials including the use rebinding with Bind-fast, and the processing of new materials.
- Experienced in the following ILS/library tools: Alma, Primo, III/Millennium, Verde, OCLC Connexion and Worldshare, Metalib, Gobi, ILLiad, EZ-Proxy, WorldCat, Winnebago, Sirsi Unicorn, Pass, etc.

## REFERENCES

Furnished on request

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## BARBARA A. MILLER, MLIS

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Associate Librarian, Library Department  
Pollak Library, California State University, Fullerton

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### **EDUCATION**

1991-2004	PhD work in Information Studies, UNIVERSITY OF CALIFORNIA, LOS ANGELES, Los Angeles, CA
1991, June	<b>M.L.I.S.</b> , (Specialization: Cataloging), UNIVERSITY OF CALIFORNIA, LOS ANGELES, Los Angeles, CA
1978-1984	Graduate Studies, Latin American Studies, SAN DIEGO STATE UNIVERSITY, San Diego, CA
1977, Dec	<b>B.A.</b> , Latin American Studies, SAN DIEGO STATE UNIVERSITY, San Diego, CA

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### **CURRENT LIBRARY POSITION** (Highlighting the last five years)

**CALIFORNIA STATE UNIVERSITY, FULLERTON, Pollak Library**, Fullerton, CA  
*Research and Instruction Librarian (Formerly Instruction and Information Services (I&IS)),  
Chicanx Resource Center Collection Librarian, and Latinx Community Resource Center (LCRC)  
Librarian, (formerly Chicana & Chicano Resource Center (CRC))*

2005, Aug-present	Associate Librarian, Library Department, (LD)
2000, May-2005, Aug	Senior Assistant Librarian, LD
1998, Aug-2000 Apr	Assistant Librarian, LD

### **Current Assignment:**

This is a dual position as the Chicanx Resource Center (CRC) Collection Librarian and a Research and Instruction Librarian. Serve as library liaison and subject consultant to the Division of Anthropology, Departments Chicano/a Studies and Modern Languages, and the Programs of Latin American Studies and Linguistics.

With the assistance of the Director of University Archives and Special Collections, the University Archivist, and Metadata Librarian, curate archival materials to establish the CRC Collection including Chicanx newspapers, periodicals, audiovisual recordings, grey literature, pamphlets, posters, and other ephemera. With the assistance of student assistants, interns and volunteers, process CRC Audiovisual Collection oral histories, interviews, lectures, and other audio-visual recordings and oversee the preparation of metadata, abstracts, transcripts, and, if needed, translations. Work with the Metadata Librarian on closed captioning select video recordings. Collaborate with faculty in Chicana & Chicano Studies and related disciplines to use these materials in their classrooms & identify other opportunities to raise awareness of the collection. As CRC Collections Librarian, also liaise with the Latinx Community Resource Center.

Participate in the library's instruction program (10-15 sessions per semester), including planning, outreach, teaching, and assessing library sessions for CSUF classes and workshops in basic and specialized library research techniques and methods mainly in liaison area but also for other courses in the Humanities and Social Sciences. Provide reference assistance (4-6 hours weekly) to

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CSUF students, faculty, staff, and community in the Library's Information and Learning Commons and online using instant messaging or other communication technologies. Conduct an average of 15 research consultations per semester with students and faculty in the above liaison areas.

Create and maintain instructional materials and content for the library website including library research subject web guides (Libguides) for the liaison departments. Develop handouts and interactive hands-on and online exercises for library instruction sessions. Assist in the development of the Library's Approval Plan and select titles using GOBI in the aforementioned liaison areas. Work on specified projects as needed in other units of the library and serve on department, library, and university committees.

Past Assignments of note:

- ✚ August 2013 to June 2019: served as *Department Chair of the Pollak Library Technical Services Department*,
  - Member of the Pollak Library Dean's Council (PLDC) formerly the University Library Council (ULC),
  - Oversaw departmental activities for faculty recruitment and personnel
  - Assisted the Department Personnel Committee to rewrite the Department Personnel Standards
  - Formally represented the Department at other University activities;
- ✚ 2015-16: Prepared lists of titles for deselection in the call number ranges: F, GR, P, PC-PM, and PQ.

**OTHER PROFESSIONAL EXPERIENCE**

1999, May-2003, June	SANTA ANA PUBLIC LIBRARY, Youth Services Division, Santa Ana, CA <b>Reference Librarian</b> , Substitute
1995, Aug-1998, Aug	CALIFORNIA STATE UNIVERSITY, NORTHRIDGE, <i>Oviatt University Library</i> , Northridge, CA <b>Reference Librarian</b> , Part-time
1997, Feb-July	CALIFORNIA INSTITUTE OF TECHNOLOGY, <i>Sherman Fairchild Library of Engineering and Applied Science</i> , Pasadena, CA <b>Reference Librarian</b> , Part-time
1992, Aug-1994, Aug	RIO HONDO COLLEGE, <i>Media Center</i> , Whittier, CA <b>Reference Librarian</b> , Part-time
1994, Sept-1995, June 1992, Sept-Dec 1991, Sept-Dec	UNIVERSITY OF CALIFORNIA, LOS ANGELES, <i>Graduate School of Education &amp; Library Studies</i> , Los Angeles, CA <b>Teaching Assistant/Associate</b>
1998, Sept-1991, August	UNIVERSITY OF CALIFORNIA, LOS ANGELES, <i>College Library</i> , Los Angeles, CA <b>Reference Assistant</b>

**LANGUAGES**

Spanish	fluent in reading, writing, and speaking ability
Portuguese	fair reading ability

**SCHOLARLY/CREATIVE ACTIVITIES**

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## Publications

### *Scholarly/Peer-reviewed*

Porra Hein, N., & **Miller, B. A.** (2004). ¿Quién soy? Finding my place in history: Personalizing Information Literacy through Faculty/Librarian Collaboration. *Journal of Hispanic Higher Education*, 3, no. 4, 307-321.

### *Other Publications*

Miller, Barbara. (2002, May; 2002, March; 1999, February) Bibliotecas column. CLFSA Newsletter.

Miller, B. (2001, Winter). Orange County awards its 2001-2002 Ayala Family Scholarship. REFORMA Newsletter, 20, no. 4, 4.

Cobos, A. M., and **Miller, B.** (2001, April). SALALM/REFORMA pre-conference progress report. SALALM Newsletter, 28, no. 5, 132.

Miller, B. (1993). Indigenous visions of the book. SALALM XXXVIII, Guadalajara, Mexico, May 15-20, 1993. (Published in Conference Proceedings)

Sullivan, M, McGarry, D, Schottlaender, B, and **Miller, B.A.** (1992). Effects on circulation of dissertations omitting subject headings. Sixth National Conference of the Association of College and Research Libraries (ACRL), Salt Lake City, Utah, April 12-14, 1992. (Published in Conference Proceedings)

## Presentations

### *Presentations and Panels*

**Presenter**, with students, Ashley Yniguez and Monique Garcia and John Ayala, Past President of REFORMA 1973-74. **(2021, November 7)**. "Where are they now? Career Pathways of the Cal State Fullerton Graduate Institute for Mexican American Library Science (1972-1975) Graduates," **RNC 7, REFORMA National Conference**, November 4-7, 2021

**Presenter, (2021, July 21)**. "Local Media Coverage of Chicano Studies Department Activities at Cal State Fullerton circa 1970s," **SALALM 66**, Annual Meeting of the Seminar on the Acquisitions of Latin American Library Materials, Virtual Conference, July 19-22, 2021

**Presenter**, with students, Daisy Gomez-Fuentes and Dei Gomez Lyons. **(2021, April 15)**. "Narratives of dis/ease: The Chicana Resource Center Collection," presented at the National Association for Chicana and Chicano Studies, **47<sup>th</sup> Annual NACCS Meeting** (1<sup>st</sup> Virtual Meeting), April 14-16, 2021.

**Presenter**, with students, Daisy Gomez-Fuentes and Dei Gomez Lyons, Monique Garcia. **(2021, March 23)**, "The Chicana Resource Center Collection," a virtual Faculty Noontime 'Rap'.

**Presenter**, with students, Daisy Gomez-Fuentes and Dei Gomez Lyons, and Monique Garcia. **(2020, October 7)**. "Antojitos Chicanos: identifying food themes in the Chicana Collection & connecting them to classroom learning," presented at the Seminar in the Acquisitions of Latin American Library Material, **SALALM 65 Virtual Conference**, October 5-8, 2020.

**Presenter, (2019, May 25)**. LASA Section Round Table: "Libraries, Archives and Activism," **LASA 2019 Congress**, May 24-27, 2019

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Presenter, (2003, June 23). META, Mentoring in support of diversity in librarianship: The 1999 Cultural Diversity Grant. LAMA Cultural Diversity Committee Program on Cultural Diversity Grant Recipients, ALA Annual Meeting, Toronto, Ontario, Canada.

Panelist, "Recruiting and Mentoring Latino Librarians," a panel discussion sponsored by REFORMA, ALA Annual Meeting, Toronto, Ontario, Canada, June 20-25, 2003.

Co-Presenter, with Professor Nancy Porras-Hein, Chicana and Chicano Studies Department, "*¿Quién Soy? Finding My Place in History: Personalizing Information Literacy through Faculty Librarian Collaboration,*" Poster Sessions, sponsored by the Faculty Development Center, Cal State, Fullerton, at Celebrate Teaching, April 29, 2003, and at Faculty Day, August, 20, 2003.

Presenter, "Information Border Crossing: Scholarly Communication and Information Seeking Across the U.S.-Mexico Border, Preliminary Dissertation Research Results," Association of Border Studies, 45<sup>th</sup> Annual Conference of the Western Social Science Association, Las Vegas, NV, April 9-13, 2003.

Co-Presenter, with Professor Nancy Porras-Hein, Chicana and Chicano Studies Department, "*¿Quién Soy? Localizando Mi Lugar en la Historia: Personalización de la Alfabetización Informativa a través de una Colaboración entre Profesora y Bibliotecaria*" (*¿Quién Soy? Finding My Place in History: Personalizing Information Literacy through Faculty Librarian Collaboration*), at the 3<sup>er</sup> *Encuentro del Desarrollo de Habilidades Informativas* (3<sup>rd</sup> Meeting for the Development of Information Literacy) held in Ciudad Juarez, Chihuahua, Mexico, on Oct 10-12, 2002.

Presenter, "Expanding the Borders of Mentoring," 5<sup>th</sup> Trejo Foster Foundation Institute on Hispanic Library Education, University of Wisconsin-Madison, July 21-22, 2001.

Presenter/Session Facilitator, "Needs/Problems: Undergraduate Collections" at the 1<sup>st</sup> SALALM (Seminar in the Acquisition of Latin American Library Materials)/REFORMA Co-sponsored Pre-Conference, "Latin American Collection Development Needs of Non-Specialist Institutions," Tempe, Arizona, May 25, 2001.

Co-Presenter, with Rosemary McGill, "FFY web site and FFY Scholarly vs. Popular Periodicals Exercise," Active Learning Techniques and Exercises Discussion, at the CARL-sCIL Open House, Department of Information Studies, GSE&IS, UCLA, January 5, 2001.

Co-presenter, "Diversity across the Curriculum: The Process of Collaboration and the Final Product," a poster session presented with Tiffini Travis, Librarian, CSULB, at the 7<sup>th</sup> Annual CARL Conference, Asilomar Conference Center, Pacific Grove, CA, October 10-12, 1999

Presenter, "*Recuperación de Información*" for the *Diplomado en Sistemas y Procesos Electrónicos Aplicados al Manejo de Información en Bibliotecas*, a 2-day workshop given at *CETYS Universidad, Departamento de Educación Continua*, Tijuana, Baja California, México, May 24-25, 1996

Presenter, "A Bibliometric Study of Co-authored Articles by Scholars Affiliated with Mexican Research Institutions," 38th Annual Conference of the Western Social Science Association, Association of Borderland Scholars, Reno, Nevada, April 17-20, 1996

#### *Moderator*

Moderator. (2006, June 24). Latino library leadership for the new millennia. REFORMA Program, ALA Annual Meeting, New Orleans.

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Moderator. (2004, June 26). Attracting minority librarians to academic libraries. ACRL-Racial and Ethnic Diversity Committee Program. ALA Annual Meeting, Orlando, Florida, June 25-30, 2004.

*Other*

Co-Chair & Co-facilitator. (2011, September 16). Chapter swap: New ideas for invigorating REFORMA chapters workshop. RNCIV, REFORMA National Conference, Denver Colorado.

Pre-Conference Co-Organizer, with Ana Maria Cobos, Librarian, Saddleback College. (2001, May 25). Latin American collection development needs of non-specialist institutions," SALALM 46, Tempe, Arizona. Co-sponsored by SALALM/REFORMA, planning from June 2000-May 2001

Grants & Awards

**Awarded \$1,500.00 CSUF Summer Undergraduate Research Academy (SUREA)** grant to mentor undergraduate student, Ashley Yniguez, in research project to explore the CSUF's Library Division Graduate Institute for Mexican American Library Science, 1972-1975, the first federally funded program to train Spanish-speaking librarians, **Summer 2021**

**Principal Investigator**, \$5,000.00 Senior Intramural Research Award, for a project entitled: Giving a voice to Cal State Fullerton's early Chicana and Chicano activism, **2015-2016**

Principal Investigator, \$5,000.00 CSUF UMGI Grant Award, CRC Oral History Digitization Project, 2009-2011

**PROFESSIONAL DEVELOPMENT ACTIVITIES** (Highlighting the last five years)

Conferences, Workshops & Webinars Attended

*National Conferences*

**American Library Association Conferences (ALA)**

ALA Annual Conference – Virtual, June 23-29, **2021**

ALA Midwinter Virtual Meeting, January 22-26, **2021**

ALA Midwinter Meeting, Philadelphia, PA, January 24-28, **2020**

**LASA**, Latin American Studies Association, Congress, 2019, Boston, MA, May 24-27, **2019**

**NACCS**, National Association of Chicana & Chicano Studies Annual Conferences

**47**, Virtual Conference, April 14-16, **2021**

**44**, Irvine, CA, March 22-25, **2017**

**42**, San Francisco, CA, April 15-18, 2015

**SALALM**, Annual Meetings of the Seminar on the Acquisitions of Latin American Library Materials

**66**, Virtual Conference, July 19-22, **2021**

**65**, Virtual Conference, June 8-10 (business) & October 5-8 (presentations), **2020**

**62**, Ann Arbor, MI, May 20-24, **2017**

**61**, Charlottesville, VA, May 9-13, **2016**

**HACU**, Hispanic Association of Colleges & Universities,

31<sup>st</sup> Annual Meeting, San Diego, CA, October 29-31, **2017** [Member of CSUF Delegation]

*Regional Conferences & Workshops*

**CSU Maker Convening**, Sonoma State University, Sonoma, CA, May 31-June 1, **2018**

**Personal Digital Archiving (PDA)**, Stanford University, Stanford, CA, March 29-31, **2017**

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### *University Conferences & Workshops*

#### FDC workshops

- Leadership-Graduation 2025 Planning Meeting, March 22, 2017
- FLC-Recruiting Diverse Faculty – A Chair’s Perspective, November 2, 2017
- FLC-How to Address and Report Sex- and Gender-based Discrimination, Harrassment, and Violence at CSUF, October 5, 2016
- FLC-Secrets of Leading a Meeting that Almost Nobody Follows, September 5, 2016
- Department Chairs Leadership Institute, July 31-August 3, 2016
- Teaching across Cultural Strengths, April 5, 2016
- Digital Storytelling, Part 2: A hands-on learning strategy in a hands-on workshop, April 24, 2015
- Digital Storytelling, Part 1: Engaging students in making meaning in your content area, October 22, 2014
- Using Abohe Connect for teaching and collaboration, October 21, 2014

Campus Climate in the Post-Election Era, Dr. Shaun Harper, ASC, November 18, **2016**

#### *Webinars*

- Infopeople: Demystifying Digitization: An Introduction to California Revealed. April 30, **2020**
- ACRL e-Learning, The Grounded Librarian: The Scholarship of Teaching and Learning Webcast 4-part Series, July 11, July 18, July 25, & August 1, **2019**
- SpringyCamp—Libguides Webinar from Springshare, October 5-6, **2016**
- Sage-Sponsored Webcast: Libraries & the Changing Scholarly Environment: Data Visualization, February 16, **2016**
- Sage-Sponsored Webcast: Libraries & the Changing Scholarly Environment, February 9, **2016**

#### Professional Memberships, Offices Held & Committee Activities

##### *Active Memberships:*

- Member**, Latin American Studies Association (**LASA**), **2016-date**
- Member**, *LASA Archives, Libraries, and Digital Scholarship* section (formerly, LASA Libraries, Archives and Research Section), **2016- date**
- Member**, First Annual Section Award Subcommittee, **Fall 2020**

**Member**, **REFORMA**, The National Association to Promote Library and Information Services to Latinos and the Spanish Speaking, **1998-date**

Chapter Representative (Elected office), National REFORMA, Executive Committee, 2010-2012  
2006-2008

**Member**, National REFORMA Strategic Planning Committee, **2010-2012**

**Member**, Orange County Chapter of REFORMA (**REFORMAOC**), **1998-date**

**Member**, Memories of Migration<sup>1</sup> Program Committee, **2016-2017**

**Member**, Seeds to Trees<sup>2</sup> Program Committee, 2011-2013

**Member**, META (Mentoring, Education, Training & Advising) Steering Committee, 1999-2013

**Member**, Scholarship Committee, **1998-date**

**Member**, Seminar in the Acquisition of Latin American Library Materials (**SALALM**), **1991-present**

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<sup>1</sup> REFORMA OC collaboration with Santa Ana Public Library’s Memories of Migration Grant, Institute of Museum and Library Services (IMLS), 2015-2017.

<sup>2</sup> REFORMA OC collaboration with Santa Ana Public Library’s Seeds to Trees, *Laura Bush 21st Century Librarian*, IMLS, 2010-2013.

**Member**, Finance Committee, **2015-2019**  
**Member**, Electronic Resources Committee, **2000-date**  
**Member**, ENLACE Committee, **2000-date**

*Less Active Memberships:*

**Member**, National Association of Chicana and Chicano Studies (**NACCS**), **2011-date**  
**Member**, American Library Association (**ALA**), **2001-date**, 1990-98  
**Member**, Association of College & Research Libraries, (**ACRL**), **2001-date**  
**Member**, Reference & User Services Association, (**RUSA**), **2014-**  
**Member**, California Academic & Research Libraries, (**CARL**), **1999-date**  
**Member**, Diversity in Academic Libraries (**DIAL**), CARL Interest Group, **1999-date**

**LIBRARY, UNIVERSITY & COMMUNITY SERVICE** (Highlighting the last five years)

Department Service

Technical Services Department, **Chair**, elected **2014-2019**; **Acting Chair**, **2013-2014**

Assisted the Department Personnel Committee with the rewrite of the Department Personnel Standards, 2018-2019, approved in May 2019;

Oversaw 11 tenure-track and 4 temporary full-time recruitments

Reviewed numerous tenure-track portfolios; 3 tenure & promotion portfolios; as well as numerous full-time and part-time temporary 1-year periodic portfolios, 3-year periodic portfolios, and comprehensive portfolios

Department Personnel Committee, **Chair 2020-date**

Member: 2009-2012

Alternate, Spring 2013 (served)

Chair, 2009-2010, with Department Chair, presided over creation and adoption of new Department Personnel Standards, Fall 2009-Spring 2011, which were officially accepted in June 2011

Department Recruitment Committee, **Chair, 2021**, 1 tenure-track recruitment

2011-2013, 4 tenure-track recruitments

Library Service

**Member**, Association of Library Employees, (**ALE**), **2017-date**

**Member**, Social Events Committee, **2020-date**

**Member**, Committee to Convert CULF to ALE, **2017**

**Member**, Council of University Library Faculty, (**CULF**), **1998-2017**

**Co-Curator** with Joy Sage, Book Exhibit: *Cesar Chavez*, **March 11-April 1, 2016**

University Service

*Committee work*

**Member**, General Education Committee (Appointed), **2021-2023**

**Member**, Faculty Affairs Committee (Appointed), **2019-2021**

**Member**, Faculty Research Committee (Elected), **2019-2021**

**Member**, Faculty Research Policy Committee (Appointed), **2016-2018**

**Member**, University Advancement Committee (Appointed), **2016-2018**

Member, Chicana & Chicano Resource Center Coordinator Search Committee, Student Affairs (Appointed), April-May, 2015

Member, University Professional Leaves Committee (Elected), 2011-2015

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Member, Student Affairs HACU/MSI Student Success Collaborative Grant Advisory Committee (Appointed), 2011-2013  
Member, WASC SLA 1 & SLA 2 Task Force (Appointed), 2009-2013  
Member, University Research Committee (Elected), 2007-2011, (Chair, 2008-2010)

*Single day Activities*

**UndocuAlly Training, Parts 1 & 2**, September 28, **2020** & February 2, **2021**

**Academic Affairs/Academic Senate Retreats**

**Participant**, Retreat on Student Success, March 3, **2017**

**Participant**, Retreat on Balancing the Faculty Tripod: Teaching, Research and Creative Activities, and Service. How Can CSUF Faculty Flourish Through RTP and Beyond?, October 7, **2016**

Facilitator, Retreat on WASC Five Core Competencies, October 16, 2015

Participant, Retreat on Student Writing, October 17, 2014

Participant, Retreat on General Education, February 7, 2014

**Attendee**, University Awards Program, April 12, **2017**

**Participant**, Mesa Cooperativa's Encuentro Primavera, February 13, **2017**

**Attendee**, How to Handle Difficult Students & Community Members, December 2, **2016**

**Participant**, Safe Space Training, October 24, **2016**

**Attendee**, Disruptive Students in the Library, Tonantzin Oseguera, February 29, **2016**

Participant, Conversations with the Provost-Department Chairs, October 19, 2015

Participant, Conversation with the Provost-Department Chairs Meeting, April 29, 2015

Participant, VPAA Chairs Meeting on the Common Core, November 13, 2014

Participant, CFA Librarians Meeting, Los Angeles, CA, October 17, 2014

Participant, 17<sup>th</sup> Annual New Department Chairs Workshop, CSU Long Beach, Long Beach, CA, October 18, 2013

Community Service

**Presenter**, "Cafecito con Barbara Miller," a virtual 'rap' with SJSU Ischool REFORMA and Archives student groups, about my career as a librarian and the Chicax collection, November 19, **2020**.

**Participant**, Dr. Karin J Duran Teacher Curriculum Center Collection Naming Reception, CSUN Oviatt Library, CSU Northridge, Northridge, CA, September 29, **2016**

**Participant**, Reception for the Raymond Rodriguez Collection, *Decade of Betrayal* co-author and *Long Beach Express* columnist, University Library, Special Collections & University Archives, CSU Long Beach, Long Beach, CA, March 30, **2016**

Host, Orange County Public Library-sponsored Big Read Event celebrating *Enrique's Journey* with author Sonia Nazario, Pollak Library, Cal State Fullerton, Fullerton, CA, November 19, 2015

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## Lisa A. Mix, MLA, CA, DAS

### PROFESSIONAL EXPERIENCE

#### **Pollak Library California State University, Fullerton**

**Director, University Archives & Special Collections** October 2021–

Academic rank: Senior Assistant Librarian

#### **Bloomberg School of Public Health Johns Hopkins University (remote)**

**Sr. Research Program Manager**, Opioid Industry Documents Archive June–September 2021

**Contract Archives Consultant**, Opioid Industry Documents Archive January–June 2021

#### **Norris Medical Library University of Southern California**

**Temporary Archivist (Resource Employee)** November 2019–April 2020

#### **New York-Presbyterian Hospital/ Weill Cornell Medicine**

**Senior Archivist** November 2017–February 2019 (remote)

**Head, Medical Center Archives** March 2011–October 2017

**Interim Director, Samuel J. Wood Medical Library** September 2013–May 2014

Academic rank: Associate Archivist March 2011–October 2017

#### **The Library and Center for Knowledge Management University of California San Francisco**

**Manager, Archives and Special Collections** February 2002–February 2011

Academic ranks: Associate Librarian VI February 2002–June 2004; Associate Librarian VII July 2004–June 2007; Librarian II July 2007–June 2010; Librarian III July 2010–February 2011

#### **The Alan Mason Chesney Medical Archives Johns Hopkins Medicine**

**Processing Coordinator** August 1989–December 2001

### EDUCATION

- Master of Liberal Arts, History of Ideas, The Johns Hopkins University, 1991, with honors
- Graduate course work in Library Science at the University of Maryland: Cataloging, Reference, Records Management, Oral History
- Bachelor of Arts, History, Goucher College, 1984

#### **Continuing Education**

- Society of American Archivists (SAA) DEI for Archives Managers: DEI and Collections Metadata; Co-constructing More Inclusive Spaces, 2021
- Spanish, Pasadena Language Center, January 2019–present
- SAA Digital Archives Specialist (DAS) Certificate Program, October 2012–September 2014  
Certified by examination November 2014  
Continuing courses to maintain certification 2015–present
- Weill Cornell Leadership in Academic Medicine Program, October 2015–May 2016
- Archives Leadership Institute, July 2012
- SAA workshops: DACS; EAD; Implementing MPLP; Building Digital Collections; Legal Issues in Photo Collections; Cultural Diversity Competency
- Western States & Territories Preservation Assistance Service, Protecting Library & Archive Collections: Disaster Preparedness, Response & Recovery, April 15–June 20, 2008
- Rare Book School University of Virginia, Seminar in Special Collections Administration, July 2003
- UC Berkeley Extension, The Art of Japanese Woodblock Prints, October 9–November 13, 2002



## **CERTIFICATIONS**

Certified Archivist (CA), Academy of Certified Archivists

2001–2006 by examination; 2006–2011, 2011–2016, 2016–2022 by petition

Digital Archives Specialist (DAS), Society of American Archivists, 2014–2024 (renewed 2019)

## **AWARDS**

Librarians, Archivists, and Museum Professionals in the History of the Health Sciences (LAMPHHS) Lisabeth M. Holloway Award, recognizing “significant contributions through leadership and service to LAMPHHS and the profession,” 2020

University of Michigan Bentley Research Fellowship for the Study of Modern Archives, 1995,1996

## **GRANTS DEVELOPED AND FUNDED**

Digital Conversion Micro-Grants to support digitization of NewYork-Presbyterian/Weill Cornell Medicine historical publications, New York Metropolitan Library Council (METRO) – 3 grants

- December 2014–June 2015, Principal Investigator
- December 2013–June 2014, Principal Investigator
- December 2012–June 2013, Project Manager

Professional Development Grant to attend Digital Archives Specialist courses, National Library of Medicine, National Network of Libraries of Medicine Middle Atlantic Region, July 1, 2012–April 30, 2013

Margaret Hart Surbeck Oral History Project (UCSF Archives & Special Collections), Project Manager, INDNJ Foundation, 2005–2009

Preserving At-Risk Tobacco Control Policy Resources (UCSF Library), One of two Project Managers, California Tobacco-Related Disease Research Program (TRDRP), 2004–2007

AIDS Epidemic Historical Records Project (joint award to UCSF Archives & Special Collections and the GLBT Historical Society), One of two Principal Investigators, National Historical Publications and Records Commission, 2004–2006

Digitizing the UCSF Japanese Print Collection, Project Manager, California Digital Library, 2003–2005

## **PROFESSIONAL ASSOCIATIONS**

Academy of Certified Archivists, 2001–

Exam Development Committee 2020–

American Association for the History of Medicine, 2005–

Annual Meeting Local Arrangements Committee 2018

Committee on the Future of Medical History Libraries 2009–2012

Archivists and Librarians in the History of the Health Sciences, 1993–

(as of 2020: Librarians, Archivists, and Museum Professionals in the History of the Health Sciences)

ALHHS/MeMA Annual Meeting Program Committee 2019 (chair)

Nominating Committee 2013 (chair); 2015 (chair); 2017

Past President 2010–2011

President 2008–2010

President-Elect 2007–2008

Awards Committee 2006; 2012 (chair)

Website Committee 1999–2008

Lisa A. Mix

Archivists Round Table of Metropolitan New York, 2011–2018  
Education Committee 2012–2017  
Librarians Association of the University of California (LAUC), 2002–2011  
Nominating Committee 2006  
Committee on Research and Professional Development 2005–2007  
LAUC-SF: Chair 2004–2005  
LAUC-SF: Vice Chair/Chair-Elect 2003–2004  
LAUC-SF: Secretary and Webmaster 2002–2003  
Mid-Atlantic Regional Archives Conference, 1985–2001; 2011–2018  
Society of American Archivists, 1987–  
Mentor, SAA Mentoring Program 2018–  
Publications Board 2008–2016  
Co-Chair, Science, Technology, and Health Care Roundtable 2001–2003  
Steering Committee, Science, Technology, and Health Care Roundtable 1993–2008  
Society of California Archivists, 2002–2011; 2018–  
Chair, Advocacy and Public Policy Committee 2020–  
Education Committee 2006–2007  
Annual Meeting Local Arrangements Committee 2006  
Nominating Committee 2003–04  
Western Archives Institute Management Committee 2003  
Southern California Society for the History of Medicine, Board 2018–  
Vice President 2020–

#### **INSTITUTIONAL SERVICE**

Digital Library Federation Committee for Equity and Inclusion, December 2020–  
Advocacy, Recruitment, and Leadership subgroup, February 2021–

#### **New York-Presbyterian/Weill Cornell Medicine**

NYPH Westchester Division Archives Committee, December 2014–October 2017  
Advisory Committee, David Rogers Health Policy Colloquium, June 2013–October 2017  
Hospital for Special Surgery Medical Archives Committee, 2012–October 2017  
Heberden Society Advisory Committee, Secretary, March 2011–October 2017  
Cornell University Library Special Collections Council, March 2011–October 2017  
Search committees for two academic librarian positions and promotion committees for two librarians

New York Academy of Medicine Fellowship Review Committee, 2015

#### **University of California Library System**

UCSF Committee to Advise on Personnel Actions in the Librarian Series, 2005–2011  
UC Archivists Council, 2002–2011  
UC Heads of Special Collections, 2002–2011  
Webmaster 2003–2008  
UC Next Generation Technical Services Initiative  
New Modes for Access Task Group 2010  
Unique Collections Team (chair) 2009–2010  
UC-OCLC Special Collections Task Force, 2007–2008  
UC Preservation Advisory Group, 2007–2009  
UC Resource Sharing Committee, 2005–2007  
Online Archive of California Working Group, Subcommittee on Access, 2003–2005

## PUBLICATIONS

L.A. Mix. Review of *Artificial Hearts: the Allure and Ambivalence of a Controversial Medical Technology*, by Shelley McKellar. *Watermark* 41(4), Fall 2018: 25-27.

L.A. Mix. Review of *Mammography and Early Breast Cancer Detection: How Screening Saves Lives*, by Alan B. Hollingsworth. *Watermark* 40(4), Fall 2017: 49-51.

L.A. Mix. Review of *Plague, Fear, and Politics in San Francisco's Chinatown*, by Guenter B. Risse. *Journal of the History of Medicine and Allied Sciences* 69(4), October 2014: 678-680.  
<https://doi.org/10.1093/jhmas/jrt048>

L.A. Mix. Introduction to *SAA Sampler: Law & Ethics*. Chicago: Society of American Archivists, 2012.  
<http://files.archivists.org/pubs/SamplerSeries/Law&EthicsSampler.pdf>

L.A. Mix and K. Cameron. "From Hahnemann's Hand to Your Computer Screen: Building a Digital Homeopathy Collection." *Journal of the Medical Library Association* 99(1), January 2011: 51-56.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3016660/>

New Modes for Access Task Group, UC Next-Generation Technical Services. "New Modes for Organizing and Providing Access to Special Collections, Archive, and Digital Formats." Final report. September 2010.

L.A. Mix. Review of *Popular Print and Popular Medicine*, by Thomas Horrocks. *Journal of the History of Medicine and Allied Sciences* 65(2), April 2010: 257-259. <https://doi.org/10.1093/jhmas/jrp041>

L.A. Mix. Review of *Chinese Medicine Men*, by Sherman Cochran. *Watermark* 31(4), Fall 2008: 15-16.

L.A. Mix. "Featured Collection: the UCSF Japanese Woodblock Print Collection." *D-Lib* 15(3-4). March/April 2008. <http://www.dlib.org/dlib/march08/03featured-collection.html>

L.A. Mix. "On the Web" column in *Watermark*. Spring 1997–2002.

L.A. Mix. "Digitizing Patient Information and Laboratory Research Data for Archival Reference and Research." *Watermark* 21(1), Winter 1997: 13-16.

N. McCall and L.A. Mix. "Scholarly Returns: Patterns of Research in a Medical Archives." *Archivaria* 41: 158-187. Spring 1996. <https://archivaria.ca/index.php/archivaria/article/view/12131/13132>

N. McCall and L.A. Mix. *Designing Archival Programs to Advance Knowledge in the Health Fields*. Baltimore: Johns Hopkins University Press, 1995.

L.A. Mix. "A Joint Archives/Records Management Program at an Academic Health Center." *Watermark* 18(4), Fall 1995: 110-114.

N. McCall and L.A. Mix. "Educational Institutions and Programs for Health Occupations." chapter in Joan Krizack. *Documentation Planning for the U.S. Health Care System*. Baltimore: Johns Hopkins University Press, 1994. <http://www.archive.org/details/documentationpla00kriz>

M.W. Kehoe, N. McCall, and L.A. Mix. *The Legacy of Hugh Hampton Young, Pioneer in Urology: A Guide to the Papers of Hugh Hampton Young*, 1992.

L.A. Mix. "A Caricaturist's View of French Physicians." *Maryland Medical Journal* 34(11), November 1985: 1103-06.

## PRESENTATIONS

"Health Sciences Archives 101." Invited speaker, Health Science Librarians of Illinois, Continuing Education activity, November 12, 2020. <https://youtu.be/izC8tfR4CwE>

"Preserving the Past: An Exploration of Medical Archives." Invited speaker, Southern California Society for the History of Medicine, The Huntington Library, San Marino, CA, September 15, 2019.

"Get Mentored: How to Take Advantage of SAA's Mentoring Program." Invited presenter, San Jose State University Society of American Archivists Student Chapter webinar, November 15, 2018.

"NewYork-Presbyterian/Weill Cornell: Building a Medical Center." Presentation developed for the NYPH Global Services department and presented to groups of international visitors, April & September 2017.

Discussion leader for Archivists Round Table of Metropolitan New York "One Book, One Profession" discussion of *Teaching with Primary Sources*. New York, NY, February 26, 2017.

"Political Narratives in the Archives." Panel moderator, New York Archives Week Symposium, New York, NY, October 20, 2016.

"Building Digital Collections at Weill Cornell." Archivists and Librarians in the History of the Health Sciences Annual Meeting, Minneapolis, MN, April 28, 2016.

"Stories and Heritage of Nursing in New York City." Invited presenter, The New York Academy of Medicine, New York, NY, April 14, 2016.

"Underneath it All: Archives in Medical Libraries." Co-presenter (with Paul Theerman), National Network of Libraries of Medicine Middle Atlantic Region, Boost Box Webinar, April 12, 2016. Continuing Education.

"Medical Center Archives: What's in it for you?" Invited speaker, David Rogers Health Policy Colloquium, Weill Cornell Medicine, New York, NY, January 13, 2016. CME activity.

"Special Session on Jewelry Preservation and Archives." Panel moderator, *Fashion: Now & Then: Passé, Presente, 未来* Conference, New York, NY, October 24, 2015.

"Finding What's Out There: Library Resources in the History of the Health Sciences." CME session at American Association of the History of Medicine Annual Meeting, New Haven, CT, April 2015.

"Financial Records Tell the Story: Cultural Archives and History." Panel moderator, New York Archives Week Symposium, New York, NY, October 7, 2014.

"Leadership Lessons: Tools to Guide You and Words to Inspire You." Society of American Archivists Annual Meeting, Washington, DC, August 2014.

"Digitizing and Using Institutional Publications." Archivists and Librarians in the History of the Health Sciences Annual Meeting, Chicago, IL, May 2014.

"Digitizing Medical History." Metropolitan New York Library Council Annual Meeting, New York, NY, January 2014.

"Finding the Right Chemistry: Challenges in Science Archives." Mid-Atlantic Regional Archives Conference, Philadelphia, PA, November 2013.

"Preparing for a Career as an Archivist in Any Sector." Coordinator, moderator, and panelist, one-day workshop at New York Archives Conference, June 2013.

Lisa A. Mix

“UC Faculty Papers: Identification and Appraisal.” Presenter, panel discussion at College & University Archives Section, Society of American Archivists Annual Meeting, San Francisco, CA, August 2008.

“Presenting the UCSF Japanese Woodblock Print Collection on the Web.” Poster presented at Medical Library Association Annual Meeting, Chicago, IL, May 2008 (with L. Kleinberg, J. Kochi).

“Digitizing the Japanese Woodblock Print Collection at UCSF.” Archivists and Librarians in the History of the Health Sciences Annual Meeting, Montreal, QC, May 2007.

“Ten Tips for Managing Archival Collections, or, What to do When you Can’t Do it All.” Medical Library Association Annual Meeting, Phoenix, AZ, May 2006.

“Implementing and Managing a Digital Imaging Service for Archival Reference and Research.” Poster presented at Medical Library Association Annual Meeting, Phoenix, AZ, May 2006 (with V. Wheat).

“Preserving and Providing Access to Tobacco Control Resources.” Poster presented by K. Neilsen at TRDRP Investigator’s meeting, October 2005 (with K. Klausner, L. Mix, K. Butter).

“Facilitating Description: Developing Standard Series.” Session chair and commentator, Society of American Archivists Annual Meeting, Boston, MA, August 2004.

“Campus Collaborator” presentation, part of “OAC/MOAC Update.” California Digital Library One-Day Workshop on Digital Library Services, May 2004.

“Assisting Researchers and Protecting Privacy: Managing Access to Patient Information under the Health Insurance Portability and Accountability Act (HIPAA).” Society of American Archivists Annual Meeting, Birmingham, AL, August 2002.

“Making Curt Richter’s *Biological Clocks in Medicine and Psychiatry* accessible on the World Wide Web.” International Society for the History of the Neurosciences, Annapolis, MD, June 1998.

“Digitizing Patient Information and Laboratory Research Data for Archival Reference and Research.” Mid-Atlantic Regional Archives Conference, Charlottesville, VA, May 1997.  
Society of American Archivists Annual Meeting, Chicago, IL, August 1997.

“A Joint Archives/Records Management Program at an Academic Health Center.” Society of American Archivists Annual Meeting, Washington, DC, August 1995.

“Archival Triage in Academic Medicine.” Society of American Archivists Annual Meeting, Seattle, WA, August 1990.

## **EXHIBITIONS**

### **New York-Presbyterian/Weill Cornell Medicine**

Julia Stimson, RN, July 2016–November 2017.

The Lying-In Hospital of the City of New York, February–September 2016.

Reunion classes and distinguished alumni (in conjunction with WCM biennial reunions)  
October 2012; October 2014; October 2016.

Mirroring Medicine: Medals from the Collection of Dr. Ira Rezak, August–October 2013.

Celebrating the Contributions of Philip and Helen Reichert, November 2011–February 2012.

Lisa A. Mix

## **UCSF Library**

Classic Works in Occupational Health, June–August 2010.

Fighting Measles: items from the East Asian Collection, October 2008–December 2009.

Childbirth and Childcare: items from the East Asian Collection, January–October 2008.

## **MEDIA COVERAGE**

“The Big Myths of Medical Archives (Lisa Mix),” episode 34 in *An Archivist’s Tale*, podcast hosted and produced by Geof Huth and Karen Trivette, October 13, 2018.

<https://www.spreaker.com/user/archiviststale/0034-z2Bj4U>

T. Berger. “Archives and Leadership: Interview with Senior Archivist Lisa Mix.” *Archeota* 8, Spring 2018: 6, 11, 15, 19 (publication of San Jose State University Society of American Archivists Student Chapter).

“It Happened Here: Dr. David Hosack,” video in NewYork-Presbyterian Hospital “Health Matters” series, 2017. <https://healthmatters.nyp.org/alexander-hamilton-doctor/>

## **LANGUAGES**

French – proficiency in reading, writing, and speaking

German – reading

Spanish – intermediate level reading, writing, and speaking

# DORIS PARK

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## OBJECTIVE

A position as a Library Acquisition Specialist (LSSIII). Such a position would allow me to apply my abilities as a proven professional with extensive library experience. Key Competencies include:

- Solid communication skills
- Accurate and detail-oriented
- Able to meet deadlines consistently
- Strong organizational skills

## PROFESSIONAL EXPERIENCE

**CALIFORNIA STATE UNIVERSITY, FULLERTON**, Fullerton, CA

**Library Services Specialist II, C&SC - Acquisitions** (Full-time, 2/18 – present)

- invoicing and receiving multiple types of physical purchase orders, such as approval plan orders, and firm orders, and standing orders
- invoicing ebooks, databases, and other types of electronic resources
- receiving periodicals and invoicing their subscriptions
- claiming damaged or missing items and following up with vendors
- conducting complex searches in OCLC Connexion, selecting the most ideal bibliographic records for basic copy cataloging, and then exporting the records into Alma
- creating and updating purchase order lines in Alma, cleaning up vendor information, and generating brief bib records when necessary
- researching account statements from vendors, investigating renewal notices, and clearing outstanding balances
- reviewing the invoices that upload into Alma through the Electronic Data Interchange system, making corrections as needed, and processing the invoices
- fulfilling streaming video requests for faculty and students by ordering and invoicing titles from Kanopy
- performing data analysis of deleted ProQuest STL titles for the Collection Development Librarian
- helping to reconcile the bookkeeping for foundation-funded orders, which consists of comparing transaction reports from different library departments, updating the spreadsheet report for Acquisitions, flagging discrepancies, and then completing the invoices in Alma
- finalizing the invoices of state-funded orders by inputting the check payment information in Alma and closing the invoices, thereby ensuring that the Pollack Library's accounting system is synchronized with Cal State Fullerton's accounting system
- maintaining the department inbox in Outlook, which involves forwarding emails to the appropriate individuals and/or teams, deleting advertisements or irrelevant mail, and fielding inquiries from other staff members
- vetting the physical mail that is sent to Acquisitions, and determining which documents require action; using external, online databases and resources to troubleshoot and gather information
- communicating with vendors and publishers to resolve issues and make requests
- writing thorough, step-by-step procedures of critical Acquisition processes, and making them available to others via Dropbox
- training co-workers and student workers on new tasks, reviewing their work, and answering their questions

**LONG BEACH CITY COLLEGE**, Long Beach, CA

**Library Assistant, Circulation** (Part-time, 11/2013 – 2/18)

- Reshelved, shelf read, and shifted; charged, discharged, and renewed items; sensitized and de-sensitized materials; searched shelves for lost or overdue items
- Trained and supervised student employees; monitored the security gate
- Collected and processed fines; explained library policies to patrons
- Labeled new reserve materials; conducted bibliographic searches; participated in ongoing library projects; re-stocked office supplies; inspected books for damage and executed minor repairs
- Carried out daily procedures—unlocked and locked entrances, checked book drops, turned equipment on, received and distributed mail, maintained a quiet and orderly environment
- Prepared and updated a variety of files and reports, including patron accounts, statistical data, and task logs
- Answered phone calls; resolved disputes; provided quality customer service to staff, faculty, and patrons

**CAPITAL GUARDIAN TRUST COMPANY**, Irvine, CA

**Records Management Associate & Client Support Associate** (Full-time, 4/2001 – 3/2009)

- Filed and scanned numerous types of documents for archival purposes
- Performed quality control on electronic files
- Responded to document inquiries from co-workers and clients, thereby supporting department operations
- Packaged hundreds of customized reports to be mailed and faxed to clients every month
- Maintained a large database that listed the documents inside thousands of off-site storage boxes
- Handled requests to pull documents from storage in a timely manner
- Distributed internal reports to dozens of associates on a monthly basis
- Regularly updated a database on sensitive client information
- Trained co-workers and temps effectively, thus ensuring smooth team transitions and adequate back-up

**EDUCATION**

- Bachelor of Fine Arts in Art from California State University, Fullerton (5/2012)
- Library Technician Certificate of Achievement from Long Beach City College (6/2018)
- Certificate of Completion for the Fundamentals of Electronic Resources Acquisitions from the Association for Library Collections and Technical Services (8/2019)

**TECHNICAL SKILLS**

- Ex Libris - Alma, OCLC Connexion, OCLC Worldshare and Worldcat, MS Office Suite 2016 (gained IC3 Digital Literacy Certification)
- Proficient at typing (60 wpm) and ten key
- All general office tasks: answering phones, filing, copying, faxing, scanning, taking meeting minutes, etc.



# Sarah E. Parramore

## *Curriculum Vitae*

### Education

- 2020            *Master of Instructional Design and Technology*, California State University, Fullerton
- 2010            *Master of Library Science*, University of North Texas
- 2004            *Teaching Credential, Region 13 Educator Certification Program*  
EC-4, ESL PreK-12
- 2001            *Bachelor of Arts, Theatre*, Rhode Island College

### Professional Employment History

- 2019-Present *Library Instruction Coordinator*  
Pollak Library, California State University, Fullerton
- Leads and directs the design, delivery, and assessment of library instruction services
  - Create learning opportunities in best practices for information literacy for teaching librarians
  - Co-teach, guide, and mentor paraprofessionals for library instruction
  - Facilitate Peer-Assisted Learning Program
- 2017-Present *Education Librarian*  
Pollak Library, California State University, Fullerton
- Create and instruct lessons on information literacy for masters and doctoral students in the College of Education.
  - Serve as the liaison to the College of Education to prepare subject specific instruction sessions, consultations, and collection development.
  - Create course guides, subject guides and children's literature guides.
  - Chair of the Donoghue Children's Literature Center.
- 2012-2017    *Reference and Instruction Librarian*  
Zayed University Library and Learning Commons, Dubai, UAE
- 2011-2012    *English Teacher*  
Abu Dhabi Education Council, Al Ain, UAE
- 2008-2011    *Librarian*  
Manor Independent School District, Manor, TX
- 2005-2008    *Teacher-2<sup>nd</sup> and 3<sup>rd</sup> Grade*  
Manor Independent School District, Manor, TX

# Sarah E. Parramore

## *Curriculum Vitae*

### Scholarly/Creative Activities

#### Peer Reviewed Publications

- 2021 Donaldson, K., Becksford, L., Bonella, L., Kubicki, J., Parramore, S. (2021). Liaising in the 21st century: The shifting role of the education librarian. *Education Libraries*. (Accepted, pending publication)
- 2020 Cornforth, J., Parramore, S. (2020). Student educators as facilitators of learning: A model for peer education in academic library instruction. *Journal of Creative Library Practice*. <https://creativelibrarypractice.org/2021/08/10/student-educators/>
- 2019 Parramore, S. (2019). Online active-learning: Information literacy instruction for graduate students. *Reference Services Review*, 47(4), 476–486. <https://doi.org/10.1108/RSR-03-2019-0022>
- 2019 Parramore, S., Cornforth, J., Lambert, J., and DeMars, M. (2019). Fishing for followers: Putting students in charge of library outreach. *LOEX 2019 Proceedings*. (Accepted, pending publication)

#### Peer Reviewed Presentations

- 2020 Cornforth, C., Parramore, S. (accepted 2020-Canceled COVID-19) Peer Assisted Learning and its impact on equity, inclusion, and student success. CSU Symposium.
- 2020 Cornforth, Rader, D., Parramore, S., (February 2020). Greeters Become Greater: Empowering Front Desk Student Employees as Peer Information Literacy Consultants. Georgia International Conference on Information Literacy. 14. <https://digitalcommons.georgiasouthern.edu/gaintlit/2020/2020/14>
- 2019 Parramore, S. (2019, April). *A framework tutorial: Evaluating sources*. ACRL Distance Library Instruction Virtual Poster Session.
- 2019 Parramore, S., Cornforth, J., Lambert, J., DeMars, M. (2019, May). *Fishing for followers: Putting students in charge of library outreach*. LOEX, Minneapolis, MN.
- 2018 Parramore, S. (2018, July). *Asynchronous active-learning: Can it be done?* Lightning Talk presented at Library Instruction West Conference, Grand Junction, CO.
- 2017 Al Hosani, H., Barina, E., Juma, N., Parramore, S., VanderPol, D. (2017, November). *A picture is worth a thousand words*. Poster presented at the American Library Association Sharjah International Book Fair, Sharjah, UAE.
- 2015 Parramore, S. (2015, July). *Starting from scratch: Building a library in a special needs school*. Poster presented at the International Association of School Librarians Conference, Maastricht, The Netherlands.

# Sarah E. Parramore

## *Curriculum Vitae*

- 2014 Parramore, S. (2014, November). *Solving the gender issue using QR codes*. Poster presented at the American Library Association Sharjah International Book Fair, Sharjah, UAE.
- 2014 Parramore, S. (2014, October). *Empowering the student: Using mobile technology to enhance information literacy*. Lightning talk presented at the European Conference for Information Literacy, Dubrovnik, Croatia.
- 2014 Al Mehri, S., Parramore, S., Sakr, S., VanderPol, D. (2014, October). *How may I help you? : كيف استطيع مساعدتك؟* An exploration of dimensions within Arabic and North American cultures as they influence library interactions. Best practices session presented at the European Conference for Information Literacy, Dubrovnik, Croatia.

### **Grants**

- 2019 GI 2025 Innovation Grant- Library S.O.S. Student Outreach to Students
- 2018 GI 2025 Innovation Grant- Library S.O.S Student Outreach to Students
- 2012 Zayed University Start-Up Grant: "Adapting User-Friendly Systems in Arabic Children's Libraries"
- 2010 Laura Bush Foundation Grant
- 2009 Christina B. Woll Memorial Grant

### **Service**

#### **Department/Library Service Activities**

- 2020-Present RTP Mentorship Group
- 2020-Present Chair, Diversity, Equity, and Inclusion Committee
- 2019-Present Member, Pollak Library Dean's Council
- 2017-Present Chair, Donoghue Children's Literature Center, CSUF
- 2018- 2020 Member, Pollak Outreach and Engagement Team, CSUF
- 2019 Member, Faculty Search Committee, Social Sciences & Government Documents Librarian
- 2019 Chair, Faculty Search Committee, Student Success Librarian
- 2019 Volunteer, Affordable Learning Solutions Expo, CSUF
- 2017-2019 Member, Pollak Library Open Access Team, CSUF
- 2018 Volunteer, Dog Therapy Program, CSUF
- 2018 Volunteer, Research Festival, CSUF
- 2018 Volunteer, Affordable Learning Solutions Expo, CSUF
- 2018 Volunteer, Pi Day, CSUF
- 2018 Volunteer, Graduate Student Orientation, CSUF
- 2017 Volunteer, Open Access Jeopardy Game, CSUF
- 2017 Volunteer, Unity Block Party, CSUF
- 2017 Volunteer, Open and Affordable Educational Resources, CSUF

# Sarah E. Parramore

## *Curriculum Vitae*

2016-2017                      Chair, Library Assessment Team, Zayed University

### **University Service Activities**

2021                      Faculty Affairs Committee, CSUF  
2019                      General Education Committee, CSUF, 2019-2021  
2019                      New Faculty Orientation Panel, Faculty Development Center, CSUF  
2018                      Chair, Faculty Development Center Board, CSUF, 2018-2019  
2018                      Faculty Development Center Board, CSUF, 2018-2019  
2018                      International Education Committee, CSUF, 2018-2019  
2017                      Institutional Teaching and Learning, Zayed University Standing Committee, 2015-2017  
2015                      Student Affairs Council, Zayed University Standing Committee, 2013-2015

### **Professional Service Activities**

2021                      Committee member, Education and Behavioral Science Section-Instruction for Educators Committee  
2021                      Member, Education and Behavioral Science Section-Equity, Diversity, and Inclusion Task Force  
2021                      Committee Member, ACRL Instruction Section Virtual Engagement Committee  
2018-2020              Committee member, Library Instruction Round Table, Transition to College Committee  
2018-2020              Committee member, Education and Behavioral Science Section-Education Committee  
2018-2020              Committee member, Education and Behavioral Science Section-Curriculum Materials Committee  
2014                      International Librarians Network Peer Mentoring Program

### **Community Service Activities**

2021                      Garden Grove Unified School District Librarians-presentation  
2020                      International Baccalaureate Program-Sunny Hills High School  
2019                      International Baccalaureate Program-Sunny Hills High School  
2018                      International Baccalaureate Program-Valencia High School  
2018                      ACRL Buddy Program Mentor

### **Professional Growth**

#### **Selected Conferences and Workshops**

##### ***International***

2015                      International Association of School Librarianship, Maastricht, The Netherlands, July 2015  
2015                      Innovative Teaching Practices Certificate Program, Dubai, UAE, November 2015

# Sarah E. Parramore

## *Curriculum Vitae*

- 2015 Mobile Enhanced Learning Leadership Certificate Program, Dubai, UAE, March 2015
- 2014 American Library Association-Sharjah International Book Fair, Sharjah, UAE, November 2014
- 2014 International Federation of Library Associations and Institutions, Lyon, France, August 2014
- 2013 Information Literacy Network of the Gulf Region, "Technology in Information Literacy", October 2013

### ***National***

- 2021 Disrupting Academic Bullying, Academic Impressions, May 2021
- 2021 Learning Lab: Designing Hybrid-Flexible (HyFlex) Courses to Support Multimodal Learning Environments, EDUCAUSE, March 2021
- 2019 ACRL Immersion, Chicago, IL, July, 2019
- 2019 LOEX, Minneapolis, MN, May, 2019
- 2018 Library Instruction West, Grand Junction, CO, July 2018
- 2018 American Library Association Annual Conference, New Orleans, LA, June 2018
- 2011 American Library Association Annual Conference, New Orleans, LA, June 2011

### ***State and Regional***

- 2011 Texas Library Association Annual Conference, Austin, TX, March 2011
- 2011 Texas Computer Educators Association Annual Conference, Austin, TX, February 2011
- 2010 Texas Library Association Annual Conference, San Antonio, TX, March 2010

### ***California State University, Fullerton***

- 2021 "Engaging Students with Your Curriculum in the Online/Virtual Environment" (IMPACT), Faculty Development Center, January 2021
- 2021 "Setting Up a Successful Classroom from Day 1", Faculty Development Center, January 2021
- 2019 "Digging into Diversity: Gender Identity and Pronoun Use", Faculty Development Center, October, 2019
- 2019 "Collaborative Learning through Classroom Discussions", IMPACT Workshop, Faculty Development Center, September, 2019
- 2018 "Writing an article in 12 weeks", Faculty Development Center, April 2018
- 2017 "Scholarship of Teaching and Learning", Faculty Development Center, November 2017
- 2017 New Faculty Development Series (five sessions), Faculty Development Center, September-November 2017

### **Memberships in Professional Organizations**

- 2017-Present Association of College & Research Libraries
- 2017-Present California Association of Research Libraries
- 2016-2017 Art Libraries Society of North America

# **Sarah E. Parramore**

## ***Curriculum Vitae***

2012-2016 International Association of School Librarianship

2010-Present American Library Association

2008-2011 Texas Library Association

Daniel M. Phillips

Work Experience:

Library Stacks Maintenance Coordinator (Library Service Specialist III) at the CSU Fullerton, Pollak Library (Jan. 2015 – Current)

- Primary responsibility is to supervise and coordinate all aspects of library stacks maintenance operations including shelving, shifting, organizing, and space planning for the library's physical collection of over one million items.
- In coordination with the circulation student scheduler/coordinator (LSS II), I oversee the hiring, onboarding, and training of all student assistants working for the circulation department with regards to shelving, paging, and circulation service desk duties. On average, our department maintains a student workforce of between 15 – 20 student assistants.
- Other weekly duties include supervising the circulation service desk which requires directing the workflow of 2-3 student assistants as well as being responsible for providing a high level of customer service when assisting library patrons.

Library Services Specialist II at the CSU Fullerton, Pollak Library (Jan. 2008 – January, 2015)

Library Assistant I at the CSU Fullerton, Pollak Library (Nov. 2007 – Jan. 2008)

- Main responsibility was to oversee daily operations of the library circulation desk at both the Fullerton and Irvine campuses. Supervising the circulation desk required directing the workflow of 2-3 student assistants as well as being responsible for providing a high level of customer service when assisting library users.
- Further duties included helping patrons locate materials and answer questions related to circulation and library policy, update and maintain patron records in Millennium, and assist with library building services and security including opening and closing procedures.
- Irvine campus tasks included reserve item processing/creation in Millennium and reference duties requiring database research assistance.
- Personal tasks:
  - Assessed damaged materials and billed patrons when necessary.
  - Changed and updated damaged item's status in Millennium software.
  - Assessed and resolved library fine disputes through the library's fine appeal process. This involved investigating and resolving fine complaints and discrepancies.
  - I maintained and manipulated spreadsheets using Microsoft Office for damaged books statistics, Patron of the Library memberships, and Student Financial Services (SFS) payments. I uploaded damaged book statistics to Sharepoint.

Education:

California State University Fullerton

B.A. History, June 2002

B.A. Music (Vocal Performance), June 2002

GPA: 3.3

Skills:

- Ability to work as a member of a team as well as in positions of authority and delegate responsibility.
- Frequently planned, coordinated, and oversaw numerous library projects concerning the relocation, reorganization, and reduction of the library's entire physical collection.
- Strong research and writing skills.
- Experienced using Microsoft Office and various word processing software programs.
- Knowledgeable of library databases such as JSTOR, LexisNexis, WorldCat, EBSCO etc.
- Experienced working with library systems (ALMA, OCLC Passport, Millennium, & Illiad) to create and edit course patron records, create and edit bibliographic and reserves records.
- High level of training on how to provide a high standard of customer service.
- Many years of experience working with the public and capable of resolving difficult and unique situations that arise from such.



# KEVIN PHILLIPS

## **Employment**

### **Head of Circulation • 03/2014 – Current**

California State University Fullerton Pollak Library • 800 N. State College Blvd. Fullerton, CA 92834

- Lead 9 full-time Library Services Specialist staff and coordinate the operation of Circulation Services, Course Reserves/Leganto and Stacks Maintenance.
- In coordination with Associate Dean of Public Services develop and assign projects to staff members. Provide effective direction to assigned staff including managing and supervising department staff; interviewing and selecting staff, monitoring and evaluating job performance; training and development.
- Manage and configure templates/rules/integration profiles regarding user management, configuring the organizational structure of the unit/library, creating loan rules for fulfillment purposes and constructing work order departments to facilitate cross departmental transactions.
- Configure and maintain patron/course downloads from campus CMS and update daily with overlays and new patron insertions.
- Assure accurate communication to patrons concerning Circulation Services policies and procedures through LibAnswers, updates to library website and signage.
- Serve on PLDC group to provide updates, develop procedures and consult with Dean on policies affecting the unit.
- Negotiate, Renew, and Cancel borrowing agreements among Reciprocal Institutions in correspondence to a revised Reciprocal Borrowing Agreement.
- Run lists to determine financial liabilities owed to library. In concert with Student Financial services place holds on patron Alma records as well as CMS. Reconcile intercepted funds from Franchise Tax Board with charges owed to library.

### **Stack Maintenance Coordinator • 11/2003 – 03/2014**

California State University Fullerton Pollak Library • 800 N. State College Blvd. Fullerton, CA 92834

- Coordinate stack maintenance operations for the Pollak Library collection and supervise 20-25 student assistants in shelving, sweeping, shelf reading and shifting assignments.
- Train and supervise students in functions of Access Services, including instruction in use of Library's computer system (Millenium) for Circulation, understanding of basic circulation policies and procedures, thorough understanding of Library's classification scheme and customer service goals.
- Oversee general workflow at the Circulation Desk and supervise student assistants in processing circulation transactions, communicating library policy and directing patron inquiries.
- Create lists in Millennium to assist the Circulation Head in sending patrons with delinquent accounts to Student Financial Services. Also create lists in conjunction with Collections and Processing Services to search for missing/billed items.

- Create and update training manuals pertaining to training students, stack maintenance, and Circulation.
- Coordinate with Reference and Collection Processing Services in the weeding and deselection of reference collection.
- Collect and report statistics monthly on shelving, collection use, and instances of patrons claiming to have returned or never checked out material.
- Maintain the physical condition of the collection, including the repair of damaged materials, the replacement of lost materials, and relabeling as needed.
- Interview, hire, train, evaluate, and process payroll for student assistants who work in varying capacities in the Circulation Section.

#### **Interlibrary Loan Borrowing Coordinator - 6/2000 – 7/2003**

UCSD Libraries, 9500 Gilman Drive #0175, La Jolla, CA 92093

- Coordinate borrowing functions to ensure adherence to UC-wide turnaround standards, including the updating of OCLC requests and rush borrowing requests filled by direct delivery.
- Prepare and send Interlibrary Loan Requests using OCLC, CDL/Melvyl and Worldcat.
- Primary contact for implementation, testing, and training related to the UC Consortial Borrowing System, the software package that manages the library's inventory.
- Train and monitor the work of new and continuing staff, providing expectations on work performance standards, library procedures and work rules.
- Provide both individual and group instruction to faculty and library staff on staff-mediated interlibrary loan.

#### **Student Assistant III - 10/1997 – 6/2000**

UCSD Libraries, 9500 Gilman Drive #0175, La Jolla, CA 92093

- Create temporary record on INNOPAC for materials borrowed from other institutions
- Charge, discharge, recall, place holds and renew library materials using INNOPAC and MILLENIUM.
- Provide staffing to Interlibrary Loan Desk, answering questions regarding patron-initiated Roger Request, CDL Request, Circuit and staff-mediated interlibrary loan.

#### **Library Clerk - 5/1997 – 9/1997**

Santa Ana College Nealley Library, 1530 W 17th St, Santa Ana, CA 92706

- Acquisitions of materials utilizing Baker & Taylor catalogue.
- Catalogue materials received onto Dynix.
- Create and maintain information databases.

#### **Skills**

- Microsoft Office (Including Microsoft Word, Excel and Outlook)
- Proficiency in Alma, OCLC, Millenium, Worldcat, Melvyl and INNOPAC
- Dreamweaver, CSS and OmniUpdate
- 70 WPM

#### **Education**

University of California, San Diego

1995 - 2000 ▪ Bachelor of Arts, Visual Arts/Media (Film emphasis)

#### **References**

Available upon request

# KERI PRELITZ

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## PROFESSIONAL EXPERIENCE

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### CALIFORNIA STATE UNIVERSITY, FULLERTON, POLLAK LIBRARY

June 2019 - Present

#### Collection Development and Management Librarian

- Monitors the materials budget and determines subject allocations, considering the needs of the patrons
- Maintains the DDA and approval profiles and implemented changes that amounted to significant savings
- Evaluates and analyzes collection, coordinates with acquisitions, and works with several departments on usage statistics and workflow evaluation
- Works with subject librarians and faculty on selection, including training, assisting with faculty purchase requests as well as accreditation reports and assessment
- Converses on collection development matters within the larger California State University community
- Created and implemented workflow for the purchasing of class materials available in e-format
- Coordinates meetings with the Patrons of the Library and subject librarians
- Works and negotiates with vendors, reviewing licenses as needed
- Manages deselection projects and works with vendors to buy withdrawn materials
- Reviews potential library material gifts and coordinates acceptance with donors

### PROQUEST

March 2014 – June 2019

#### Collection and Workflow Consultant

- Performed a variety of collection development and acquisition duties in a wide range of subject areas for several different academic and research libraries using a range of databases, websites and review sources
- Consulted with library staff and faculty to improve collection development and acquisition workflows of monograph approvals and slip notification profiles as well as demand-driven acquisition (DDA) plans
- Provided training on the use of OASIS for selecting, ordering, and searching print and electronic titles
- Maintained profiles for large institutions that took into consideration varying budget needs as well as integrated print and electronic materials for a variety of platforms as well as PDA models
- Gathered information and compiled reports on usage statistics using a variety of resources
- Quickly learned to use MyLibrary, Ingram's proprietary e-book platform, as well as OASIS, an online database, and CIS, Ingram's proprietary content management software
- Coded and adjusted data in CIS that took into consideration a wide scope of non-subject as well as subject parameters to ensure approval plans acquired content that met the particular needs of the client

### THE CORRIDOR GROUP

April 2013 – March 2014

#### Consulting Projects Coordinator

- Draft, edit, proofread, and send a variety of sensitive and confidential documents in high volume
- Ensure all documents and correspondence adheres to the company's style guide and that confidential documents adhere to the correct security level
- Correspond via email and phone with current and potential clients
- Create professional PowerPoint presentations for portraying clear and precise data and reports to clients
- Support a team of four Project Managers as well as executive-level internal staff
- Manage document workflow and assist team leaders with project coordination throughout various stages
- Quickly mastered two new CRM systems and continue to perform accurate data entry in Salesforce as well as organize documents in the online content management service

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## EDUCATION

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### **Master of Library & Information Science, 2010**

San Jose State University, San Jose, CA

### **Bachelor of Arts in Visual Arts Media, 2005**

University of California, San Diego, La Jolla, CA

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## INTERNSHIPS

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### **ANNE BREMER MEMORIAL LIBRARY**

**August – December 2010**

#### **Library Intern**

- Created original catalog records for the Archive Book collection
  - Managed and formatted records within the OPAC and processed new book selections
  - Used knowledge of current trends to assist in the selection of materials for an off-site reference collection
  - Assisted in the de-selection of reference materials
  - Researched and imported catalog records using WorldCat and Mercury Z39.50
  - Provided reference services to a diverse clientele demonstrating sensitivity and discretion
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## PROFESSIONAL ORGANIZATIONS

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- NASIG, 2019 – Present
  - Association for Library Collections and Technical Services (ALCTS), 2017 – 2020
  - Association of College and Research Libraries (ACRL), 2017 – Present
  - American Library Association (ALA), 2010 – Present
  - Core: Leadership, Infrastructure Futures, 2020 - Present
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## VOLUNTEER EXPERIENCE

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### **Harry Potter Alliance, Chapter Organizer, San Francisco, CA**

**August 2014 – January 2020**

- Organize volunteer, community service, and social activities for groups of upwards of 50 people
- Founded the local chapter as well as maintain communication and website for the chapter which consists of over 160 members

### **David Bohnett Cyber Center, San Diego, CA**

**April – November 2008**

- Provided assistance and instruction to the public in using computers, printers, software programs, and the Internet for their recreational or professional use and in a confidential manner
  - Taught diverse clientele with a varied range of computer experience in general computer skills, online searching, word processing and other software
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## SERVICE

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### **Library**

- Chair, Collection Development Team, California State University, Fullerton, 2019 – Present
- Co-Chair, All Library Employees Committee (ALE), California State University, Fullerton, 2021-2022
- Member, Pollak Library Dean's Council, California State University Fullerton, 2020 – Present
- Member, Alma-Primo Operational Team, California State University, Fullerton, 2019 – Present
- Member, Marketing Taskforce, California State University, Fullerton, 2019 – Present
- Member, Fundraising Taskforce, California State University, Fullerton, 2019-2020

### University

- Member, Accessible Technology Initiative (ATI) Procurement Committee, California State University, Fullerton, 2019 – Present
- Secretary, Researchers and Critical Educators (RACE) Committee, California State University, Fullerton, 2021 – 2022
- Secretary, University Advancement Committee, California State University, Fullerton, 2021 – 2022
- L/A/C Representative, University Advancement Committee, California State University, Fullerton, 2019 – 2021

### California State University System

- Member, Shared Resources and Digital Content Committee (SRDC), California State University System, 2020 – 2022
- Member, ECC/Opt-in Vendor Liaisons (EVL) Subcommittee of SRDC, California State University System, 2020 – Present
- Member, Collection Analytics Subcommittee of SRDC, California State University System, 2021 – Present
- Member, Electronic Access to Resources (EAR) Committee, California State University System, 2019 – 2020

### Professional

- Co-Chair, Core Collection Evaluation & Assessment Interest Group, 2021 – Present
- Member, ACRL, Acquisitions Section, Program and Research Committee (formerly the Research and Statistics Committee), 2018 – 2020
- Moderator, “Assessing Collections for Diversity and Inclusion” ALCTS eForum, Apr. 16, 2019

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## PUBLICATIONS

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### Peer Reviewed

- Prelitz, K. and Roll, A. (2021). Ten Years of Demand-Driven Acquisition. *Against the Grain*, 33(4). (Accepted, pending publication)

### Non-Peer Reviewed

- Prelitz, K. (2019). Approvals, Slips, and DDA! Oh My! The Yellow Brick Road to Collaborative Approval and DDA Profiling. *Charleston Conference Proceedings 2019*, 243-247. <https://doi.org/10.5703/1288284317172>

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## PRESENTATIONS

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### Refereed

- “The Increased Difficulties LGBTQ Librarians Face Entering the Academic Job Market” Cataloging Queer Library Issues: A Symposium to Honor Walt ‘Cat’ Walker, Digital Commons at Loyola Marymount University and Loyola Law School, Virtual. Speaker, Aug. 12, 2021
- “Measure Twice and Cut Once: How a Budget Cut Impacted Subscription Renewals from Analysis to Workflows” NASIG Conference, Spokane, WA. Speaker, Co-presented by Greg Yorba, California State University, Fullerton, Jun. 11, 2020
- “The Price is Right: Making Ebook Access Affordable for All Libraries” Session Sponsored by ProQuest, Electronic Resources and Libraries (ER&L) Conference, Austin, TX. Panelist, Mar. 9, 2020
- “Automatic Upgrades: Are We Overpaying for Multi-User Access Models to Ebooks?” Electronic Resources and Libraries (ER&L) Conference, Austin, TX. Poster, Mar. 10, 2020
- “The Many Ways to Utilize STL and ATO Acquisition Models and How They Impact Spending and Ownership” Electronic Resources and Libraries (ER&L) Conference, Austin, TX. Poster, Mar. 9, 2019
- “Approvals, Slips, and DDA! Oh My! The Yellow Brick Road to Collaborative Approval and DDA Profiling” Charleston Conference, Charleston, SC. Speaker, Nov. 7, 2019

**Invited**

- Gale Customer Panel, Virtual. Panelist, May 27, 2021

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**GRANTS**

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- Bloomsbury Digital Resources Travel Grant Recipient, Charleston Conference, 2019

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**PROFESSIONAL DEVELOPMENT**

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- “How to Successfully Negotiate and Implement Transformative and Central Open Access Publishing Agreements,” Charleston Conference Seminar, Taught by Colleen Campbell, Curtis Brundy, and Mathew Willmott, Virtual, Oct. 22, 2020
- “Intro to Managing Serials w. Net Cost per Paid Use,” ALCTS webinar, Taught by Dr. Heather Piwovar, Feb. 26, 2020
- “Of Views and Slips and Usage Stats, of Data Frames and Strings: An Introduction to Collections Data Analysis,” Charleston Preconference, Taught by Heidi Tebbe and Danica Lewis, Charleston, SC, Nov. 5, 2019
- “Budgeting for Librarians,” Lyris online class, Taught by Sean Gaffney, Oct. 24, 2019
- “Video Access Models – Opportunities and Risks,” ACRL-Choice webinar, Oct. 17, 2019
- “Improving Patron-Driven Acquisition,” NMM Professional Development webinar, Oct. 11, 2019
- “E-Resource Licensing: Best Practices,” ASGCLA (a Division of ALA) online course, Taught by Claire Dygert, May 4 – May 29, 2020
- “Negotiating License Agreements and Pricing with Confidence,” ASGCLA (a Division of ALA) online course, Taught by Claire Dygert, July 6 – August 2, 2020

# PATRISIA M. PRESTINARY

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## Education

2008 Master of Library and Information Science San Jose State University  
2004 Bachelor of Arts, History San Francisco State University

## Certification

2013 Certified Archivist Academy of Certified Archivists

## Professional Experience

2012 – Present ***Special Collections Librarian, University Archivist, and Coordinator of the Digitization Operation.*** CSU Fullerton, Fullerton, CA.  
Provide patrons with reference and research assistance; process and document collections; manage collections, acquisitions, and preservation; provide University Archives and Special Collections instruction, manage unit administration and facilities maintenance; supervise student assistants, volunteers, and interns; appraise and accession collections from campus and community donors, curate and assist with the development of library exhibits, member of Pollak Library Exhibits Committee and Pollak Library Space Committee.

2007 – 2012 ***Research Librarian,*** American Zoetrope Research Library, Napa, CA.  
2001 – 2006 ***Design Librarian,*** SmithGroup, Inc., San Francisco, CA.  
1999 – 2001 ***Library and Academic Sales Assistant,*** Nolo Press, Berkeley, CA.  
1995 – 1999 ***Library Assistant,*** Taylor & Associates, San Francisco, CA.

## Publications

September 2014 *Images of America: Napa State Hospital*, Arcadia Publications

## Professional Development

November 2018 DAS Certificate courses: Appraisal of Digital Records and Managing Digital Records in Archives and Special Collections, Irvine, CA  
September 2018 *Applying Radical Empathy Framework in Archival Practice!* webinar  
May 2018 Care and Identification of Photographs, Los Angeles, CA  
April 2018 Society of California Archivists Annual General Meeting, Yosemite, CA  
December 2017 ArchivesSpace Training, CSU San Marcos  
August 2017 California Rare Books School: *History of Maps*  
June 2017 *Digging into Diversity*, CSUF Faculty Development Center  
April 2017 Society of California Archivists Annual General Meeting, Pasadena CA  
August 2016 California Rare Books School: *Special Collections Librarianship*  
August – December 2016 Friday Faculty Learning Community, CSUF Faculty Development Center  
March 2016 Southern California Archivists: *Get Hands-On: An Introduction to Making Special Collections Instruction a Rich and Transformative Learning Experience*  
December 2015 California Historical Records Advisory Board Webinar: *Introduction to Management*

# PATRISIA M. PRESTINARY

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November 2015	Western States and Territories Preservation Assistance Service (WESTPAS): <i>Creating and Funding Preservation Projects to Enhance Collection Care</i> , Palm Springs, CA.
October 2015	<i>Digital Storytelling</i> , CSUF Faculty Development Center
October 2015	<i>Integrating Service Learning</i> , CSUF Faculty Development Center
August 2015	Southern California Archivists: <i>Getting Started with ArchivesSpace</i>
May 2015	Southern California Archivists: <i>Practical Exhibition Preparation and Preservation Issues</i> , Los Angeles, CA
November 2014	Image Permanence Institute: <i>Sustainable Preservation Practices for Managing Storage Environments</i> , Berkeley, CA.

## Professional Memberships

California State University Archives Association  
Society of American Archivists  
Society of California Archivists

## Service

<i>Library Service</i>	Member, Pollak Library Space Committee
Fall 2019 – Fall 2021	Member, Pollak Library Fundraising Task Force
February 2016 – Present	Member, Pollak Library Exhibits Committee
August 2014 – June 2017	Secretary, Council of University Library Faculty
August – Dec 2016	Member, Head of Collection and Processing Services Search Committee
CSU-Wide Service	Co-chair, CSU Archives & Archivists Roundtable
<i>University Service</i>	
August 2018 – Present	Member, Academic Senate, Internships and Service Learning Committee
August 2016 – May 2018	Secretary, Academic Senate, Campus Facilities and Beautification Committee
<i>Community Service</i>	
2013 – Present	Volunteer Archivist, Orange County Historical Society



## Adolfo G. Prieto

Paulina June & George Pollak Library  
California State University, Fullerton

### Education

- 2008            M.L.I.S.  
University of California, Los Angeles
- 1995            M.S., Counseling Psychology  
Mount St. Mary's College, Los Angeles, California
- 1986            B.A., Spanish, *Cum Laude*  
Additional courses in Business Administration  
Loyola Marymount University, Los Angeles, California

### Professional Experience

- 2008 – present    **Librarian**  
Pollak Library, California State University, Fullerton  
Serve as an instruction librarian to undergraduate and graduate students in a variety of subject areas, emphasizing the *Framework for Information Literacy for Higher Education* approved by the Association of College & Research Libraries (ACRL). Plan and deliver in-person and virtual library instruction to students in a variety of subjects, mainly in the areas of aging studies, communication sciences and disorders, counseling, human services, and social work. Design and maintain instructional materials, both online and in print. Serve as a reference librarian to members of the CSU Fullerton campus and surrounding communities at the library's Research Center desk; via the library's LibAnswers and LibChat virtual services; and via individual research consultations provided in person and virtually. Serve as liaison to the Departments of Aging Studies, Communication Sciences and Disorders, Counseling, Human Services, and Social Work. Served as chair of the Instant Message (IM)/Text (SMS) Reference Team, chair of the Pollak Library Freshman Programs Team (now First Year Experience), and head of the Instruction and Information Services Unit of the Pollak Library (now part of Public Services).

2007 – 2008

**Reference and Instruction Intern**

John F. Kennedy Memorial Library, California State University, Los Angeles  
Performed in-person and digital reference service to members of the academic community. Assisted librarians with information literacy instruction. Instructed students in the use of electronic and print resources and provided assistance with the research process.

**Digital Library Intern**

Claremont Colleges Digital Library (CCDL), Claremont, California  
Developed skills in the creation and management of digital content, using scanning equipment and programs such as CONTENTdm and Adobe Photoshop. Participated in the creation and revision of metadata used for CCDL collections.

2002 – 2005

**Student Services Professional**

Mount St. Mary's College, Los Angeles, California  
Served as academic advisor to Weekend College students, coordinating their progress with department chairs and other college divisions. Recruited and counseled applicants to the Doctor of Physical Therapy and Master of Science in Nursing programs, contributing successfully to enrollment goals. Provided academic and technical support to faculty and students of the Physical Therapy Department. Participated in college-wide committee work.

1998 – 2002

**Onboard Service Division Member**

United Airlines, Chicago, Illinois  
Recruited flight attendants for United Airlines World Headquarters, including career presentation, testing, assessment, and candidate selection. Served as a flight attendant on domestic and international flights, maintaining high standards of safety, security, and customer service.

1986 – 1997

**Faculty, Departments of Counseling and Foreign Languages**

Bishop Alemany High School, Mission Hills, California  
Advised students and parents on post-secondary education as College/Career Counselor, organizing related activities, working with external stakeholders, and expanding the collections of the College/Career Center. Counseled freshman-class students and parents in individual and group settings. Taught Spanish I and II to students of diverse academic backgrounds, including summer sessions. Chaired the Foreign Languages Department for five years.

## Publications

### Peer-Reviewed Journals

- Prieto, A. G. (2017). Humanistic perspectives in virtual reference. *Library Review*, 66(8/9), 695-710. <https://doi.org/10.1108/LR-01-2017-0005>
- Breitbach, W., & Prieto, A. G. (2012). Text reference via Google Voice: A pilot study. *Library Review*, 61(3), 188-198. <https://doi.org/10.1108/00242531211259319>
- Prieto, A. G. (2009). From conceptual to perceptual reality: Trust in digital repositories. *Library Review*, 58(8), 593-606. <https://doi.org/10.1108/00242530910987082>

### Additional

- Prieto, A. (2020). Voices of support in online learning during COVID-19: Approaches and strategies. In T. Bastiaens & G. Marks (Eds.), *Proceedings of Innovate Learning Summit 2020* (pp. 722-724). Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/218871>
- Prieto, A. (2018). The mindful educator in an online environment: Language to promote learning. In E. Langran & J. Borup (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 558-561). Washington, DC: Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/182581>
- Prieto, A. G. (2017). [Review of the book *Dynamic Research Support for Academic Libraries*, by S. Hoffman (Ed.)]. *Serials Review*, 43(3-4), 311-313. <https://doi.org/10.1080/00987913.2017.1345709>
- Prieto, A. (2017). Strategies for engaging online learners: Lessons from virtual reference in academic libraries. In P. Resta & S. Smith (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 546-548). Austin, TX: Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/177333>
- O'Neill, L., Prieto, A., Cornforth, J., & Sage, J. (2016, November). Pollak Library: Finding Articles & Databases. In *PRIMO (Peer-Reviewed Instructional Materials Online Database)*, Association of College & Research Libraries. Retrieved January 19, 2017, from [http://lib-learning.fullerton.edu/Sparks/Finding\\_Articles\\_V1.2/story.html](http://lib-learning.fullerton.edu/Sparks/Finding_Articles_V1.2/story.html)
- O'Neill, L., Prieto, A., & Cornforth, J. (2016, May). Pollak Library: Services & Collections. In *PRIMO (Peer-Reviewed Instructional Materials Online Database)*, Association of College & Research Libraries. Retrieved January 19, 2017, from [http://lib-learning.fullerton.edu/Sparks/pollak\\_library\\_sc\\_primo/story.html](http://lib-learning.fullerton.edu/Sparks/pollak_library_sc_primo/story.html)

- Prieto, A. G. (2014). [Review of the book *Making the most of your library career*, by L. Stickell & B. Sanders (Eds.)]. *Serials Review*, 40(4), 290-291.  
<https://doi.org/10.1080/00987913.2014.977990>
- Prieto, A. G. (2013). [Review of the book *Leadership in libraries: A focus on ethnic-minority librarians*, by M. Kumaran]. *Serials Review*, 39(3), 211-212.  
<https://doi.org/10.1016/j.serrev.2013.07.013>
- Prieto, A. (2013). Academic libraries, educators, and technology: Partnerships for student success. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013* (pp. 2625-2626). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).  
<http://www.editlib.org/p/48506>
- Prieto, A. G. (2012). [Review of the book *Staff development on a shoestring: A how-to-do-it manual for librarians*, by M. Trotta]. *Serials Review*, 38(2), 165-166.  
<https://doi.org/10.1016/j.serrev.2012.05.004>
- Prieto, A., & Pinkley, J. (2012, March). Reference shopping spree [Workshop review]. *CARL Newsletter*, 35(1). <http://www.carl-acrl.org/newsletter/2012mar.html>
- Prieto, A. (2011). Enriching online learning through technology: A perspective from academic librarianship. In M. Koehler & P. Mishra (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 2665-2666). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).  
<http://www.editlib.org/p/36716>
- Prieto, A. (2010, December). How do I assess that? [Workshop review]. *CARL Newsletter*, 33(4).  
<http://www.carl-acrl.org/archives/newsletter/2010/CNv33i4.pdf>
- Prieto, A. G. (2010). [Review of the book *The back page*, by B. Ott]. *Serials Review*, 36(4), 274-275. <https://doi.org/10.1016/j.serrev.2010.08.010>
- Prieto, A., & Hoffmann, D. (2010, June). CARLDIG-South engage session at CARL 2010: Reference toolkit revisited [Workshop review]. *CARL Newsletter*, 33(2), 5-6.  
<http://www.carl-acrl.org/archives/newsletter/2010/CNv33i2.pdf>
- Prieto, A. (2010). Faculty collaboration through technology: One academic librarian's experience. In D. Gibson & B. Dodge (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2010* (pp. 3182-3183). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).  
<http://www.editlib.org/p/33861>
- Prieto, A. G. (2009). [Review of the book *Staff development strategies that work! Stories and strategies from new librarians*, by G. L. Donovan & M. A. Figueroa (Eds.)]. *Serials Review*, 35(4), 313-315. <https://doi.org/10.1016/j.serrev.2009.08.005>

Prieto, A. (2009, March). Excellent, personal reference service...priceless! [Workshop review]. *CARL Newsletter*, 32(1), 4-5. <http://www.carl-acrl.org/archives/newsletter/2009/CNv32i1.pdf>

## Presentations

Prieto, A. (2020, November). *Voices of support in online learning during COVID-19: Approaches and strategies*. Roundtable presentation at Innovate Learning Summit 2020, Virtual

Horn-Mallers, M., & Prieto, A. (2019, October). *Faculty-librarian collaboration to foster an inclusive mindset for student success*. Presentation at the National Organization for Human Services Annual Conference, Anaheim, CA.

Prieto, A. (2018, March). *The mindful educator in an online environment: Language to promote learning*. Presentation at the Society for Information Technology & Teacher Education (SITE) International Conference, Washington, DC.

Prieto, A. (2017, March). *Strategies for engaging online learners: Lessons from virtual reference in academic libraries*. Presentation at the Society for Information Technology & Teacher Education (SITE) International Conference, Austin, TX.

O'Neill, L., & Prieto, A. (2016, June). *Embedding the library into an online course: A quest for scalable solutions*. Poster session presented as part of the Assessment in Action: Year Three Project Posters at the American Library Association Annual Conference, Orlando, FL.

O'Neill, L., Terrones, L., Prieto, A., Lambert, J., Sage, J., & Cornforth, J. (2016, February). *Dance into the FIRE: Engaging with the framework to develop an information literacy curriculum for freshmen*. Presentation at the Southern California Instruction Librarians SCIL Works 2016 Program, Fullerton, CA.

Prieto, A. (2015, November). *Designing your blueprint for a career in academic librarianship*. In *UCLA Department of Information Studies Career Forum Series*. Presentation at the California Library Association Conference, Pasadena, CA.

Prieto, A. (2013, March). *Academic libraries, educators, and technology: Partnerships for student success*. Poster session presented at the Society for Information Technology & Teacher Education (SITE) International Conference, New Orleans, LA.

Prieto, A. (2012, November). *Testing the limits: A toolkit check-up for prospective academic librarians*. In *UCLA Department of Information Studies Career Forum Series*. Presentation at the California Library Association Conference, San Jose, CA.

Prieto, A., & Breitbach, W. (2011, November). Orchestrating the technical and humanistic aspects of virtual reference. In *Chatting about chat: Service models and service styles in virtual reference*. Presentation at the California Library Association Conference, Pasadena, CA.

Breitbach, W., & Prieto, A. (2011, November). Using research to prepare for the current job market in academic librarianship. In *UCLA Department of Information Studies Career Forum Series*. Presentation at the California Library Association Conference, Pasadena, CA.

Prieto, A. (2011, March). *Enriching online learning through technology: A perspective from academic librarianship*. Presentation at the Society for Information Technology & Teacher Education (SITE) International Conference, Nashville, TN.

Breitbach, W., & Prieto, A. (2010, November). *Setting up a free text messaging reference service*. Presentation at the California Library Association Conference, Sacramento, CA.

Prieto, A., & Breitbach, W. (2010, November). *Top 10 strategies to enhance communication in virtual reference*. Presentation at the California Library Association Conference, Sacramento, CA.

Prieto, A. (2010, March). *Faculty collaboration through technology: One academic librarian's experience*. Poster session presented at the Society for Information Technology & Teacher Education (SITE) International Conference, San Diego, CA.

Breitbach, W., & Prieto, A. (2009, October). Pathways, skills, and opportunities in academic librarianship. In *UCLA Department of Information Studies Career Forum Series*. Presentation at the California Library Association Conference, Pasadena, CA.

Arreygue, A., Bryan, H., Delesante, P., Prieto, A., & Sutterley, P. (2004, April). *"Keeping 'em in the loop": Establishing an environment of reassurance and support for adult learners*. Presentation at the National Academic Advising Association Region 9 Conference, Pasadena, CA.

## Library Service

2021                      Pollak Library Welcome Back Event, August 2021

Member, Department Recruitment Committee (one recruitment)

Member, Department Peer Review Committee

- 2019 – 2020 Member, Department Personnel Committee and Department Peer Review Committee (including work on personnel standards for temporary library faculty)
- Member, Department Recruitment Committee (two recruitments [subsequently halted], with service as chair for one of those recruitments)
- 2019 Discussion facilitator, Pollak Library Retreat, August 2019
- Orientation buddy for new librarian, August 2019
- Member, Department Peer Review Committee
- 2018 – 2019 Member, Department Recruitment Committee (five recruitments, with service as chair for two of those recruitments)
- Member, Department Personnel Standards revision team
- 2018 Workshop presenter, “A Look Into the Research Center,” Peer-Led Workshops, Pollak Library Peer Consultants, October 2018
- Member, Department Peer Review Committee
- Member, recruitment committee for University Archives & Special Collections Library Services Specialist II position
- 2017 Volunteer, Pollak Library 24/7 study student assistant focus group
- Supporter, *I Am Jazz* author talk with Jessica Herthel
- 2016 – 2018 Member, exhibit committee, and associate curator, “Pollak Library: 60 Years of Community Service” Exhibit
- 2016 Member, Pollak Library Student Employee Awards Committee
- 2014 – 2017 Member and Chair, Department Personnel Committee and Department Peer Review Committee
- 2014 Member, planning committee, 2014 Pollak Library Open House
- 2013 – 2018 Member, Department Recruitment Committee (eight recruitments, with service as chair for three of those recruitments)
- 2013 – 2014 Member, Council of Library Faculty (now Association of Library Employees) Open Access Subcommittee

- 2013 Volunteer assistant, OmniUpdate Campus Content Team training, November 2013
- Volunteer assistant, LibGuides training, November 2013
- Library tour guide, American Language Program students, January 2013
- 2012 Member, planning committee, 2012 Pollak Library holiday party
- Volunteer assistant, OmniUpdate Campus content creation system training, November and December 2012
- Coordinator, 2012-2013 Department chair election, August 2012
- Library tour guide, American Language Program students, January, March, June, August, and October 2012
- 2011 – 2013 Member, Research and Professional Development Committee, Council of University Library Faculty (now Association of Library Employees)
- 2011 Library tour guide, American Language Program students, October 2011
- 2010 – 2011 Chair, Council of University Library Faculty (now Association of Library Employees)
- 2010 Library tour guide, American Language Program students, June 2010
- 2009 – 2010 Vice-Chair, Council of University Library Faculty (now Association of Library Employees)
- 2009 Faculty judge, Pollak Library Prize for Undergraduate Research Papers and Projects
- Chair, Council of University Library Faculty (now Association of Library Employees) ad hoc committee for revision of by-laws
- Library tour guide, American Language Program students, January, March, and June 2009
- 2008 Library tour guide, American Language Program students, October 2008
- Volunteer, shelving books after July 30, 2008 earthquake, July and August 2008
- Judge, Pollak Library Project Book Truck competition, July 2008



## University Service

- 2019 – present VetNet Ally, CSU Fullerton VetNet Ally Program
- 2008 – present SafeSpace Ally, CSU Fullerton SafeSpace Program
- 2021 Member, Academic Senate Faculty Personnel Committee
- Member, Associate Dean of Public Services Search Committee (Pollak Library position)
- 2020 Pollak Library representative, Improving Student Success with Free and Affordable Learning Solutions, Online Education and Training, March 2020
- Pollak Library representative and co-presenter, Faculty Development Center Faculty Author Awards, February 2020
- 2019 Pollak Library representative, Titan Resource Fair, January 2019
- 2018 – 2020 Member, Academic Senate Professional Leaves Committee
- 2018 Volunteer co-presenter, “Research with Integrity,” Academic Integrity Week, Dean of Students Office, October 2018
- Volunteer, literature review request related to Graduation Initiative 2025, Office of the Provost, February 2018
- 2017 Pollak Library representative, Open Access Week Jeopardy game outreach activity, October 2017
- 2016 – 2017 Member, Academic Senate Faculty Affairs Committee
- 2016 Discussion facilitator, Fall 2016 Academic Affairs/Academic Senate Retreat, October 2016
- Featured faculty member, 21st Century Titans project, Office of the Provost
- 2015 – 2017 Member, Academic Senate Professional Leaves Committee
- 2015 Pollak Library representative, Open Access Week Jeopardy game outreach activity, October 2015
- Pollak Library representative, Fall 2015 Academic Affairs/Academic Senate Retreat, October 2015
- 2014 – 2016 Pollak Library representative, campus faculty handbook revisions

- 2014 Pollak Library representative, Transfer Student Orientation, July 2014  
 Participant, Academic Affairs/Academic Senate Retreat, February 2014  
 Participant, campus climate study focus group, February 2014  
 Pollak Library representative, Discoverfest, January 2014
- 2013 Pollak Library representative, Discoverfest, February 2013
- 2012 Pollak Library representative and presenter, New Faculty Orientation, August 2012  
 Pollak Library representative, Discoverfest, February 2012
- 2011 – 2013 Member, Freshman Programs Advisory Board
- 2011 Breakout facilitator, 11th Annual Academic Affairs/Academic Senate Retreat, August 2011  
 Pollak Library representative, New Student Orientation, August 2011  
 Pollak Library representative, Orientación Familiar, June 2011
- 2010 – 2011 Member, California State University Digital Repository Working Group, July – November 2010
- 2010 Pollak Library representative, New Student Orientation, August 2010
- 2009 – 2015 Member, Academic Senate Elections Committee (chair 2011 – 2012 and 2014 – 2015)
- 2009 Pollak Library representative, Discoverfest, September 2009  
 Participant, Electronic Retention, Tenure, and Promotion pilot project (ERTP), Faculty Affairs and Records, August – September 2009  
 Pollak Library representative, New Student Orientation, August 2009  
 Spanish-speaking volunteer, Orientación Familiar, June 2009  
 Pollak Library representative, Discoverfest, February 2009  
 Pollak Library representative, Transfer Student Orientation, January and June 2009

- 2008                      Pollak Library representative, Discoverfest, September 2008
- Pollak Library representative, New Student Orientation, August 2008

## Professional Service

- 2021 – present      Peer reviewer, *Journal of New Librarianship*
- 2020 – present      Volunteer résumé reviewer, New Members Round Table Résumé Review Service, American Library Association
- 2012 – present      Peer reviewer, *Library Review* journal (now *Global Knowledge, Memory and Communication*)
- 2021 – 2022          Sponsorship Coordinator, California Academic & Research Libraries Conference
- 2019 – 2020          Sponsorship Coordinator, California Academic & Research Libraries Conference
- 2018 – 2019          Peer reviewer, *Journal of Librarianship and Information Science*
- 2018                    Peer reviewer, Library Instruction West 2018 conference proposals
- 2017 – 2018          Sponsorship Coordinator, California Academic & Research Libraries Conference
- 2017                    Mentoring program participant, California Library Association Conference, November 2017
- Guest speaker, Pasadena City College Shatford Library course LIB 101, Introduction to Library Services for Paraprofessionals, Pasadena, California, September 2017
- 2016                    Guest speaker, Pasadena City College Shatford Library course LIB 101, Introduction to Library Services for Paraprofessionals, Pasadena, California, September 2016
- Volunteer résumé reviewer, New Members Round Table Résumé Review Service, American Library Association Annual Conference, Orlando, Florida, June 2016

- 2016 (*cont'd*) Consultant, Ilene F. Rockman California Academic & Research Libraries/Association of College & Research Libraries Conference Scholarship Committee, May – June 2016
- 2015 Guest speaker, Pasadena City College Shatford Library course LIB 101, Introduction to Library Services for Paraprofessionals, Pasadena, California, September 2015
- 2014 Consultant, Association of College & Research Libraries presentation on behalf of the California Academic & Research Libraries Association, January 2014
- 2013 – 2014 Sponsorship Coordinator, California Academic & Research Libraries Conference
- 2013 Guest speaker, UCLA Department of Information Studies course IS 245, Information Access, Los Angeles, California, July 2013
- Guest speaker, with William Breitbach, UCLA Department of Information Studies course IS 245, Information Access, Los Angeles, California, February 2013
- 2012 – 2013 Chair, Ilene F. Rockman California Academic & Research Libraries/Association of College & Research Libraries Conference Scholarship Committee
- 2012 Chair, California Academic Reference Librarians Discussion Interest Group South
- Guest speaker, with William Breitbach, UCLA Department of Information Studies course IS 245, Information Access, Los Angeles, California, July 2012
- Volunteer résumé reviewer, New Members Round Table Résumé Review Service, American Library Association Annual Conference, Anaheim, California, June 2012
- Peer reviewer, Poster Committee for 2012 California Academic & Research Libraries Conference
- 2011 – 2012 Member, California Academic & Research Libraries Conference Sponsorship Committee
- 2011 Vice-Chair, California Academic Reference Librarians Discussion Interest Group South

- 2011 (*cont'd*) Volunteer résumé reviewer, New Members Round Table Résumé Review Service, American Library Association Midwinter Meeting, San Diego, California, January 2011
- 2010 – 2012 Member, Ilene F. Rockman California Academic & Research Libraries/Association of College & Research Libraries Conference Scholarship Committee
- 2010 Peer reviewer, SCIL Works 2011 full-length proposals, Southern California Instruction Librarians
- Guest panelist and mock interviewer, Résumé and Interview Workshop, sponsored by the San José State University School of Library & Information Science (SJSU SLIS) Alumni Association and Library and Information Students to Encourage Networking (LISSTEN), San José, California, April 2010
- 2009 – 2011 Member, Library Services to the Spanish-Speaking, a committee of the American Library Association, Reference & User Services Association division, Reference Services Section
- 2009 – 2010 Co-Secretary, California Academic Reference Librarians Discussion Interest Group South
- 2007 – 2008 Fellow, Center for Primary Research and Training, UCLA Charles E. Young Research Library, Department of Special Collections (Collection 2021, Collection of Material about Abraham Lincoln)
- 2007 Co-author, with Eric Schneider, OCLC Connexion Pathfinder 15191, “Nanotechnology: Legislative Background and General Research Guide” (UCLA Department of Information Studies course IS 455, Government Information)
- Project intern, with Katherine Becvar, *Handbook of the Indians of California*, Claremont Colleges Digital Library, Claremont, California (<http://ccdlib.libraries.claremont.edu/col/bba>)
- Project intern, “Sunshine and Shadow: In Search of Jake Lee,” art exhibit at the Chinese American Museum, Los Angeles, California
- 2006 Contributing author, *Encyclopedia of Reference Services*, edited by John V. Richardson, Jr. and Debbie Weissmann (UCLA Department of Information Studies course IS 245, Information Access)
- “Carter Alexander” (<http://ucla245.pbwiki.com/Carter%20Alexander>)
  - “Unobtrusive Studies”

(<http://ucla245.pbwiki.com/Unobtrusive%20Studies>)

- 1995 – 1997 Member, Counselor Advisory Board, California State University, Northridge
- 1993 – 1995 Master’s program intern
- North Valley Family Counseling Center, San Fernando, California
  - Business and Professional One Stop Center, Los Angeles Mission College, Sylmar, California
  - Foundation for the Junior Blind, Los Angeles, California
- 1988 – 1989 Member, California Foreign Language Teacher Preparation Project

## Community Service

- 2020 Volunteer librarian, e-mail support to MLIS student, September 2020
- 2018 Session presider, Society for Information Technology & Teacher Education International Conference, Washington, DC, March 2018
- 2017 Session presider, Society for Information Technology & Teacher Education International Conference, Austin, Texas, March 2017
- 2015 Volunteer, California Library Association Conference, Pasadena, California, November 2015
- 2013 Volunteer Pollak Library host, Miramonte Elementary School visit, November 2013
- Session presider, Society for Information Technology & Teacher Education International Conference, New Orleans, Louisiana, March 2013
- 2012 Volunteer booth greeter, New Members Round Table Résumé Review Service, American Library Association Annual Conference, Anaheim, California, June 2012
- Volunteer room monitor, California Academic & Research Libraries Conference, San Diego, California, April 2012
- 2011 Volunteer tour guide, REFORMA (The National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking) program, Pollak Library, CSU Fullerton, February 2011
- 2010 Session presider, Society for Information Technology & Teacher Education International Conference, San Diego, California, March 2010

- 2010 (*cont'd*) Volunteer librarian, reference desk observation by MLIS student, Pollak Library, CSU Fullerton, February 2010
- 2009 Volunteer librarian instructor, Eldorado Emerson High School visit to Pollak Library, CSU Fullerton, April 2009
- 2007 – 2008 Mentor to first-year MLIS student, UCLA Department of Information Studies
- 2007 Volunteer, California Library Association Conference, Long Beach, California, October 2007
- 2003 Volunteer, Doheny Docents, Mount St. Mary's College, Los Angeles, California
- 1998 – 2007 On-call volunteer translator (English to Spanish), Monrovia Public Library, Monrovia, California
- 1997 Volunteer college counselor, National Association for College Admission Counseling National College Fair, Pasadena, California, April 1997

## Professional Development

- 2021 "Equitable Pedagogy Module," CSU Fullerton, Canvas Learning Management System, November 2021
- "Maximize Your Library's Impact in Teaching and Learning with Leganto," ProQuest, Web seminar, April 2021
- 2020 "Introducing the New Web of Science," Clarivate, Web seminar, December 2020
- Innovate Learning Summit, Virtual, November 2020
- "Writing for Your Library Website: Tips for Improving Your Content," American Library Association, Web seminar, November 2020
- "Finding Voices on Elder Care, Elder Assistance, and Family Options," ProQuest, Web seminar, October 2020
- "Ghost in the Machine? An Introduction to Bias in Library Discovery Systems," Pollak Library, CSU Fullerton, Web seminar, August 2020
- "Using Zoom for Library Instruction: Tips, Strategies & Best Practices," Pollak Library, CSU Fullerton, Web seminar, August 2020

- 2020 (*cont'd*)      “When Antiracist Reading Lists Aren’t Enough,” Library Leadership & Management Association, Web seminar, August 2020
- “Citing Works in Text Using Seventh Edition APA Style,” Association of College & Research Libraries-Choice, Web seminar, July 2020
- California Academic & Research Libraries Association Conference, Virtual, June 2020
- “How to Build Quality, Flexible and Humanized Online Learning Experiences,” University Business Magazine, Web seminar, June 2020
- “LibChat/QP Training: New Dashboard,” Pollak Library, CSU Fullerton, Web seminar, May 2020
- “QuestionPoint on Springshare Training,” Springshare, Web seminar, April 2020
- “Copyright for Campus Closures: Exploring the Copyright Issues Around Moving Instruction and Reference Online,” Association of College & Research Libraries, Web seminar, March 2020
- “Moving Library Instruction Online,” Association of College & Research Libraries, Web seminar, March 2020
- 2019                      Organization for Human Services Annual Conference, Anaheim, California, October 2019
- “How to Establish a Meaningful and Productive Mentoring Relationship,” Library Leadership & Management Association, Web seminar, February 2019
- “Library ‘DIY Design’ Workshop.” Pollak Library, CSU Fullerton, January 2019
- 2018                      QuestionPoint Virtual User Group Meeting, Online Computer Library Center, Virtual, November 2018
- California Academic & Research Libraries Association Conference, Redwood City, California, April 2018
- “Tour of an ERIC Record,” Institute of Education Sciences, U.S. Department of Education, Web seminar, April 2018
- Society for Information Technology & Teacher Education International Conference, Washington, DC, March 2018



- 2017 “Agents of Change in the Age of Alternative Facts,” California Academic Reference Librarians Discussion Interest Group South, California Lutheran University, December 2017
- Society for Information Technology & Teacher Education International Conference, Austin, Texas, March 2017
- 2016 “Telling Our Stories With Assessment: From Nuances to Hard Data,” California Academic Reference Librarians Discussion Interest Group South, University of Southern California, December 2016
- American Library Association Annual Conference, Orlando, Florida, June 2016
- “MARC for Non-Catalogers,” CSU Unified Library Management System, Web seminar, May 2016
- “Thinking Critically About Interviewing for Librarian Positions,” Association of College & Research Libraries, Web seminar, May 2016
- “Crossing the Threshold: Engaging With the ACRL Framework,” Southern California Instruction Librarians SCIL Works 2016, CSU Fullerton, February 2016
- “Beyond Subject Searching in PsycINFO,” American Psychological Association, Web seminar, January 2016
- “Behind the Scenes of PsycINFO,” American Psychological Association, Web seminar, January 2016
- “Managing Challenging Patrons,” Infopeople Project, Web seminar, January 2016
- 2015 “Reference Rising: Problem-Solving Challenges and Opportunities in Reference Programming,” California Academic Reference Librarians Discussion Interest Group South, CSU Channel Islands, December 2015
- California Library Association Conference, Pasadena, California, November 2015
- “Critical Practice: Sounds Great in Theory, but . . .” Southern California Instruction Librarians 2015 SCIL Spring Program, University of Southern California, May 2015
- Center for the Study of Political Graphics, California Academic Reference Librarians Discussion Interest Group South field trip, Los Angeles, May 2015

- 2015 (*cont'd*) "Power Searching: Databases and the Hidden Web," Infopeople Project, Web seminar, May 2015
- 2014 "Hacking Reference: Engaging the "Whole" Student," California Academic Reference Librarians Discussion Interest Group South, Mt. San Antonio College, December 2014
- "Value-Added Facilitation," Infopeople Project, Web seminar, December 2014
- California Academic & Research Libraries Association Conference, San Jose, California, April 2014
- "When Open Access Meets Information Literacy," Southern California Instruction Librarians, Web seminar, November 2014
- "Open Access and Libraries," American Library Association, Web seminar, November 2014
- 2013 "Reference as Place?" California Academic Reference Librarians Discussion Interest Group South, CSU Fullerton, December 2013
- "eBooks in Academic Libraries," Association of College & Research Libraries, Web seminar, November 2013
- Society for Information Technology & Teacher Education International Conference, New Orleans, Louisiana, March 2013
- 2012 "Building Bridges: Academic Reference Services in the Community," California Academic Reference Librarians Discussion Interest Group South, PUENTE Learning Center, Los Angeles, December 2012
- "The New SpringerLink + Springer for R&D," Springer, Web seminar, November 2012
- "Embedded Librarians: Integrating Information Literacy Instruction at the Point of Need," Association of College & Research Libraries, Web seminar, October 2012
- "Disney's Approach to Quality Service" Preconference at the American Library Association Annual Conference & Exhibition, Anaheim, California, June 2012
- "Delivering Distance Library Services: What Works, What Doesn't, and Where Do We Go From Here?" California Library Association, Web seminar, May 2012

- 2012 (*cont'd*) California Academic & Research Libraries Association Conference, San Diego, California, April 2012
- “Being Customer-Focused: New and Emerging Trends in Customer Service,” Infopeople Project, Web seminar, March 2012
- “Back to Basics: The Ubiquitous One Shot,” Southern California Instruction Librarians SCIL Works 2012, The Claremont Colleges, February 2012
- “How to Improve Your Library Instruction: Assessment in Five Minutes,” American Library Association, Web seminar, January 2012
- 2011 “Reference Shopping Spree: An Interactive Presentation,” California Academic Reference Librarians Discussion Interest Group South, CSU Channel Islands, December 2011
- “Seeking Synchronicity,” Online Computer Library Center, Web seminar, November 2011
- “The Embedded Librarian: A Crucial Addition to Online Courses,” Library 2.011 Worldwide Virtual Conference, Web seminar, November 2011
- “Virtual Reference and Instruction: What is it Really Like?” Library 2.011 Worldwide Virtual Conference, Web seminar, November 2011
- “Teaching Information Literacy to College Students,” American Library Association, Web course, June 2011
- “Bringing Design Online: A Hands-On Workshop Applying Instructional Design Principles to Digital Spaces,” Southern California Instruction Librarians SCIL Spring Program 2011, CSU Fullerton, May 2011
- Society for Information Technology & Teacher Education International Conference, Nashville, Tennessee, March 2011
- “Keeping it Real, Keeping it New: Pushing Boundaries in Challenging Times,” Southern California Instruction Librarians SCIL Works 2011, National University, San Diego, January 2011
- 2010 “How Do I Assess That?” California Academic Reference Librarians Discussion Interest Group South, Loyola Marymount University, December 2010
- “Turning Customers Into Champions: Marketing as a Team Sport,” Infopeople Project, Web seminar, December 2010

- 2010 (*cont'd*) American Library Association Annual Conference, Washington, D.C., June 2010
- “Faculty Study 2009,” ITHAKA, Web seminar, April and May 2010
- “Reference Toolkit Revisited,” California Academic & Research Libraries Association Conference Engage Session, Sacramento, California, April 2010
- Society for Information Technology & Teacher Education International Conference, San Diego, California, March – April 2010
- “Open Office: What Libraries Need to Know,” Infopeople Project, Web seminar, March 2010
- “Practice, Practice, Practice (P<sup>3</sup>): Reinvigorating ILI Pedagogy,” Southern California Instruction Librarians SCIL Works 2010, CSU Office of the Chancellor, February 2010
- American Library Association Midwinter Meeting, Boston, Massachusetts, January 2010
- 2009 “Marketing and Training on the Cheap,” Gold Coast Library Network, CSU Channel Islands, November 2009
- “eBook Readers and Standards . . . Where to Next?” Aptara, Inc., Web seminar, November 2009
- “Open Access: What We Know Now,” Society for Scholarly Publishing, Web seminar, July 2009
- “Advancing Scholarly Communities in the Brave New World,” Society for Scholarly Publishing, Baltimore, Maryland, May 2009
- California Academic & Research Libraries Association South regional meeting, CSU San Marcos, February 2009
- “The Daily and the Visionary,” Southern California Instruction Librarians SCIL Works 2009, CSU San Marcos, February 2009
- 2008 “Excellent, Personal Reference Service...Priceless!” California Academic Reference Librarians Discussion Interest Group South, Mt. San Antonio College, December 2008
- American Library Association Annual Conference, Anaheim, California, June 2008

- 2008 (*cont'd*) “Transforming Your Teaching,” John F. Kennedy Memorial Library, CSU Los Angeles, May 2008
- California Academic & Research Libraries Association Conference, Irvine, California, April 2008
- “Teaching the 21st Century Student: Technology, Information Literacy and Student Learning,” CSU Los Angeles, February 2008
- 2007 California Library Association Conference, Long Beach, California, October 2007
- 2004 National Academic Advising Association Region 9 Conference, Pasadena, California, April 2004
- 2002 National Association of Advisors for the Health Professions Conference, Las Vegas, Nevada, June 2002

## Professional Organizations

- 2007 – present Member, California Academic & Research Libraries
- California Academic Reference Librarians Discussion Interest Group South (CARLDIG-South)
  - Southern California Instruction Librarians (SCIL)
- 2006 – present Member, California Library Association
- 2006 – present Member, American Library Association
- Association of College & Research Libraries
  - Reference & User Services Association

# **Donna Rader**

## **EDUCATION**

BA in Geography & the Environment May 2014 – California State University Fullerton

## **EXPERIENCE**

June 2002 – November 2015 Pollak Library Fiscal Services – Accounting Clerk. Responsible for all facets of student employment, including supervision of student assistants working for Library Administration and Fiscal Services. Input all invoices for library materials into campus Accounts Payable system. Balanced library accounts monthly with campus accounting and helped with annual statistics for the Chancellor's office.

December 2015 – July 2017 Pollak Library Administration - Interim Senior Budget Analyst. Responsible for all library financial transactions including purchase orders, travel, payroll, Student success funds, etc. as well as all student employment responsibilities. Supervised library administration student assistants who were responsible for the booking of all library spaces, distribution of packages and front desk duties.

August 2017 – March 2021 Pollak Library Administration - Administrative Analyst/Specialist. Responsible for student employment including supervision of students working for Library Administration. Also co-responsible for Library Information Desk students, a new desk launched with the opening of the remodeled first floor south. Information Desk students were also trained to help with several programs introduced to generate more peer to peer service desks and learning opportunities.

April 2021 – present Pollak Library Collections and Scholarly Communications - Administrative Analyst/Specialist. Learned all aspects of receiving material in Library Acquisitions. Processed DDAs, STLs and Upgrades. Input all invoices for library materials into campus Accounts Payable system. Balance library accounts monthly with campus accounting.

## **Library related classes**

- Fundamentals of Acquisitions – American Library Association
- Fundamentals of Electronic Resources Acquisitions – American Library Association

## **Presentations**

Georgia International Conference on Information Literacy  
Greeters Become Greater: Empowering Front Desk Student Employees as Peer  
Information Literacy Consultants

# Ruth Relf

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## Professional Summary

I possess experience providing a range of public and technical services to children, adults and professionals, ranging from circulation to cataloguing, as well as needs assessment and reference. I have excellent written and verbal communication skills and a professional interest in effective communication. I am dedicated to working as part of a team to provide high-quality library services, with a focus on the most efficient ways to connect people and information.

## Skills

Reference Interview	Copy - Cataloging	Original cataloging using MARC/RDA
Circulation	DDC and LC Classification	Strategic Planning
Budgeting	Materials Processing	Information Needs Assessment

## Experience

### **LIBRARY SERVICES SPECIALIST III | CALIFORNIA STATE UNIVERSITY | JANUARY 2022 - CURRENT**

- Copy catalog physical, electronic and special collection monographs using the ALMA LMS, according to MARC structure and RDA input standards
- Participating in a PCC Linked Data exploration project using Sinopia
- Collecting examples of American Trade Bindings for sharing on Social Media

### **SCHOOL LIBRARIAN | DEXTER MIDDLE SCHOOL | FEBRUARY 2020 – JANUARY 2022**

- Provided access to the School Library for English Language Arts students in Grades 6 – 8 including creating class schedules, educating students about the Library organization and policies, answering reference queries and providing readers advisory materials
- Created a website for the school library at the start of the COVID-19 pandemic, and initiated and organized district access to the resources of the CA Online Content Project (ProQuest, Encyclopedia Britannica, and Teaching Books)
- Organized, promoted and created training videos for LA County Student Plus Library cards for all students
- Provided student training (via video and Zoom) and technological assistance accessing and using online resources including the catalog, OverDrive/Libby, Open eBooks, local libraries curbside pickup, and CA Online Content
- Supported ELA teachers to find digital sources for Book Club reading lists
- Presented a half-day professional development session for district library staff via Zoom
- Purchased new items and catalogued a backlog of items into the Destiny Library Management system using both the Z39.50 protocol and original cataloguing using MARC
- Inventoried and weeded the Fiction section; repaired books where possible
- Planned and implemented online activities including the Harry Potter Cup 2020 (3 month reading challenge) and Blind Date with an eBook

### **INTERN AND VOLUNTEER | HASKETT BRANCH – ANAHEIM PUBLIC LIBRARY | MAY 2021 - CURRENT**

- Used Worldcat and original MARC/RDA standards to catalog children's and adult books for the Spanish and Vietnamese International Collections using the Horizon Library Management system; some original cataloging and investigation was required where no records could be found
- Curated and organized approximately 40 themed children's Book Bundles for the start of the 'Color Your World' Summer Reading program; created a display area with signs for the book bundles
- Planned, purchased supplies and assembled 11 weekly 'Take and Make' craft kits for children and teens during the Summer Reading Program; worked within a grant budget; 624 kits were distributed over the summer; wrote a brief report summarizing this program for the Library Board
- Supervised teen volunteers to help assemble the Take and Make Craft Kits each week

### **INTERN | CENTER FOR AMERICAN WAR LETTERS ARCHIVES | CHAPMAN UNIVERSITY | FEB – APR 2021**

- Learned the basic principles of archival material processing and editing finding aids according to DACS
- Edited 47 records for accuracy at all levels using Archives Space

### **SUBSTITUTE LIBRARY MEDIA CLERK & VOLUNTEER | COREY ELEMENTARY SCHOOL | MAY 2018 – FEB. 2020**

- Substituted for Library Media Clerk for three days – responsible for Circulation of books using Destiny, book repair, Storytime for Pre-school to Grade 2, Reference services to all grades, and supervising recess craft and Makerspace
- Completed special projects such as book repair and maintenance, labelled new books with reading levels, sorted and re-organized the recess crafting supplies, assisted in the set-up and take down of the Scholastic Book Fair in 2018 and 2019
- Researched educational materials to support decisions about programs for Red Ribbon Week in 2018

### **VOLUNTEER | LA PALMA LIBRARY | AUG. 2019 – FEB. 2020**

- Shelled library materials; followed up requests for hold items and located missing books; used Collection HQ reports to pull items for discard/relocation.
- Assisted elementary school students to complete or check difficult tasks during Homework Help

### **VOLUNTEER | BRANCH LINE PRE-SCHOOL | MAR. 2013-JUNE 2015**

- In a small team, began the development of the new library collection including shelf re-organization and materials processing
- Completed a needs assessment for a Library Management System looking at circulation, cataloging, user interaction, technology and budget; researched and wrote a report for management with recommendations for low cost, mobile app options that could be quickly implemented

For more information about my Employment and Volunteer History please see my LinkedIn page.  
[www.linkedin.com/in/ruth-re](http://www.linkedin.com/in/ruth-re)



## **Education, Training and Professional Memberships**

**LIBRARY TECHNOLOGY CERTIFICATE** | Santa Ana Community College | Aug. 2019 to current (graduating this Fall)

**PROFESSIONAL CERTIFICATE IN GRANT WRITING** | San Diego state university | 2021

**CHILD DEVELOPMENT ANALYST** | International Human Design School | 2011

**HUMAN DESIGN SYSTEM ANALYST** | International Human Design School | 2009

**GRADUATE DIPLOMA IN COUNSELING** | Australian College of Applied Psychology | 2003

**BACHELOR OF APPLIED SCIENCE IN INFORMATION STUDIES** | University of Technology, Sydney | 1996

- University Medal
- Outstanding Student Award
- Australian Library and Information Association Award
- Alumni Achievement Award

**ADVANCED CERTIFICATE IN OFFICE ADMIN** | Technical and Further Education NSW | 1993

**AMERICAN LIBRARY ASSOCIATION MEMBER**

**CA K-12 LIBRARIES DISCUSSION GROUP MEMBER**

**Joy Tashlik Sage, MLS**

## **Education**

University of Alabama, Tuscaloosa, *Master of Library Information Science*, 1994

University of Alabama, Tuscaloosa, *Bachelor of Science in Human Development and Family Studies*, 1993

## **Qualifications**

- Extensive experience providing reference and research services to students, faculty, staff and community.
- Extensive experience providing course-integrated library instruction for a wide variety of subject areas.
- Extensive experience working with diverse populations.
- Extensive experience working as part of committees in library environments.
- Extensive experience providing outreach activities and programming
- Extensive experience in collection development

## **Academic Library Experience**

**Librarian:** California State University. Fullerton, CA. 2013-present

- *Library Instruction:* Design and conduct library instruction for courses in Business Writing, English, Geography, and Criminal Justice.
- *Reference:* Reference for students, staff, faculty and the community. Answer online questions via IM and 24/7 Co-Op (formerly Questionpoint)
- *Collection Development:* Order materials for Criminal Justice, Geography and Environmental Studies
- *Management:* Supervise COMM Student Assistants
- Co-Chair Pollak Outreach & Engagement Team (POET)
- Co-Chair Communications, Outreach and Miscellaneous Magic (COMM Squad)

**Head Librarian:** Everest College. Ontario, CA. 2009-2012

- *Library Instruction:* Designed and conducted library instruction for courses in Business Administration, Accounting, Criminal Justice, and Nursing.
- *Reference:* Sole Reference Librarian for a campus serving 1000 students.
- *Collection Development:* Ordered and cataloged all materials for the campus library.
- *Accreditation:* Responsible for ensuring the library was prepared for accreditation visits and prepared reports for such visits.
- *Management:* Responsible for the effective operation of the library. Supervised Library Assistant and student employees.

**Senior Librarian:** California Institution for Women. Corona, CA. 2007-2009

- *Academic Services:* Provided library support for curriculum taught at the El Prado Adult School and students enrolled at Chaffey College Extension Program.
- *Reference:* Provided reference, research, and reader's advisory services.
- *Collection Development:* Ordered and cataloged all materials for the library.
- *Accreditation:* Responsible for ensuring the library was prepared for accreditation visits from WASC and prepared reports for such visits.
- *Management:* Responsible for the effective operation of the library. Supervised 6 employees.

**Adjunct Librarian:** Riverside Community College. Riverside, CA. 2007

- *Reference:* Provided reference and research services for all students, faculty, and staff.

**Head Librarian:** South College. Montgomery, AL. 1998-1999

- *Library Instruction:* Designed and conducted library instruction sessions.
- *Reference:* Provided reference and research services for students, faculty, and staff.
- *Collection Development:* Ordered and cataloged all materials for the campus library.
- *Management:* Responsible for library operations. Supervised student employees.

## Public Library Experience

**Children's And Community Outreach Librarian:** Fullerton Public Library. Fullerton, CA. 2001-2006

- *Reference:* Provided reference assistance in the Children's Department.
- *Programming:* Wrote grants for, designed, and implemented programming for the Children's Department. Performed outreach to local schools and community agencies to promote library services.
- *Collection Development:* Selected and purchased books and other materials for the Children's Department.

**Children's Librarian:** County of Los Angeles Public Library. Hacienda Heights, CA. 1999-2001

**Senior Librarian:** New York Public Library. New York, NY. 1996-1998

**Children's Librarian:** Queens Borough Public Library. New York, NY. 1994-1996

## Professional Activities and Awards

- Co-Chair, Communications, Outreach, & Miscellaneous Magic Squad (COMMs) (2019-present)
- Co-Chair, Pollak Outreach and Engagement Team (POET) (2017-2019)
- Member, Internship and Service Learning CSUF Committee (2018 -2021)
- Co-winner, Librarian of the Year Award, CSUF (2019)
- Chair, CLA Beatty Committee (2016 – 2018)
- Member, CLA Beatty Committee (2014 -2016)
- Liaison, Project Rebound (2017-present)
- Member, Book Display Committee (2013-2016)
- Member, ALP Outreach team (2013-2015)

- Everest College, Employee of Distinction (2011)
- Everest College, Star Performer (2009)
- Member, GED Graduation Committee, California Institution For Women (2007-2009)
- Consultant for LISSTEN (2008-2009)
- Guest Lecturer, Santa Ana College (2006-2009)
- Member, MCLS Children's Committee (2002-2006)
- Member, MCLS Summer Reading Committee (2004-2006)
- Member, MCLS Workshop Committee (2005-2006)

### **Computer Skills**

- Microsoft Office: Word, Excel, PowerPoint
- Database Platforms: EbscoHost, Proquest, Lexis-Nexis, Westlaw, JSTOR, Gale, Factiva, Mint Global
- Integrated Library Systems: Innovative Interfaces, SyrsiDynix,

**ROBERT SAGE**  
Reference/Instruction Librarian  
Pollak Library  
California State University, Fullerton  
Fullerton, CA 92834-4150

**EDUCATION**

*MLS - August 1995*  
*University of Pittsburgh*  
*Pittsburgh, PA*

*BA - May 1993*  
*University of South Carolina*  
*Columbia, SC*

**PROFESSIONAL EXPERIENCE**

*1999-Present*  
*Pollak Library*  
*California State University, Fullerton*  
*Fullerton, CA*

*Reference/Instruction Librarian*

**Duties:**

- **Reference:** Provide information and research help to students, faculty, staff, and the local community.
- **Library Instruction:** Teach classes in the College of Business and Economics how to find the information needed for their research assignments.
- **Online Guides:** Create and maintain online guides and videos for students in the College of Business and Economics on how to use research databases.
- **Research Assistance:** Provide individualized research consultations to students in the College of Business and Economics.
- **Collection Development:** select books for purchase, deselect outdated books in the collection, evaluate and recommend databases to purchase in the fields of Business and Economics. .
- **Chair, Chat Reference Team:** Answer all questions forwarded to Cal State Fullerton librarians from the 24/7 Co-op. Troubleshoot any problems librarians have using the 24/7 Co-op service. Liaise with the CSU local cooperative and 24/7 international cooperative.

*1998- 1999*  
*Long Island University*  
*Brooklyn, New York*

*Reference/Instruction Librarian*

*1995 - 1998*  
*Queens Borough Public Library*  
*Jamaica, NY*

*1996 - 1998*

*Job Information Librarian*

*November 1995 - September 1996*

*Librarian - General Assistant*

## **PUBLICATIONS**

### **Peer Reviewed**

Breitbach, W., Mallard, M., & Sage, R. (2009). Using Meebo's embedded IM for academic reference services: A case study. *Reference Services Review*, 37(1), 83-98.

Sage, R. (2007). Review of: Teaching web search skills: Techniques and strategies of top trainers by Greg R. Notess. *Serials Review*, 34, 150-151.

Sage, R. (2002). Review of: The information professional's guide to career development online by Sarah L. Nesbeitt and Rachel Singer Gordon. *Serials Review*, 28, 252-253.

### **Other Publications**

R. Sage. (2011, December 19<sup>th</sup>). Going where the road takes you, or The evolution of a library career [blog post]. Retrieved From <http://letterstoayounglibrarian.blogspot.com/2011/12/going-where-road-takes-you-or-evolution.html>

Sage, R. (2001). Researching organizations. In California State University Career Planning and Placement Center (Ed.) *Job Search Guide* (p. 11). Fullerton, CA. California State University, Fullerton.

## **PRESENTATIONS**

2019 "Metal Music & Libraries: Global Edition", Presentation, California Library Association Annual Conference, Pasadena, CA.

1998 "Integrating a Team Into a Hierarchically Managed Library", Poster Session, Living the Future II Conference, University of Arizona, Tucson, AZ.

1998 "Career Resource Guides", Poster Session, American Library Association Annual Conference, Washington, D.C.

1997 "Surfing the Internet Guide", Poster Session, American library Association Annual Conference, San Francisco, CA.

1997 " Survey of QBPL Librarians' confidence levels in using electronic resources.", Poster Session, American library Association Annual Conference, San Francisco, CA.

# KATIE STEBEN

## PROFESSIONAL EXPERIENCE

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CALIFORNIA STATE UNIVERSITY, FULLERTON

***Human Resource Specialist***

November 2018- Present

- Coordinating faculty, staff and student assistant recruitments
- Onboarding new employees
- Monitoring and ensuring that personnel actions are within CSU and Collective Bargaining Agreement procedures and policies
- Serving as the library time and attendance coordinator
- Compiling statistical information about the Library's collections and operations for multiple quarterly and annual campus and system-wide reports
- Supervises clerical duties of library administration and information desk student assistants
- Oversees student employment program for over 40 student assistants
- Scheduling Dean's calendar and assisting with various projects

***Development Coordinator***

March 2016-November 2018

- Served on hiring committees for various departments on campus
- Provided comprehensive project coordination for the Directors of Development for Student Affairs, Corporate Relations, Foundation Relations and Central Development
- Managed successful internal and external outreach operations to ensure the effectiveness of development efforts
- Analyzed monthly reports on gift activity through Advance & Reheer
- Forecasted and budgeted expenses to effectively utilize state and foundation resources
- Planned and successfully executed fundraising events such as the Student Union Grand Opening ASI Reception, Un Beso for Education, 30<sup>th</sup> Anniversary Hispanic Scholarship Golf Tournament, Guardian Scholars & President's Scholars Receptions
- Assisted in the management of donor communication and stewardship
- Provided support for the Concert Under the Stars Committee, Abrego Future Scholars Advisory Board and the Titan Ambassadors Board Resource Development Committee
- Served as a liaison between college programs, their community of donors and other key constituents

BOYS & GIRLS CLUBS OF CAPISTRANO VALLEY

March 2013-August 2015

***Branch Director***

- Branch Director and key member of the administrative staff with responsibilities for vision, strategy, program execution and personnel management for the San Juan Capistrano Branch
- Recruited, hired and trained 6 full-time staff, 12 part-time staff and over 250 volunteers
- Managed and directed a youth center facility with over 2,200 youth members annually
- Created and managed an \$800,000 budget
- Provided reports and financial updates to the Board of Directors and City Officials
- Coordinated six-figure fundraising events such as the Aliso Viejo Community Cup Golf Tournament and Annual Gala

- Collaborated with City and non-profit organizations for community events and grant proposals
- Managed and organized the Safety Committee Board to proactively address potential safety issues
- Created promotional materials to advertise programs like Smart Girls, Healthy Habits & Money Matters
- Maintained Member Tracking Database to track payments and membership information

CITY OF COVINA

June 2010-March 2013

***Community Resource Specialist***

- Arranged special events, presentations and excursions for adults 50 years and older
- Conducted program budgeting and evaluation to support Senior Services
- Created new policies manual and training program for volunteers in the Senior Services Department
- Secured sponsorships and vital community services by fostering public-private partnerships
- Front desk management at the Joslyn Community Center to connect residents with city services
- Awarded “Super Team Member” award for excellent customer service in 2012

UNIVERSITY OF CALIFORNIA, IRVINE

March 2009-June 2010

***Mentorship Program Director***

- Planned/organized/executed a comprehensive mentoring program for over 200 UCI undergraduate students
- Screened applications, interviewed and selected over 80 mentors for the program
- Supervised 10 student workers, prepared budgets and performance reports
- Created and taught two academic courses in leadership to prepare student participants for academic success and campus involvement
- Worked with other University Service Organizations to train mentors to become advocates for campus resources such as disability services, career center programs, counseling services, etc.

BOYS & GIRLS CLUB OF SANTA ANA

August 2009-January 2010

***Youth Development Professional***

- Supervised after-school academic enrichment and social programs for 60 participants
- Created programming on leadership, cultural education and physical education

**CERTIFICATIONS**

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SHRM Certified Professional

**2019**

**EDUCATION**

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CALIFORNIA STATE UNIVERSITY, LONG BEACH

***Masters of Public Administration (MPA)***

**2012**

- Public Affairs and Administration National Honor Society

UNIVERSITY OF CALIFORNIA, IRVINE

***Bachelors of Sociology, Minors in Management & Education***

**2010**

- Sociology National Honor Society
- University Studies Program Administrative Assistant
- Community Service Leadership Program



# JUSTIN STEWART

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## SKILLS

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- Advanced bibliographic searching
- Proficient in LCC, DDC, AACR2, SuDocs and MARC21
- Positive team oriented supervisor
- Effective and proactive problem solving
- Establishing and fostering effective working relationships with diverse populations across all organizational levels
- OPAC records management

## PROFESSIONAL EXPERIENCE

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### **2020 – 2022**                    **ACQUISITIONS COORDINATOR, *Cal State Fullerton***

- Oversaw daily workflows of three Library Services Specialists, and one Student Assistant in the acquisitions of serials and monographs.
- Managed funds and deposit ledgers in ALMA, in coordination with Collections Development Librarian, processed annual subscription renewals, and annual fiscal year end processes.
- Coordinated with vendors to update ALMA import profiles, invoicing practices, and resolving complex ordering issues.
- Served on library advisory committees, social committees and recruitment committees.

### **2017 – 2018**                    **UNION REPRESENTATIVE, *Teamsters Local 2010***

- Represented over 1000 staff members at UC Irvine and UC San Diego responding to issues, concerns, and employment questions.
- Fostered proactive working relationships with labor relations and management to problem-solve worksite issues through labor management meetings and open communication between all interested parties.
- Negotiated local and individual contracts related to: discipline, discharges, layoffs, and co-negotiated statewide bargaining agreements.

### **2015 – 2017**                    **LIBRARY ASSISTANT IV, *University of California, Irvine***

- Coordinated central physical processing, addressing changing workflows and updated legacy procedures reducing material processing times.
- Supervised and trained 5 student assistants assigning daily tasks, and special projects and maintaining quality control through work evaluation.
- Consulted with Technical Services supervisors to forecast daily workflows and ensure sufficient coverage for timely completion of competing priorities.
- Researched complex catalog, holdings, and collections issues

resolving errors through advanced bibliographic searches

**2009 – 2015                    LIBRARY ASSISTANT III, *University of California, Irvine***

- Verified new volumes, copies, and replacement materials and created new item records in ANTPAC (Millennium ILS), adjusted.
- Evaluated and imported authority and bibliographic records from OCLC.
- Confirmed items eligibility for transfer to SRLF storage facility, organized and prepared monthly shipments.
- Processed location changes, collection transfers, reference weeds and JSTOR deposits.
- Trained Student Assistants in material salvage and recycle processing and coordinated material transfers with library facilities.

**2008 – 2009                    ASSISTANT LIBRARIAN, *Sage Hill School***

- Managed the circulation desk, processed overdue notices and billing, answered reference questions, and assisted in locating library materials.
- Ordered material replacements, faculty material requests, and materials to update or develop library collections.
- Maintained library OPAC (Follett Destiny), updated records, compiled collection reports, and reconciled inventory discrepancies.
- Processed new items, copy cataloged via OCLC, assigned DDC call numbers, prepared items for shelving.

## EDUCATION

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**MASTER OF LIBRARY SCIENCE, San Jose State University**  
*Anticipated completion 2023*

**2006                    BACHELOR OF ARTS, California State University, Fullerton**  
Cultural Anthropology

**2001                    ASSOCIATE OF ARTS, Fullerton College**  
Cultural Anthropology

## **JIE TIAN**

Research & Instruction Librarian, Pollak Library  
California State University, Fullerton

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### **EDUCATION**

- MFA in Creative Writing/Poetry, University of California, Riverside, June 2010
- M. S. in Library and Information Science, University of Illinois  
at Urbana-Champaign, May 1995
- M. A. in American Studies, California State University-Fullerton, January 1994
- M. A. in English, Sichuan University, Chengdu, Sichuan, P.R. China, July 1987
- B. A. in English, Wuhan University, Wuhan, Hubei, P. R. China, July 1984

### **TEACHING EXPERIENCE**

- Fall 2011 & Fall 2014, Lecturer, Freshmen Programs, Cal State Fullerton  
Taught two courses: UNIV 100 & UNIV100-iSustain
- Fall 2009 & Winter 2010, Teaching Assistant, University of California, Riverside  
Taught Creative Writing 057: Introduction to Poetry.
- Summer 2009 Invited Visiting Professor, Tsinghua University, Beijing, China  
Taught Modern and Contemporary American Poetry
- 1997-Present Librarian Faculty, California State University, Fullerton  
Taught library research and information literacy classes for undergraduate and graduate students in my assigned departments: American Studies, Asian American Studies, African American Studies, English and Comparative Literature, Chinese Studies, Computer Science, Counseling, Psychology, Sociology, and other disciplines.
- 1991-1994 Graduate Assistant, University Writing Center, CSUF  
Tutored writing for students in all academic disciplines.
- 1991 & 1993 Graduate Assistant, Dept. of American Studies, CSUF  
Assisted with the instruction of AMST300: American Character
- 1987-1990 Lecturer of English, Dept. of Foreign Languages & Literatures, Sichuan University, Chengdu, China  
Taught Intensive Reading, Writing, and Background to USA.

### **LIBRARY EXPERIENCE**

- 2017-Present (Period under review) Research & Instruction Librarian, Pollak Library, CSUF  
Serve as subject liaison and perform collection development responsibilities for Asian American Studies, Asian Studies, Chinese Studies, English and Comparative Literature (since 2016/17), and African American Studies (since Fall 2020). Teach Library Research Instruction classes for these disciplines (with teaching faculty requests) and other disciplines as needed. Create research guides and instructional materials / videos for liaison subject areas and faculty-requested instructions. Collaborate and

innovate new research and instruction services within and outside the Library. Serve as the library liaison for Asian Pacific American Resource Center (APARC). Serve as Internship Advisor for a Geography graduate students (Fall 2021). Serve on Library Committees and work on special projects as assigned, such as the Makerspace Team (2021-22), Advanced Technology Task Force (2019-2020), the Library Exhibit Committee (2017-2020), Library Values Task Force (2017-18), and the Ad Hoc Library Space Committee (2016-17), etc.

- 2008-Present Full Librarian, Research & Instruction, Pollak Library, CSUF
- 2003-2008 Associate Librarian, Pollak Library, Cal State Fullerton
- 1997-2003 Senior Assistant Librarian; Subject specialization: Afro-Ethnic Studies, American Studies, Asian American Studies, Asian Studies, Counseling, and Psychology.
- 1996-1997 Reference Librarian, Rio Hondo College, Whittier, CA
- 1995-1996 Reference/Interlibrary Loan Librarian, Hobart and William Smith Colleges, Geneva, New York
- 1994-1995 Graduate Reference Assistant, Grainger Engineering Library, University of Illinois at Urbana-Champaign
- 1991-1992 Reference Student Assistant, University Library, CSUF

#### **SCHOLARLY/CREATIVE ACTIVITIES (Period under review)**

- Tian, J. (2021, Aug.). *Wish You Were Here* [Collaborative artist book]. Digital exhibit hosted by New England Book Artists.  
<https://newenglandbookartists.org/portfolio-type/wywh/>
- Tian, J. (2021, June 21). *The flag book* [Virtual workshop/book structure instructor]. *Wish You Were Here: A collaborative book arts project between seven book arts organizations in the United States*. Hosted by San Diego Book Arts, San Diego, CA, United States.
- Tian, J. (2021, June 15 & 17). *Explore living colors: Ecological practices* [Virtual presentation & demo]. The Fullerton Arboretum, Fullerton, CA, United States.
- Tian, J. (2021, April 26). *Make a Book: Create a New Chapter in Your Life* [Virtual workshop]. APIDA Heritage Month Program. California State University, Fullerton, CA, United States.

- Tian, J. (2020, Dec. 9). *Explore living colors: The ecology in book arts*" [Virtual demo]. San Diego Book Arts, San Diego, CA, United States.
- Tian, J. (2020, December). *Circles Cycles Gifts* [Collaborative artist book]. The Traveling Book Project: A collaborative artist book project with three book arts organizations]. The Bay Area Book Artists. San Francisco, CA, United States.
- Tian, J. (2020, Nov. 22). *Feminist journeys* [Book contributor panel virtual presentation]. Hosted by LibroMobile, Santa Ana, CA, United States.
- Tian, J. (2020). And the spirit goes on. In S. Russo (Ed.), *Feminist pilgrimage: Journeys of discovery* (pp. 31-35). Litwin Books.
- Tian, J. (2020, September). *Write :: Create :: Dream* [Virtual workshop]. Asian Pacific American Resource Center (APARC), California State University, Fullerton, CA, United States.
- Tian, J. (2020, July 16). *The ecological inquiry* [Virtual presentation]. Makerspaces for Innovation and Research in Academics (MIRA). La Verne, CA, United States.
- Tian, J. (2020-2021) *How to Love This Earth* [Jr/Sr. Grant]. Cal State Fullerton. (Extended to June 30, 2022).
- Tian, J. (2020, March 7). *Poetic transformation* [Poets panel]. 4<sup>th</sup> Annual Boca de Oro Literary Festival. Santa Ana, CA, United States.
- Tian, J. (2020). *Migration Songs* [Artist book]. San Diego Book Arts Annual Exhibition: Louder Than Words. Rose Gallery, San Diego, CA. January 20 - February 28.
- Tian, J. (2018). *Native Songs* [Artist book]. San Diego Book Arts Annual Exhibition: California Natives. Front Porch Gallery, Carlsbad, CA, United States. Nov. 11, 2018 - Jan. 5, 2019.
- Tian, J. (2018, Feb. 27). *Ecological Arts and the Library* [Presentation]. Chinese American Librarians Association-Southern California Chapter (CALA-SCA). Annual Conference Program. Bowers Museum, Santa Ana, CA, United States.
- Tian, J. (2018, Jan. 17). *Feelings* [Poem]. *Boom California*.

**SERVICE TO DEPARTMENT, UNIVERSITY, AND COMMUNITY**

(Period under review)

Department | Library Service

**Department Personnel Committee**

Member, 2021-2022; 2020-2021; 2019-2020; 2018-2019; 2017-2018.

Chair, Department Personnel Standards Revision Committee; Department Personnel Committee; Department Peer Review Committee. 2018-2019.

**Department Recruitment Committee, Member.**

Served on two tenure-track Library faculty searches, 2018-2019.

Served on part-time librarian recruitment as alternative, 2017-2018.

**Associate Dean Search Committee, Member.** Served on two AD searches, 2018-2019.

**Library Values Task Force, Chair, 2017.**

**Library Strategic Planning Team, Member, 2017.**

**Represented the Library** at various campus/Library events such as DiscoverFest, Welcome to Fullerton Day, Graduate students outreach, New faculty outreach, APIDA-Rising, APARC, and other events. 2017- present.

University Service

**CSUF Annual Poetry Program, co-curator and co-organizer, 2005- Present**

**Senate University Faculty Research Committee (UFRC), Member, 2021-2022**

**Asian American Studies Department Personnel Committee, Member, 2021-2022 & 2020-2021.** Chaired ASAM DPRC, Spring 2021.

**Senate University Writing Proficiency Committee, Member, 2019-2020 & 2020-2021.**

**Asian Pacific Islander American Faculty/Staff Association Board, Member, 2017-2021.** Chaired the Scholarship Committee, 2019-2020 & 2020-2021.

**Academic Affairs/Writing Across the Curriculum Committee, Member, 2019-2020.**

**Senate General Education Committee, Member, 2017-2018 & 2018-2019.**

Professional and Community Service

**San Diego Book Arts**, Exhibit Committee, Member, 2018-2019, 2020-2021 & 2021-2022

**Fullerton Arboretum**, Volunteer, Summer 2021

**Chinese American Librarians Association (CALA)**, Nominations Committee, Member, 2019-2020.

**Chinese American Librarians Association-Southern California Chapter (CALA-SCA)**

Immediate Past President, 2019-2020

President, 2018-2019;

Vice-President/President Elect, 2017-2018

## Dr. Robert Tomaszewski

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### EDUCATION

- July 2002** MSt Information and Library Science  
University of Toronto, Canada
- July 2000** Postdoctoral Scholar Polymer Science  
University of Waterloo, Canada
- Dec. 1997** PhD Chemistry  
University of Utah, USA
- Dec. 1990** MSc Chemistry  
University of Illinois, USA
- July 1987** BSc (Hons) Chemistry, First Class  
Kingston University, England

### Performance as a Librarian

California State University, Fullerton, USA

Full Librarian (Tenured) June 2020 to present  
Pollak Library, California State University, Fullerton

Associate Librarian (Tenure-track) May 2016 to June 2020  
Pollak Library, California State University, Fullerton

### Current Assignment

Reference and instruction

#### February 2020 – present

STEM Librarian

With the addition of Computer Science subject area, I am now the sole information specialist and librarian to College of Natural Sciences & Mathematics and College of Engineering & Computer Science. I conduct on average 15-25 in-depth research consultations every semester. I prepare and teach 20-30 instructions sessions per semester with main responsibilities as the subject liaison and collection development information specialist to the College of Natural Sciences and Mathematics as well as the College of Engineering and Computer Science. My subject areas in the sciences are Biology, Chemistry, Geology, Mathematics, and Physics, while that in the engineering are Computer, Electrical, Mechanical, Civil and Environmental, and Computer Science. To these subjects, I tailor make instructional materials such as subject and course research guide, handouts, exercises as well as assessment surveys during instruction. I further prepare and update on-shot online videos for classes. I am the lead on the Natural Sciences Team and Engineering and Computer Science



Team. I participate as a member on the Public Services Team. I am also a member of the Collection Development Team.

### **September 2018 – 2020**

Science & Engineering Librarian

As a member of the Reference Team, I serve two hours a week at the reference desk and 2-3 weekend shifts per semester. I conduct on average 10-15 in-depth research consultations every semester. I prepare and teach 20-25 instructions sessions per semester with main responsibilities as the subject liaison and collection development information specialist to the College of Natural Sciences and Mathematics as well as the College of Engineering and Computer Science. My subject areas in the sciences are Biology, Chemistry, Geology, Mathematics, and Physics, while that in the engineering are Computer, Electrical, Mechanical, Civil and Environmental. To these subjects, I tailor make instructional materials such as subject and course research guide, handouts, exercises as well as assessment surveys during instruction. I am the lead on the Natural Sciences Team and Engineering and Computer Science Team. I participate as a member on Public Services Team. I am also a member of the PLOAT (Pollak Library Open Access Team), Library Marketing Team, and Digital Literacy Team.

### **May 2016 – September 2018**

Science Librarian

As a member of the Reference Team, I served four hours a week at the reference desk and 2-3 weekend shifts per semester. I also provide in-person virtual reference services between 2 to 4 hours a week. I conducted on average 10-15 in-depth research consultations every semester. I prepare and teach 20-25 instructions sessions per semester with main responsibilities as the subject liaison and collection development information specialist to the College of Natural Sciences and Mathematics. My subject areas being Biology, Chemistry, Geology, Mathematics, and Physics. To these subjects, I tailored make instructional materials such as subject and course research guide, handouts, exercises as well as assessment surveys during instruction. I lead the Natural Sciences Team and was the backup to the Behavioral Sciences and Health Sciences departments. I participated as a member on the I&IS Team, IM/SMS Reference team and Question Point Reference Team. I was also a member of the PLOAT (Pollak Library Open Access Team) and POET (Pollak Outreach & Engagement Team).

### **Subject specialization and liaison services**

I serve as the subject liaison to College of Natural Sciences & Mathematics and College of Engineering & Computer Science. I serve as the outreach and liaison librarian to all STEM subject disciplines from nine departments (Biology, Chemistry & Biochemistry, Civil and Environmental Engineering, Computer Science (assigned in February 2020), Electrical Engineering, Geological Sciences, Mathematics, Mechanical Engineering, and Physics). I assist in developing the Library's Approval Plan and I am the selector (and de-selector) for science, mathematics,

engineering, and computer science titles (using GOBI) in the above subjects. I am the point person for maintaining the content and creation of the science and engineering subject library research guides (i.e., LibGuides, [https://libraryguides.fullerton.edu/prf.php?account\\_id=97400](https://libraryguides.fullerton.edu/prf.php?account_id=97400) )

### **Library Exhibits**

Politics of Yellow Fever in Alexander Hamilton's America, March-April, 2020  
(Travelling Exhibit, Awarded by NLM, Co-curator with Trish Campbell)

Big Little Books: One Giant Leap, July-September 2019  
(Co-curator with Trish Campbell and Sarah Parramore)

History in Our Genes: Human DNA, April-September 2019  
(Co-curator with Colleen Greene)

### **OTHER PROFESSIONAL EXPERIENCE**

#### **London Metropolitan University, England**

Front-Line Supervisor    Nov. 2015 – May 2016  
Managed the front-line circulation desk issues

#### **University College London, England**

Science Librarian    Oct. 2013 – Sept. 2015  
Served as the subject specialist to Mathematics and all Physical Sciences. Interim: Medical BioSciences and Medical Sciences.

#### **South Thames College, England**

Library Manager (Merton Campus)    April 2013 – Oct. 2013  
Supporting the Head of Libraries and Learning Resources, taking responsibility for the proactive and innovative co-ordination of policies and procedures, quality assurance and service delivery across the college. Managing 10 professional Subject Librarians and staff.

#### **Concordia University, Canada**

Science Librarian    Jan. 2012 – Jan. 2013  
Served as the subject specialist to Chemistry, Biochemistry, Biology. Interim: GIS Librarian.

#### **Georgia State University, USA**

Assistant Librarian    Sept. 2005 – Dec. 2011  
Served as the subject specialist to Chemistry, Computer Science, Mathematics & Statistics; Interim: Biology, Health Sciences.

#### **University of Toronto, Canada**

Head of the Chemistry Library    Sept. 2004 – Sept. 2005  
Managed the chemistry library (supervised one assistant and two students).

#### **TAIE International Institute, Toronto, Canada**

Chemistry Instructor (Grade 12)    Jan. 2003 – Sept. 2004

## Toronto Employment Resource Center, Canada

Volunteer at Reference Desk June 2002 – Jan. 2003

## York University, York, Canada

Part-time Science Reference Librarian (Steacie Library) June 2002 – Jan. 2003

## LANGUAGES

Polish – Fluent speaking

German – Good reading and speaking ability

French – Some reading and speaking ability

## Scholarly / Creative Activities

### PEER-REVIEWED PUBLICATIONS

California State University, Fullerton, USA

### ACCEPTED:

Tomaszewski, R. (2021). A STEM e-class in action: A case study for asynchronous one-shot library instruction. *The Journal of Academic Librarianship*, 47(5), 102414.  
<https://doi.org/10.1016/j.acalib.2021.102414>

Tomaszewski, R. (2021). A study of citations to STEM databases: ACM Digital Library, Engineering Village, IEEE Xplore, and MathSciNet. *Scientometrics*, 126(2), 1797-1811.  
<https://doi.org/10.1007/s11192-020-03795-w>

Tomaszewski, R. (2020). Application of bibliometric analysis to letters journals in organic chemistry. *The Serials Librarian*, 79(1-2), 91-106.

Tomaszewski, R. (2019). Citations to chemical databases in scholarly articles: To cite or not to cite? *Journal of Documentation*, 75(6), 1317-1332.

Tomaszewski, R. (2019). Substance-based bibliometrics: Identifying research gaps by counting and analyzing substances. *ACS Omega*, 4(1), 86-94.

Tomaszewski, R. (2018). A comparative study of citations to chemical encyclopedias in scholarly articles: Kirk-Othmer Encyclopedia of Chemical Technology and Ullmann's Encyclopedia of Industrial Chemistry. *Scientometrics*, 117(1), 175-189.

Tomaszewski, R. (2017). Citations to chemical resources in scholarly articles: CRC Handbook of Chemistry and Physics and The Merck Index. *Scientometrics*, 112(3), 1865-1879.

Tomaszewski, R., & MacDonald, K. I. (2016). A study of citations to Wikipedia in scholarly publications. *Science & Technology Libraries*, 35(3), 246-261.

## Past Scholarly/Peer-reviewed publications

- Tomaszewski, R. (2016). The concept of the imploded Boolean search: A case study with undergraduate chemistry students. *Journal of Chemical Education* (Special Issue), 93(3), 527-533.
- Poulin, S., & Tomaszewski, R. (2014). Open Access journals in communication Studies: Indexing in five commercial databases. *Behavioral and Social Sciences Librarian*, 22(1), 3-14.
- Tomaszewski, R., MacDonald, K. I., & Poulin, S. (2013). Publishing in discipline-specific non-library journals for promoting information literacy. *The Journal of Academic Librarianship*, 39(41), 321-329.
- Tomaszewski, R., Poulin, S., & MacDonald K. I. (2013). Publishing in discipline-specific open access journals: Opportunities and outreach for librarians. *The Journal of Academic Librarianship* (Special Issue), 39(41), 61-66.
- Tomaszewski, R. (2012). Information needs and library services for doctoral students and postdoctoral scholars at Georgia State University. *Science & Technology Libraries*, 31(4), 442-462.
- Tomaszewski, R. (2011). A science librarian in the laboratory: A case study. *Journal of Chemical Education*, 88(6), 755-760.
- Tomaszewski, R. (2011). SMS text messaging and science students: New opportunities for librarian outreach. *Science & Technology Libraries*, 30(3), 277-291.
- Tomaszewski, R., & MacDonald, K. I. (2009). Subject-specific conferences as professional development opportunities for the academic librarian. *The Journal of Academic Librarianship*, 35(6), 583-590.
- Tomaszewski, R. (2009). ClinicalTrials.gov. *Charleston Advisor*, 10(3), 26-30.
- Tomaszewski, R., Vollmerhaus, R., Al-Humydi, A., Wang, Q. Y., Taylor, N. J., & Collins, S. (2006). Ethylene and 1-hexene polymerization using zirconium iminophosphonamide complexes. *Canadian Journal of Chemistry-Revue Canadienne De Chimie*, 84(2), 214-224.
- Harvey, B. G.; Mayne, C. L.; Arif, A. M.; Tomaszewski, R., & Ernst, R. D. (2006). Structural and spectroscopic demonstration of agostic C-C interactions in electron-deficient metallacyclobutanes and related cage complexes: possible implications for olefin polymerizations and metatheses. *Journal of the American Chemical Society*, 28(5), 1770.
- Vollmerhaus, R., Tomaszewski, R., Shao, P. C., Taylor, N. J., Wiacek, K. J., Lewis, S. P., et al. (2005). Synthesis and structure of group 4 iminophosphonamide complexes. *Organometallics*, 24(4), 494-507.
- Tomaszewski, R. (2005). Chemistry resources: SciFinder Scholar, Gerstein News, 6(2), 4-5. Retrieved from <http://www.library.utoronto.ca/gerstein/newsletter/volume6/issue2/index.html>

- Kohler, F. H., Molle, R., Strauss, W., Weber, B., Gedridge, R. W., Basta, R., , W. Strauss, B. Weber, R., Gedridge, R., Basta, Trakarnpurk, W., Tomaszewski, R., Arif, A. M., & Ernst, R. D. (2003). Syntheses, structures, and NMR spectroscopy of paramagnetic open vanadocenes and open chromocenes. *Organometallics*, 22(9), 1923-1930.
- Kulsomphob, V., Tomaszewski, R., Rheingold, A. L., Arif, A. M., & Ernst, R. D. (2002). Synthesis, spectroscopy, and structural characterization of carbonyl and cage phosphite adducts of edge-bridged open metallocenes. *Journal of Organometallic Chemistry*, 655(1-2), 158-166.
- Vollmerhaus, R., Rahim, M., Tomaszewski, R., Xin, S. X., Taylor, N. J., & Collins, S. (2000). Ethylene polymerization using beta-diketimine complexes of zirconium. *Organometallics*, 19(11), 2161-2169.
- Kulsomphob, V., Tomaszewski, R., Yap, G. P. A., Liable-Sands, L. M., Rheingold, A. L., & Ernst, R. D. (1999). Syntheses and characterization of the edge-bridged open metallocenes  $M(C_8H_{11})_2$  ( $C_8H_{11}$  = cyclooctadienyl;  $M = Ti, V, Cr$  or  $Fe$ ). *Journal of the Chemical Society-Dalton Transactions*, 22, 3995-4001.
- Tomaszewski, R., Lam, K. C., Rheingold, A. L., & Ernst, R. D. (1999). Reactions of imines with half-open titanocenes: Substituent effects and tandem couplings with nitriles and isonitriles. *Organometallics*, 18(20), 4174-4182.
- Tomaszewski, R., Wilson, A. M., Liable-Sands, L., Rheingold, A. L., & Ernst, R. D. (1999). Synthesis and characterization of a dimeric acetone coupling product with a titanium-pentadienyl complex. *Journal of Organometallic Chemistry*, 583(1-2), 42-46.
- Tomaszewski, R., Arif, A. M., & Ernst, R. D. (1999). Tandem couplings of imines and other unsaturated organic compounds with a half-open titanocene. *Journal of the Chemical Society-Dalton Transactions*, 11, 1883-1890.
- Tomaszewski, R., Hyla-Kryspin, I., Mayne, C. L., Arif, A. M., Gleiter, R., & Ernst, R. D. (1998). Shorter nonbonded than bonded contacts or nonclassical metal to saturated carbon atom interactions? *Journal of the American Chemical Society*, 120(12), 2959-2960.

### Conferences Attended

California State University, Fullerton, USA

### National Conferences

- SLA Annual Conference & Exhibition, Virtual, August 11-13, 2021
- ACS National Meeting & Expo, San Diego, August 25-29, 2019
- ALA Annual Conference & Exhibition, Washington DC, June 22-24, 2019
- SLA Annual Conference & Exhibition, Cleveland, June 14-18, 2019
- ALA Annual Conference & Exhibition, New Orleans, June 21-26, 2018
- SLA Annual Conference & Exhibition, Baltimore, June 9-13, 2018
- ALA Annual Conference & Exhibition, Chicago, June 22-27, 2017
- SLA Annual Conference & Exhibition, Phoenix, June 17-20, 2017

Bibliometrics and Research Assessment: A Symposium for Librarians and Information Professionals, SLA, Maryland, October 31-November 1, 2016

### **State and Local**

Dissecting the STEM Education Ecosystem in Hispanic Serving Institutions (HSIs):  
Regional Insights from Southern California, Fullerton Marriott, April 25-27, 2018  
Genealogy Jamboree and Genetic Genealogy, Burbank, CA, June 8, 2017

### **University Conferences and Workshops (selected)**

Gender Diversity Training, Cecil Chik, February 27, 2020  
FDC & Library: Instructional Video Bootcamp: Beyond the Basics with Camtasia, Colleen Greene and Cotton Coslett, January 30, 2020  
Library Professional Development Workshop, Cecil Chik, July 11, 2019  
Inclusive Leadership Symposium, Expand Your Toolbox, Dr. Kathy Obear, sponsored HRDI and FDC, TSU Pavilion A, March 5, 2019  
Digging Into Diversity: Gender Identity and Pronoun Use, sponsored by FDC & Engagement and Learning, PLS 240, January 29, 2019  
Library DIY Design/Canva Workshop, Colleen Greene, January 15, 2019  
Cayuse - An Introduction to Cayuse IRB Electronic Submission Process, February 23, 2018  
"C.R.E.A.T.E"ing an Active Learning Class using Primary Literature, September 14, 2017  
SafeSpace workshop, October 24, 2016  
Orientation for new full-time faculty, August 15-17, 2016  
CSUF Campus Training Web Seminars, Web seminar, 2016-2017

### **Webinars and Virtual Conferences (selected)**

SMU Libraries, 2020 STEM Librarians South Virtual Conference, July 16, 2020  
ACRL, Health Sciences Interest Group (HSIG): Interactive Online Library Instruction Series: Part 1, Faye Mazza, Zahra Premji, Rachel Keiko Stark, July 10, 2020  
Web of Science, Identify your institution's essential journals with the Web of Science, Jeff Dougherty, July 7, 2020  
NLM, Searching LactMed and LiverTox for Drug Effects, Margot G. Malachowski, June 23, 2020  
ACRL Science and Technology Section 2020 Virtual Poster Session, June 19, 2020  
Sam Ilingworth, IOP ebooks Meet the Author, (Effective Science Communications, (Second Edition): A practical guide to surviving as a scientist), June 16, 2020  
Effective Dynamics of Drug Discovery Summer Virtual Symposium, Team CCD, Jarrod Medeiros and E. Adam Kallel, June 2, 2020  
Robert Tomaszewski, Revealing Stories in your genes (co-present with Colleen Greene and Trish Campbell, NLM Midday at the Oasis webinar), February 18, 2020  
Web of Science – Improved author searching and analytics in Web of Science, by Training Americas, January 9, 2020  
NLM, Reflections on Bioinformatics Librarianship, Molly Knapp, Katherine Majewski, August 4, 2019  
Web of Science Group Resources – Open Access Content: Web of Science Embraces It, Details It, and Takes Users To It, by Jeff Dougherty, Training Americas, May 30, 2019  
Web of Science – Current Awareness for Faculty and Researchers, by Jeff Dougherty, Training Americas, March 27, 2019

Web of Science Group Resources – Tools to Support Collection Development, Jeff Dougherty, Training Americas, March 20, 2019

Web of Science, Analytics and Intelligence. Gain insight into an area of research, Jeff Dougherty, Training Americas, February 27, 2019

Web of Science, the Power of the Platform, by Jeff Dougherty, Training Americas, February 20, 2019

Take Charge of Engineering Research in 2019: Latest Engineering Village Updates, Sally Fell, Senior Product Manager, February 2, 2019

PubMed for Librarians: Using Evidence-Based Search Features, Sarah Dickey, July 11, 2018

PubMed for Librarians: Building and Refining Your Search, Sarah Dickey, June 27, 2018

An Online Zoom Meeting with Representatives from the Internet Archive, CSU, June 18, 2018

ESCI 101: Discovering Emerging Global Literature, Amy Braden, Clarivate Analytics, May 8, 2018

Meet Kopernio: Benefits for Researchers, Brain Costello, Clarivate Analytics, April 25, 2018

Access-Science from McGraw-Hill Education training session, February 8, 2018

Assessing First Year Students: A Conversation on Assessment Techniques – CREDO Reference, Webinar by Raymond Pun and Kate Angell, December 13, 2017

Predictable Misunderstandings in Information Literacy: Anticipating Student Misconceptions To Improve Instruction – CREDO, Webinar by Lisa Janicke Hinchliffe, November 14, 2017

Scopus Data for Ranking Organizations, BrightTALK Webinar, M'hamed el Aisati November 9, 2017

University Patents and the Road from Invention Disclosure to Technology Commercialization, March 1, 2017

### **Conference Presentations**

California State University, Fullerton, USA

**SLA Annual Conference & Exhibition, Virtual**, August 11-13, 2021 (Peer-reviewed Poster presented – A study of citations to STEM databases: ACM Digital Library, Engineering Village, IEEE Xplore, and MathSciNet).

**Annual CSU Symposium on Teaching and Learning**, CSUF, March 13-14, 2020 (Peer-reviewed Poster accepted – A STEM e-class in action: A case study for one-shot library instruction).

**ALA Annual Conference & Exhibition**, Washington DC, June 22-24, 2019 (Peer-reviewed Poster presented – A bibliometric analysis of two journals: Organic Letters and Tetrahedron Letters).

**SLA Annual Conference & Exhibition**, Cleveland, June 14-18, 2019 (Peer-reviewed Poster presented – Citations to chemical databases in scholarly articles: To cite or not to cite?).

**ALA Annual Conference & Exhibition**, New Orleans, June 21-26, 2018 (Peer-reviewed Poster presented – Identifying emerging research trends and directions in sustainability science: A citation analysis of scholarly articles).

**SLA Annual Conference & Exhibition**, Baltimore, June 9-13, 2018 (Peer-reviewed Poster presented – A comparative study of citations to chemical encyclopedias in scholarly articles: Kirk-Othmer Encyclopedia of Chemical Technology and Ullmann’s Encyclopedia of Industrial Chemistry).

**ALA Annual Conference & Exhibition**, Chicago, June 22-27, 2017 (Peer-reviewed Poster presented – Elemental-based to compound-based bibliometrics: Identifying research gaps through the counting of substances).

**SLA Annual Conference & Exhibition**, Phoenix, June 17-20, 2017 (Poster presented – Citations to chemical resources in scholarly articles: CRC Handbook of Chemistry and Physics and The Merck Index).

**Bibliometrics and Research Assessment: A Symposium for Librarians and Information Professionals**, SLA Maryland, October 31-November 1, 2016 (Poster presented – A study of citations to Wikipedia in scholarly publications).

#### **Past conferences and presentations (selected)**

ACRL at ALA Annual Conference, June 29, 2015, San Francisco. (Poster Accepted - The Concept of the Imploded Boolean Search: A Case Study with Undergraduate Chemistry Students).

UK University Science and Technology Librarians’ Group Meeting, November 28, 2013, Kings College, London.

Special Libraries Association Annual Meeting, July 17, 2012, Chicago. (Presented Poster - Information Needs and Library Services for Doctoral Students and Postdoctoral Scholars at Georgia State University).

Concordia University Libraries Forum, April 27, 2012, Montreal Canada. (Presented Talk and Poster - Publishing in Non-Library journals for Promoting Scientific Information Literacy).

Special Libraries Association Georgia Annual Meeting, June 19, 2011, Philadelphia. (Presented Poster- SMS Text Messaging and Science Students: New Opportunities for Librarian Outreach).

Special Libraries Association Georgia Annual Meeting, June 16, 2010, New Orleans. (Presented Poster- A Science Librarian in the Laboratory: A Case Study).

Georgia Academic Library Research Forum, May 8, 2009, Georgia State University, GA USA. (Presented Poster- Subject-specific Conferences as Professional Development Opportunities for the Academic Librarian).

SLA Georgia Chapters Annual Meeting on EBSCOhost, April 29, 2009, Vendors Technology, and the Economy: How vendors are dealing with the recession, some practices and policies that may change in the future and the impact on information professionals.

Special Libraries Association Georgia Annual Meeting, April 29, 2009, Atlanta, GA USA.

Atlanta Area Bibliographic Instruction Group, 2008 BIG Conference, May 23, 2008, Georgia State University, Atlanta, GA USA.

American Chemical Society Meeting & Exposition, March 26-30, 2006, Atlanta, GA USA

Special Libraries Association Conference, June 11-14, 2006 Baltimore, MD USA.



## Awards

California State University, Fullerton, USA

Faculty Recognition for Scholarly and Creative Activity, 2021  
OA Article Fund Awardee, 2019

## Past Sponsors and Awards

NSERC Postdoctoral Sponsor, 1999-2000  
NSERC Postdoctoral Sponsor, 1998-1999  
Teaching Fellowship, University of Utah, 1993-1996  
Excellence Teaching Award, University of Illinois, 1990, 1991  
CNAA Undergraduate Scholarship, Kingston University, 1985-1989

## Library, University, Professional and Community Service

### LIBRARY, UNIVERSITY & COMMUNITY SERVICE

California State University, Fullerton, USA

#### Library Service

**Chair**, STEM Outreach Committee (2021-present)  
**Member**, Departmental Personnel Committee (Elected, 2019-2020, Alternate, 2021)  
**Member**, Advanced Technology Lab Task Force (2019-present)  
**Member**, Association of Library Employees (ALE) (Chair, Elected, Re-Elected, 2017-2019), 2019-present  
**Member**, Collection Development Team (Elected), 2019-2021  
**Chair**, Online Librarian Search Committee (Appointed), 2019  
**Alternate**, Student Success Librarian (Appointed), 2019  
**Member**, Council of University Library Faculty (CULF), 2016-2017  
**Member**, Research and Professional Development Committee (Elected), 2016-2018  
**Member**, W.R.I.T.E. Group Committee (Appointed), 2017-present  
**Chair**, CULF Transition Task Force (Appointed), 2017-2018  
**Member**, Library Values Task Force (Appointed), 2017-2017

#### University Committee

**Member**, Academic Standards Committee (2021-present)  
**Member**, Professional Leaves Committee (2020-2021)  
**Member**, Graduate Education Committee (2017-2020)

#### Community Service

**Participant**, Chemical Information Literacy Workshops, College of the Canyons, March 2021; November 2020)  
**Participant**, Bring a Child to Work Day, Extracting DNA from strawberries, CSUF Pollak Library, April 25, 2019  
**Participant**, Chemistry Information Literacy Workshop, Fullerton College students, April 24, 2019  
**Participant**, Chemistry Information Literacy Workshop, Fullerton College students, November 6, 2018  
**Participant**, Workshops, MARC Program Summer Workshop, June 8 & 16, 2018

**Participant**, Workshops, Summer Research Experience, June 13, 2016

### **Professional Service**

**Reviewer**, The Serials Librarian, 2020-

**Reviewer**, Journal of Public Relations Research, 2019-

**Reviewer**, Journal of Chemical Education, 2019-

**Reviewer**, Quantitative Science Studies, 2019-

**Reviewer**, Journal of Information Science, 2018-

**Reviewer**, International Information & Library Review, 2012-

**Reviewer**, Science & Technology Libraries, 2012-

**Poster Reviewer**, Special Libraries Association, Poster Reviewer, 2019-2021

**External Reviewer**, Library Faculty at Virginia Commonwealth University Libraries, 2018

**E-book Proposal Reviewer**, Bentham Science Publishers, 2018-

### **Tabling Volunteer**

ASSURE-US, Engineering and Computer Sciences, ECS Resource Visibility Campaign (Zoom),  
November 12, 2021

Orientation Library Table Shift (Welcome Back Outreach), August 31, 2021

CSUF Summer Orientation Library Table Shift (Outreach, Recruitment and Orientation),  
July 23, 2019

ASSURE-US, Engineering and Computer Sciences, ECS Resource Visibility Campaign, CSUF Open House  
of “campus resource workshop” STEM library table, February 28, 2019

Titans at the Titan Experience Fairs – Transfer Student Orientation, July 17, 2018

Titans at the Titan Experience Fairs – New Student Orientation, July 2, 2018

Welcome to CSUF Day, April 22, 2017

Affordable Learning Solutions Expo, March 14, 2017

### **Other Professional Memberships & Committees**

**Member**, American Library Association (ALA), 2019-present

**Member**, Association of College and Research Libraries (ACRL), 2019-present

**Member**, National Network of Libraries of Medicine Pacific Southwest Region (NNLM PSR),  
2019-present

**Member**, Science & Technology Section (ACRL), 2019-present

**Member**, California Academic & Research Libraries (CARL), 2017-present

**Member**, Science & Engineering Academic Librarians - South (SEAL-S), 2017-present

**Member**, Southern California Committee, 2017-present

**Member**, Southern California Instruction Librarians (SCIL), 2017-present

**Member**, Special Libraries Association (SLA), 2003-present

**Member**, Chemistry Division (SLA), 2003-present

**Member**, Science-Technology Committee (SLA), 2016-present

**Member**, American Chemical Society (ACS), 2002-2020

**Member**, Chemical Information Division (CIN, ACS), 2019-2020

**Member**, Europe (SLA), 2014-present

**Member**, Toronto Chapter (SLA), 2003-2017

**Member**, Medical Library Association (MLA), 2009-2010

**Member**, The Bolton Society (Chemical Bibliophiles), 2008-2017

**Member**, The Royal Society of Chemistry (RSC), 1992 -1999

## Past Committee Memberships (selected)

University College London, UK, 2014-2015

- Member, Bibliometrics webpage working group (Appointed)
- Member, UCL Library Services Exhibit Committee (Appointed)
- Member, Departmental Teaching Committee in Chemistry (Appointed)
- Member, Faculty Library Committee (for Sciences) (Appointed)
- Member, Faculty Undergraduate Teaching Committee (Appointed)

Concordia University, Canada, 2012-2013

- Member, Vanier Reference Librarians (Appointed)
- Member, Selectors Group (Appointed)

University of Toronto, Canada, 2004-2005

- Member, Science Librarians (Appointed)
- Member, Reference Librarians (Appointed)
- Member, Serials Librarians (Appointed)
- Member, Circulation Librarians (Appointed)
- Member, Resource Sharing Librarians (Appointed)

Georgia State University, USA

- Member, Appeals and Grievances Committee (Elected), 2007-2009
- Member, Emerging Technologies Instruction Group (Appointed), 2007-2008
- Member, Technology Steering Committee (Appointed), 2007-2009
- Chair, Communication Committee (Elected), 2007-2008
- Member, LibGuide Best Practices TaskForce (Appointed), 2008-2009
- Member, Faculty Personnel Committee (Elected), 2009-2011
- Member, Social Committee (Appointed), 2009-2011
- Member, Library Administrative Committee (Appointed), 2011-2012

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## WORKING EXPERIENCE

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### **Senior Budget Analyst, Pollak Library, CSU Fullerton**

*(August 2017 – Present)*

Responsible for developing annual budget, monthly financial reports, budget projections, and a wide variety of other financial and statistical reports, statements, and summaries. Assist the Dean and Associate Deans with the use and oversight of the annual budget, provide advice on decision-making and strategic planning. Oversee Library payroll. Maintain operational expense and budget records, including CSFPF funds. Ensure financial activities and transactions are in compliance with University requirements, GAAP and Governmental Accounting standards for all procurement and expenditure of State and Auxiliary funds. Ensure timely dissemination and collection of funds due to and from all sources to the library. Work closely with appropriate CSUF, CSU, and Auxiliary Services Corporation administration and budget units. Represent the Library as the primary contact for all financial matters. Assist in development and implementation of procedures and adherence to policies to enhance department operations in reference to financial resources. Give advice on fiscal matters for the college including independently initiating action, researching, analyzing and resolving outstanding items. Coordinate and oversee duties between different department personnel to ensure completion of fiscal and project related activities. Serve as back-up for Faculty/Staff recruitment.

### **Accountant II- Accounting Services & Financial Reporting, CSU Fullerton**

*(February 2013 – July 2017)*

#### *Financial Reporting*

Identified and prepared GAAP journal entries (accruals and deferrals, elimination, adjustment, reclassification). Prepared PBCs (Prepared by Clients) items, lead sheets, and related footnotes. Performed fluctuation analysis; reviewed financial reports for accuracy and completeness; provided auditors with required information; assisted team in the completion of the audit package. Assisted in the preparation of the State Controller's Office (SCO) templates. Prepared CSUF Arboretum financial statements and related audit documents. Prepared and submitted Arboretum's Special District Reports. Assisted in reviewing financial reports for CSUF Auxiliary entities including Auxiliary Service Corp, Associated Students Inc., and CSUF Philanthropic Foundation.

#### *General Accounting*

Prepared SAM99 reports and reconciliations. Reconciled General Ledger for various expense, payable, and receivable accounts. Researched and resolved variances. Booked balancing journal entries as needed. Performed Legal month end closing; prepared month-end reports and analysis; submitted reports to the Chancellor's Office via Financial Information Record System (FIRMS); reviewed, researched and prepared entries to correct FIRMS errors.

#### *Student Financial Services*

Managed cash flow for various loan/grant programs including Direct Loan, PELL, FSEOG and TEACH; prepared and processed weekly, or as needed, fund drawdowns; processed and monitored fund deposits and transfer requests. Reconciled general ledger account balances to external systems (i.e. Financial Aid reports, COD reports) for all loan/grant programs. Provided explanation and took corrective action as needed. Extensive use of queries to support reconciliations and analysis. Provided monthly reports of available funds to Private Loan and Donor Scholarship coordinators. Assisted with resolving any discrepancies. Monitored daily Student Financial System feed and worked with IT to troubleshoot, analyze, and solve system issues. Prepared monthly Financial Aid aging reports. Researched old balances, analyze student accounts and coordinate with financial aid counselors to resolve. Prepared PBCs and assist in A-133 Student Financial Aid audit.

### *Housing Accounts Receivable*

June 2013 – June 2014: Managed Accounts Receivable function for Housing and Residence Life: monitored over 2000 student housing accounts; posted charges and payments to student accounts in Quickbooks; prepared check requests for refunds; resolved student disputes; contacted students to collect balance dues; assisted in integrating Housing to Student Financial Services system.

### **Accounting Technician - Accounting Services & Financial Reporting, CSU Fullerton**

*(June 2012 – January 2013)*

Reviewed general ledger, P&L and OBIEE data warehouse for various inquiries and accounts reconciliations. Assisted in month end and year end closing (Legal and GAAP). Participate in preparing PBC schedules for auditors. Prepared journal entries. Resolve problems associated with incorrect entries. Set up new chart-fields in PeopleSoft. Processed inter-departmental charge-backs. Set up new speedcharts ID in PeopleSoft. Resolved problems for Service Providers. Set up new customers in PeopleSoft. Processed auto billing, prepared invoices, credit memos, applied activities to accounts. Handled billing disputes with customers. Ran monthly statements, dunning letter and aging reports. Prepared daily cash & deposit slips reconciliations. Assisted in bank reconciliations. Performed monthly change fund and petty cash audit. Assisted the campus community and other Financial Services employees on accounting-related inquiries.

### **Graduate Assistant – Accounting Services & Financial Reporting / Accounts Payable, CSU Fullerton**

*(October 2010 – May 2012)*

Prepared and generated invoices; followed up with customers with late payments. Prepared daily cash and deposit slips reconciliations. Reviewed and prepared journal entries for expenditure transfers between departments. Provided assistance in various projects, reconciliations and reports. Reviewed invoices against check register for accuracy. Reviewed and assigned Travel Authorization number, update Travel records accordingly.

### **Graduate Assistant – Contracts & Procurement, CSU Fullerton**

*(July 2010 – October 2010)*

Analyzed and audited clients' monthly procurement statements to make sure they followed program policies and regulations. Notified clients when statement discrepancy occurred to rectify problems.

### **Junior Tax Analyst – International Tax Team, IMS Health**

*(August 2007 – August 2008)*

Monitored tax entries from all branches worldwide. Liaised with the global finance teams when errors arose. Assisted year end international tax accounting work. Provided extensive support to the international transfer pricing tax forecasting work. Assisted in various international tax projects. Provided support to analyze and research ad hoc tax issues arising.

## **SKILLS**

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Advanced knowledge of MS Office applications (Excel, Word, PowerPoint, and Access). Experienced with PeopleSoft Finance 9.0 – 9.2, TM1, SAP, Quickbooks, and OBIEE data warehouse. Fluent in English and Vietnamese.

## **EDUCATION**

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### **California State University, Fullerton**

*Master of Science in Accountancy*  
(August 2009 – May 2012)

### **Loughborough University, United Kingdom**

*BSc(Hons) in Banking, Finance and Management*  
(October 2005 – May 2009)

## Viet Vu, B.S., M.L.I.S.

### **Education:**

- *San Jose State University - San Jose, CA [www.sjsu.edu](http://www.sjsu.edu)*  
Degree: Master's in Library & Information Science  
Jan. 2010 – Dec. 2011
  - *University of California Riverside - Riverside, CA [www.ucr.edu](http://www.ucr.edu)*  
Degree: Bachelor of Science, Biology  
Aug. 2001 – Jul. 2005
- 

### **Work Experience**

*Librarian IV - Training Coordinator*

***OC Public Libraries***

1501 E. St. Andrew Place, Santa Ana, CA 92705

714-566-2824 | [www.ocpl.org](http://www.ocpl.org)

Dates: November 2020 – Present

*Library Director*

***Laguna College of Art and Design***

2222 Laguna Canyon Road, Laguna Beach, CA 92651

949-515-3970 | [www.lcad.edu](http://www.lcad.edu)

Dates: November 2018 – November 2020

*Reference Librarian*

***California State University, Fullerton***

800 N State College Blvd., Fullerton, CA 92831

657-278-2633 | <https://library.fullerton.edu/>

Dates: August 2018 – Present

*Librarian II - Branch Manager*

***OC Public Libraries***

2263 Fairview Rd. Ste. A. Costa Mesa, CA 92627

949-515-3970 | [www.ocpl.org](http://www.ocpl.org)

Dates: December 2014 – January 2019

*Technology Librarian*

***Santa Ana Public Library***

26 Civic Center Plaza Santa Ana, CA 92701

714-647-5250 | <http://www.santa-ana.org/library>

Dates: April 2014 - December 2014

*Research and Development Records Consultant*

***Allergan***

2525 Dupont Dr, Irvine CA 92612

714-246-4500 | [www.allergan.com](http://www.allergan.com)

Dates: January 2014 – April 2014

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### **Professional Memberships:**

- Association of College & Research Libraries (ACRL)
- American Library Association (ALA)
- Art Libraries Society of North America (ARLIS/NA)
- Art Libraries Society of North America (ARLIS/NA) Southern California Chapter
- California Library Association (CLA)

## **Gregory Yorba**

### **Education**

- 1995            San Jose State University  
Masters in Library and Information Science
- 1990            California State University, Fullerton  
BA, Double Major, International Business/Music  
Minor-Spanish

### **Performance as Librarian**

- 2020-            Interim Music Librarian  
Volunteered to act as interim Music Librarian. Duties include leading bibliographic instruction, handling music reference consultations, collection development, and library liaison for the music department.
- 2015-            Electronic Discovery Librarian
- Current Assignment:  
Ensures electronic resources and print serials are discoverable OneSearch, Alma, EZProxy, and the Library Web site. Serves as an administrator for Alma and oversees link resolver compatibility. Monitors electronic serial publisher title changes and transfers and updates discovery tools accordingly. Troubleshoots electronic resource access problem. Updates RapidILL holdings annually. Coordinates the West Weeding Project and participates in other weeding projects as needed. Helps to prepare data for migration to ALMA. Provide for coverage of duties that were done by the recently retired Electric Resource Librarian – serve on the Collection Development team, assume portions of the ACRL statistics reporting, and other duties as assigned.

2013-2015 Library Assistant IV

**Assignment:**

Maintain bibliographic access to all formats of serials via various library applications(OPAC, OCLC, SFX), Oversee the local SFX instance: updating portfolios and targets, reviewing weekly SFX updates, activating targets, portfolios, and target services, maximizing the efficiency of SFX vendor targets (enabling autoactive auto-update status) by creating local targets for anomalies as CSUF owned back files, additional journals, etc., using KB Tools Data Loader, Export Tool, and Collection Tool to support CPS decision making and create special reports as needed, report problems or changes directly to Ex Libris using their problem reporting tool. Troubleshoot patron/faculty/librarian/staff SFX access problems, electronic resource problem solving, and investigating database and serial problems. Provide high level support and assistance in formulating, developing, and modifying electronic resource acquisitions policies, procedures and workflows. Copy cataloging of serials (print and online). Some original serials cataloging as needed. Oversee the Western Regional Storage Trust project. Assist in relocation of library materials as needed. Responsible for implementing electronic resources collection development decisions, which may involve new purchases, renewals, cancellations, etc., in Verde.

**Conferences**

Sept 14-17, 2020	IGELU 2020 Annual Conference
July 7-8, 13-14, 16,20,23	ELUNA 2020 Online Conference
June 9-11, 2020	NASIG 35 <sup>th</sup> Conference
August 8, 2019	Alma ULMS Summer Meeting
March 13-14, 2019	SCELCapalooza
March 3-6, 2019	Electronic Resources and Libraries Conference
October 12 2018	CSU Technical Services Meeting
August 13-14, 2018	CSU ULMS Summer Meeting
June 8-11, 2018	NASIG 33 <sup>rd</sup> Annual Conference
January 26, 2018	Northern CSU Technical Services Meeting
January 9-11, 2017	All CSU ULMS Training
August 15, 2017	MARCEdit Workshop
August 11, 2017	Memories of Migration Conference
March 9, 2017	SCELCapalooza
June 23-28, 2016 -	American Library Association Annual Conference



June 21, 2016	Reference and Instruction Retreat
March 31-April 2, 2016 -	CARL Conference
November 5, 2015 –	California Library Association Preconference

### **Library and Community Service**

2021	Campus Diversity and Inclusion Senate Committee
2018-2020	Campus Facilities and Beautification Senate Comm.
October 28, 2018	Pumpkin Festival/Kidspace Museum Volunteer
October 22, 2018	Open Access Week Activities
October 17, 2018	Year in the Life of Alma/Primo Library Presentation
June-August 2017	GFA Conference Pollak Library Book Exhibit
October 26-27, 2017	Open Access Week Activities
November 18, 2016	A Day in the Life Of an ALMA Resource Presentation
October 25-26, 2017	Open Access Week Activities
August 9-11, 2016	All CSU ULMS Training
July 18, 2016	ALMA ULMS Kickoff Meeting for Pollak Library
October 20,21,23, 2016–	Open Access Week Activities
October 3, 2015 –	Lujan Yorba Guitar Duo performance for Dune 50 <sup>th</sup> Anniversary Celebration
April 16, 2015 –	Sustainability Symposium

### **Library Professional Activities**

2019-	Pollak Library Orientation Peers
2018-	Collection Development Team
2018-	ALE Member
2017	CSU ULMS ERM Task Force
2016-	Alma Primo Operational Team
2016-2017	CULF Member
2014-	LibAnswers Team Member
2014-	Library Alerts Team Member
2015-	Collections and Scholarly Communication Leadership Team
2015-2017	Alma Implementation Team
2014-	Electronic Resources Working Group
2014-2018	Pollak Library Open Access Team Member
1999	Speaker/Panelist Career Day, San Jose SLIS, Fullerton Campus

### **Community Organizations**

2017-	Orange County Guitar Orchestra Steering Committee Member
2015-	Guitar Foundation of America
2014-	Member of the Orange County Guitar Orchestra, professional music group
1997-1998	CSU Fullerton, Hispanic Faculty and Staff, Scholarship Committee
1997-1998	Puente Program Mentor

### **Library Memberships**

2020-	American Library Association member
2020	NASIG Continuing Education Committee
1996-2002	
2018-	NASIG Member
2015-	California Academic and Research Libraries Association
1998-2000	CARL Membership Committee
1999-2002	Communications Committee, REFORMA Orange County Chapter
1999-2002	REFORMA National Web Site Workgroup
1998-1999	Vice President REFORMA Orange County Chapter
1995-	Member of REFORMA

### **Awards and Presentations**

2020	NASIG Birdie MacLennan Award
June 11, 2020	NASIG Conference Presentation – Measure Twice and Cut Once

**Table 10. All Department Resources**

<b>DEPARTMENT RESOURCES</b>	<b>2020-21</b>	<b>2019-20</b>
<b>STATE-SUPPORTED RESOURCES</b>		
<u>OPERATING BUDGET</u>		
Faculty Salaries	2,187,651.28	2,182,087.28
Staff/Mgmt Salaries	2,074,803.00	2,074,802.72
Student Assistants	106,967.00	200,000.00
Other OE&E	1,639,441.00	2,197,722.00
Student Success Fee	213,054.86	219,752.29
	<b>6,221,917.14</b>	<b>6,874,364.29</b>
<u>ONE-TIME FUNDING</u>		
Admin Overhead	-	(128,562.00)
Approved Faculty Searches	5,000.00	10,000.00
Capital Projects	(61,318.00)	(24,713.00)
CARES Allocations	248,953.00	-
Divisional Support for College/AVP Unit Initiatives	20,699.00	-
GI2025	-	250,050.00
Grants and Research	21,000.00	42,546.00
Lottery Fund	-	627,600.00
New Faculty Course Releases	-	-
New Faculty Start-up & Support	-	24,881.00
Other departments contribution to Library operation	21,331.25	(16,228.00)
Salary increase - Onetime	-	20,160.00
Work-study on campus	49,141.90	177,865.00
	<b>304,807.15</b>	<b>983,599.00</b>
<u>DEPARTMENT SPECIFIC FEE REVENUE</u>		
Book replacements	179.98	10,798.34
<b>TOTAL STATE-SUPPORTED RESOURCES</b>	<b>6,526,904.27</b>	<b>7,868,761.63</b>
<b>NON-STATE RESOURCES</b>		
Fund-raising	8,325.00	-
Donations and Spending distributions from Foundation funds	32,970.54	45,361.70
	<b>41,295.54</b>	<b>45,361.70</b>
<b>TOTAL DEPARTMENT RESOURCES</b>	<b>6,568,199.81</b>	<b>7,914,123.33</b>

<b>ACADEMIC YEAR</b>		
<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>
1,996,651.00	23,928.00	-
2,033,703.00	3,926,599.24	3,838,435.24
200,000.00	200,000.00	200,000.00
2,197,722.00	2,197,722.00	2,197,722.00
212,193.11	208,008.89	208,479.20
<b>6,640,269.11</b>	<b>6,556,258.13</b>	<b>6,444,636.44</b>
(128,180.00)	(124,723.00)	-
25,000.00	-	-
(37,453.00)	-	-
-	-	-
74,555.00	-	-
250,000.00	50,000.00	-
10,000.00	-	-
-	280,000.00	274,000.00
-	14,241.00	-
-	9,367.00	18,500.00
56,377.00	12,467.00	46,441.00
22,612.00	96,657.00	69,101.00
86,271.00	25,751.00	61,523.00
<b>359,182.00</b>	<b>363,760.00</b>	<b>469,565.00</b>
22,213.00	14,273.00	34,840.00
7,021,664.11	6,934,291.13	6,949,041.44
-	-	-
50,031.04	41,914.87	52,860.26
<b>50,031.04</b>	<b>41,914.87</b>	<b>52,860.26</b>
<b>7,071,695.15</b>	<b>6,976,206.00</b>	<b>7,001,901.70</b>



April 30, 2021

Alyssa Adamson  
Executive Director, Academic Finances and Space Management  
California State University Fullerton  
Office of the Provost | Division of Academic Affairs  
800 N State College Blvd  
Fullerton, CA 92831

Sent via email: [aadamson@fullerton.edu](mailto:aadamson@fullerton.edu)

Re: CSUF Purchase Order No. 24381 (including change order)

Dear Alyssa,

In January 2021, NACUBO was engaged by California State University Fullerton (CSUF) to perform a review and assessment of planning and budget processes and activities within Academic Affairs (AA), including staffing and funding levels. Our review included campus level budget management and allocation processes and recommendations on how best to align AA's budget process, management of funds, and resource strategies. This assessment included document reviews, meetings with a variety of academic and administrative leaders to conduct a full review of current processes, and analyzing student and financial data in consultation with your office. In addition, we were charged with providing recommendations for a best-in-class infrastructure and staffing model in the Provost's office to support the overall administration of AA's resources and translation of AA's vision in terms of resources, including conducting budget analyses, developing financial and budgetary strategies, and identifying solutions and options. This final report is based on activities outlined in revised CSUF Purchase Order No. 24381 (including change order).

Based on our review of pertinent documents and analyses, interviews with key stakeholders, and understanding of current circumstances in the industry and at CSUF, we are recommending that the Provost and university consider several organizational and process changes in the AA division:

1. Establish a Planning, Analysis and Resource Management Office (PARMO) within the Office of the Provost, to include the addition of management staff roles, charged with the implementation of a multi-year budget planning process within AA. This core office collaborates with other AA functions such as Institutional Research, Registrar's Office, and individual colleges, to perform ongoing operational assessments to inform planning initiatives. We strongly recommend that such assessments take into account the full revenue and expense implications of AA operations, both to assess operational efficiency and plan for ongoing improvements to AA instructional and support functions.



2. While CSUF allocates budgets annually utilizing an incremental cost model, we recommend that AA deviate from this practice in its own funds management practices. CSUF can continue to incrementally adjust AA's budgets utilizing current allocation methodologies such as enrollment goals, SFR calculations, and "over-enrollment" revenue allocation formulas. Our recommendation is that all such institutional allocations flow through PARMO for allocation to AA colleges and support functions based on AA's budget planning criteria. This structure will allow AA to benefit from incentive structures and the central pooling of funds.
3. Within the colleges, we recommend establishing management-level financial positions to assist the deans by developing college-specific business analyses, working in conjunction with the PARMO, and evaluating alternative strategies for optimizing faculty and staff complements. With the exception of one college, current financial support positions are heavily transaction-oriented, with little analytical staff support for strategic thinking by the deans. The one college with such a position has benefitted significantly from its additional analytical capabilities. We envision a combination of new management positions within PARMO and the colleges, with some shared responsibilities (e.g., PARMO or a dedicated position supporting multiple colleges).
4. We also recommend multiple strategies to build upon CSUF's program mix and financial strength through:
  - a. introducing a mandatory student fee dedicated to instructional and support activities within AA. CSUF's 2020-21 mandatory fee total of \$1,212 per year is 28% or \$469 below the average of \$1,681 for all CSUs excluding CSUF. We recommend the fee level be set following a comprehensive assessment of AA's revenue generation, staffing needs, faculty release time, and department-level cost and ROI analyses. Source: <https://www2.calstate.edu/attend/paying-for-college/csu-costs/tuition-and-fees/campus-mandatory-fees/>
  - b. increasing graduate program offerings. CSUF has a disproportionately low graduate student enrollment for an institution of its size and stature. We recommend the university provide incentives in the form of direct tuition-sharing at the AA level for academic departments to plan and institute new graduate programs. For example, graduate tuition revenue might be evenly allocated between the central administration, Provost, college and department levels. Graduate tuition yields significantly higher revenues for the university; these programs will benefit both students seeking credentials beyond the baccalaureate level and the university.
  - c. increasing international student enrollment, a process that will be accelerated through expanded graduate program offerings. Given its diverse faculty and student body, and its location in a major seaside metropolitan area, CSUF is poised to benefit from improved international student enrollments as the U.S. eases visa requirements. These students pay tuition at premium rates that we recommend are shared by the university with AA and its colleges.



- d. leveraging recent changes in faculty, current student and prospective student experiences with online learning to expand online course offerings to students. Given CSUF's high levels of part-time and working students, increasing asynchronous course offerings may open up new opportunities for students and faculty alike. In the last year of nearly exclusive online instruction, faculty and students (including incoming first-time students) have increased comfort with online pedagogy not limited by available classroom space, transportation access, or work schedules. This strategy will enable CSUF to increase course enrollments without increasing campus footprint or classroom space, both a capital cost avoidance and operating cost savings, increasing net margin.
- e. allocating a portion of vacant salary savings among varying organizational levels within AA. Currently these funds remain within the colleges or academic departments. We recommend that salary savings be pooled at the Provost and colleges levels. We further recommend that CSUF adopt the principle of all vacant faculty lines reverting to the Provost for potential reallocation based on changing college resource needs. The PARMO would manage pools on behalf of the Office of the Provost. Salary savings are currently used to fund operating and equipment costs in the colleges, in addition to replacement term faculty. This is a major weakness in AA's current budget structure across every unit. A component of the PARMO's initial budget development work should be to determine appropriate recurring expense budgets and fund these through reallocations or new revenue streams such as the increased IRA fee.
- f. a similar cultural change we recommend, for the benefit of campus efficiency in serving a growing student population, that classroom space assignments be managed by the Registrar in conjunction with the PARMO, college budget managers, and department chairs. Class size and scheduling is critical not only to the student educational experience and faculty pedagogical approaches, but also to university revenue streams supporting all institutional functions. Department incentives can be used to soften the implementation of such a transformation. Related to these changes, faculty workload reporting should be standardized and comprehensive (all inclusive) across the division.
- g. indexing library funding to enrollment growth and new programs (e.g., new graduate programs). This indexing may be accomplished within the PARMO utilizing fee or other revenue streams. Total salaries and wages in the library budget were 23.6% below the peer average in 2019 compared to 21.4% below the average in 2017, reflecting a slight gain although CSUF remains significantly underfunded by comparison to peers. Examining total expenditures in all categories, CSUF dropped from 13.4% below the peer average in 2017 to 19.6% below the peer average in 2019. During this period only CSUF reduced total library spending and if this trend continued in 2020 will rank at the bottom of the peer list.

These recommendations are reinforced by a combination of peer group comparisons, our analysis of CSUF-specific data and reports, and our qualitative data assessment from over three dozen interviews.



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Please accept our sincere appreciation for the opportunity to assist with this project. The open and willing interactions with key individuals from CSUF proved extremely helpful in our efforts. Your assistance with gathering background information and data was indispensable, as was your administrative support for our work on this project. Please don't hesitate to contact us if we can be of further service.

Sincerely,

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## **BACKGROUND**

California State University – Fullerton (CSUF) is an urban public comprehensive university located in Orange County, California, and enrolling over 41,000 students in fall 2020. Classified as a Carnegie “Master’s Colleges & Universities: Larger programs,” CSUF is designated as a Hispanic Serving Institution (HSI) with 46.2% of its student identifying as Hispanic/Latinx. An additional 29.2% of CSUF students identify as having non-white ethnicity and 3.1% are international. CSUF is the largest of the 23 campuses comprising the California State University System. In contrast to national enrollment trends, CSUF and the system overall have seen increasing enrollments and reached all time high enrollments in fall 2020. CSUF’s programs, students, and faculty thrived during a period of predominantly online instruction during the 2020-21 academic year, with high levels of student success and achievement under those challenging conditions. Prospects for future enrollment growth remain strong given CSUF’s outstanding reputation for quality and value, location in a thriving urban area, and students’ educational requirements in the post-COVID-19 economy.

CSUF engaged NACUBO to perform a review and assessment of planning and budget processes and activities within Academic Affairs (AA), including staffing and funding levels. This review included campus level budget management and allocation processes and recommendations on how best to align AA’s budget process, management of funds, and resource strategies.

## **SITUATION ANALYSIS**

There have been multiple years of successive leadership turnover in the Provost’s Office including both the provost position and longtime centralized financial management for AA. While CSUF has experienced significant enrollment growth (increased demand for services) during this time, corresponding AA budget increases have been limited to funding for instruction (faculty) only and these allocations have gone to the colleges based on calculated changes in enrollment goals and actual instructional faculty counts. Mandated salary increases have not been consistently funded through base funding increases, resulting in structural deficits in some units and depleted expense budgets throughout the colleges and academic departments. Through reorganizations including unit consolidations, and CSU extramural funding such as for the Graduation Initiative 2025, AA has maintained services in high priority support areas such as student success. Support for research has remained adequate (with exceptions noted in recommendations below) in part due to diminished levels of research activity. However, nearly all academic and support units rely significantly on one-time funds primarily from carry forward or vacant position savings to fund annually recurring operating costs. While this review was occurring, colleges and departments were required to develop 10% budget reduction scenarios in response to an anticipated CSU appropriation reduction. In response to this exercise, the majority of AA departments depleted their student wage budgets. The units making these reductions expressed their realizations that such actions would, based on current research, reduce both student retention and graduation rates – ironically, the very outcomes supported by supplemental funding through the CSU Graduation Initiative 2025 – but explained they saw no other ways to reach the mandated savings targets. We understand the CSU will be restoring these funds, however, this exercise illustrates the extent to which AA unit budgets have been depleted over time.



Constraints on uses of funds due to public law and policy are complex within the CSU, and most financial staff time in the colleges is consumed with transaction processing and shadow system management. College staff, including long-serving budget staff, commented on their desire for more regular and comprehensive training in the use of university administrative systems and processes given their complexity. The timing of the current budget development process is such that AA is making course schedule plans – in essence, determining instructional budgets – far in advance of learning future year funding levels. The primary tool for allocating instructional funds, the SFR report (see Appendix G), includes only instructional faculty (faculty assigned to teach in a given term or year) and utilizes student:faculty ratios that have been negotiated over multiple decades in what amounts to a “shadow” budget allocation process. Nevertheless using SFRs to allocate instructional budgets has achieved the narrow goal of maintaining average student:faculty ratios at CSUF through a period of prolonged enrollment growth. From fall 2010 to fall 2019, CSUF enrollments grew by 20.8% and throughout that period the student to faculty ratio remained essentially flat (annually varying on average by less than 0.1 faculty FTE during this period – See CSU/SHR 2/27/2020 Faculty Profile: Fullerton report in Appendix A, p.8). While on average the student:faculty ratio for CSUF has remained close to constant, relative faculty productivity within and between colleges varies greatly. The individual college ratios themselves, in comparison to peers, appear high in some areas and low in others, as would be expected for a shadow process that creates an artificial economy for budgeting purposes. For example, one college maintains average 3/3 teaching loads for tenured faculty, compared to 4/4 loads for most, yet has the highest student:faculty ratio target among the colleges. Increases to faculty productivity that might free resources for other academic purposes are actually discouraged by the SFR funding model: lower target SFRs mean additional faculty resources for departments and colleges as vacancies occur or enrollment goals increase. Faculty course release practices similarly vary widely between colleges yet these faculty are excluded entirely from the SFR calculations. Above all, however, the greatest impact on AA from the exclusive use of SFRs to fund enrollment growth is the absence of funds for management, staff, equipment and operating funds needed to support growing departments and colleges. Given the higher levels of efficiency some colleges have been able to achieve in comparison to others, we believe it is likely that instructional program efficiencies could be identified to partially offset these substantial budgetary gaps across AA academic and support units. Following a decade that saw greater than 20 per cent growth in enrollments with almost no new investments in nonfaculty expenses, such reallocations are unlikely to fully fill all such gaps.

CSUF’s use of SFRs to allocate instructional costs stands in contrast to similar models used elsewhere in the country. For example, the State Council for Higher Education in Virginia uses a similar model to calculate “base adequacy” for state institutions by calculating faculty lines necessary for current cohorts within an institution to complete their programs within four years. The resulting program-level SFRs are recalculated every two years and modified based on changing curricular offerings, cohort enrollments, and pedagogy. Program productivity quantitative standards are also applied to ensure programs are producing minimum numbers of graduates. CSUF interviewees described a much different use of SFRs, some of which have not been reset in decades and others that had been renegotiated by prior leadership. The ratios in use at CSUF are contrary to our experiences at both public and private universities where, for example, business schools with AACSB accreditation operate with SFRs in excess



of 30:1 compared to CSUF's ratio of 22.7:1. The overall SFR of 21.1:1 for CSUF as a whole appears low compared to peer institutions; however, since unknown numbers of faculty are on alternative workload assignments or with partial workload course releases and not reflected in the SFR calculation, the SFR ratios themselves do not provide sufficient information to conclude whether a department or college operates efficiently and effectively, or not. This determination would require combining total departmental costs including direct instruction and related indirect costs to total revenues generated by the department. Sample templates for assessing department and program net financial activity are included in the appendix.

While CSUF has a formal budget process whereby a Faculty Senate committee evaluates institutional priorities and, at least in principle, prioritizes uses of any discretionary institutional funds. On a per student basis CSUF receives among the least financial support from the CSU. "Discretionary" institutional funds are scarce and as noted above units use salary savings from vacant positions to fund nearly all non-personnel costs on a one-time basis. At CSUF, an "over-enrollment" fund allocation process, implemented midyear in each fiscal year when actual enrollments exceed established goals for the year, allocates additional expense budgets based on incremental tuition revenue but for AA only provides about 40% of the increased tuition funding resulting from over-enrollments (approximately the level of instructional costs for the university budget overall). No specific allocation for increased library, advising, equipment or other student support costs are included in the over-enrollment calculation. AA is free to allocate these one-time funds in whatever manner they find most efficacious, however, the budget process and analytical infrastructure to evaluate and inform alternative investment decisions by AA is generally lacking. For example, based on our calculations, the current allocation of over-enrollment revenues requires an undergraduate average class size of 24 students just to cover the average salary of temporary instructional faculty (see Appendix F). By the time over-enrollment revenues are distributed, AA spending commitments to teach classes accounting for these students have already been made and may exceed the levels of supplemental budget support provided.

AA units remark that there is not a clear "budget season" during which departments or colleges are asked to propose changes to their units, request seed funding for new programs, or submit multi-year plans for developing reserves for future program investments. Nearly every AA college remarked the timing of the current "budget process" and determination of fund allocations within their college precluded systematic planning or developing strategic initiatives to advance the work of the college. The one exception to this situation is in the case of CHSS, which is also the one college with a manager serving in the dean's office. For context, many of CSUF's colleges enroll the same numbers of students as midsize universities. They face the complexities of managing numerous academic departments, collective bargaining constraints on faculty assignments, and complex funding rules within the CSU. Budget staff comment that transactions may take weeks or months to post to enterprise systems, and so all costs – this was the case for every unit within AA – are tracked on "shadow systems" and later reconciled to official financial reports. Deans and AVPs similarly comment that at any point in time they are uncertain where their overall units stand financially, vis-à-vis achieving enrollment targets or over-enrollments, and only the unit-maintained shadow systems enable them to stay within budget.



**Successfully managing its academic enterprise to best capitalize on opportunities afforded CSUF by the emerging economic and competitive environment is a significant and complex undertaking. The absence of reliable operational data concerning the full revenue and expense activity for each academic program and department makes the systematic planning and realization of strategic initiatives untenable. CSUF has talented leadership across AA, an accomplished faculty, and dedicated support staff. Under the circumstances of inundation in transactional complexity and lack of resources – one department chair described “going begging” to a student association for funding for an academic initiative – CSUF can take measures to more fully realize the optimal contributions of these faculty and staff, for the betterment of CSUF and its students.**

### **KEY RECOMMENDATIONS**

From the perspective of modern budgeting approaches advocated by NACUBO, it is our considered opinion that there are two fundamental operational needs for AA to rectify its current circumstances: the first is to understand, through financial analysis, sources and uses for all its resources across the division. Although CSUF may not allocate funds based on a contribution-margin or RCM budget models, understanding which departments are generating surpluses and which are incurring deficits is nevertheless critical management information for making decisions about where to make future investments. To date the SFR has served the role of being a surrogate for such an analytical process. However, the SFR conceals much that is critical to the sound financial management of an academic department or college; its ratios in some cases appear arbitrary when compared to peers.

In CSUF’s circumstances, developing robust financial analyses to support strategic decision-making at the departmental, college or division level is not a simple task. Consistent reports based on reliable and complete data must be developed; in some cases the subsystems to generate such reports must be developed as well. We have included in the appendices to this report multiple examples of reports from other systems and institutions that provide clear pictures of program and departmental financial activity.

The second great need for AA is to institute a budget planning process, informed by data and an understanding of sources and uses of funds, to plan for its multi-year program budget needs. This planning can occur outside the institutional budget process, although it will of course be impacted by CSU and CSUF institutional-level events. Consider, for the past several years CSUF has been on a growth trajectory that is quite likely predictable within gross revenue margins of 2-3%. Collective bargaining salary commitments are known, and variable personnel costs such as insurance and retirement contributions can be projected based on recent history. Based on a clear understanding of funding sources and uses, AA can develop a multi-year budget plan, and from there incorporate negotiated incentives for generating new revenues for the university through strategic initiatives and investments. For this latter work, AA must advocate and negotiate from the basis of solid data concerning its sources and uses of funds.

Based on our review of pertinent documents and analyses, interviews with key stakeholders, and understanding of current circumstances in the industry and at CSUF, we are recommending that the Provost and university consider several organizational and process changes in the AA division:



1. Establish a Planning, Analysis and Resource Management Office (PARMO) within the Office of the Provost, to include the addition of management staff roles, charged with the implementation of a multi-year budget planning process within AA. This core office collaborates with other AA functions such as Institutional Research, Registrar's Office, and individual colleges, to perform ongoing operational assessments to inform planning initiatives. We strongly recommend that such assessments take into account the full revenue and expense implications of AA operations, both to assess operational efficiency and plan for ongoing improvements to AA instructional and support functions.
2. While CSUF allocates budgets annually utilizing an incremental cost model, we recommend that AA deviate from this practice in its own funds management practices. CSUF can continue to incrementally adjust AA's budgets utilizing current allocation methodologies such as enrollment goals, SFR calculations, and "over-enrollment" revenue allocation formulas. Our recommendation is that all such institutional allocations flow through PARMO for allocation to AA colleges and support functions based on AA's budget planning criteria. This structure will allow AA to benefit from incentive structures and the central pooling of funds.
3. Within the colleges, we recommend establishing management-level financial positions to assist the deans by developing college-specific business analyses, working in conjunction with PARMO, and evaluating alternative strategies for optimizing faculty and staff complements. With the exception of one college, current financial support positions are heavily transaction-oriented, with little analytical staff support for strategic thinking by the deans. The one college with such a position has benefitted significantly from its additional analytical capabilities. We envision a combination of new management positions within PARMO and the colleges, with some shared responsibilities (e.g., PARMO or a dedicated position supporting multiple colleges).
4. We also recommend multiple strategies to build upon CSUF's program mix and financial strength through:
  - a. introducing a mandatory student fee dedicated to instructional and support activities within AA. CSUF's 2020-21 mandatory fee total of \$1,212 per year is 28% or \$469 below the average of \$1,681 for all CSUs excluding CSUF. We recommend the fee level be set following a comprehensive assessment of AA's revenue generation, staffing needs, faculty release time, and department-level cost and ROI analyses. Source: <https://www2.calstate.edu/attend/paying-for-college/csu-costs/tuition-and-fees/campus-mandatory-fees/>
  - a. increasing graduate program offerings. CSUF has a disproportionately low graduate student enrollment for an institution of its size and stature. We recommend the university provide incentives in the form of direct tuition-sharing at the AA level for academic departments to plan and institute new graduate programs. For example, graduate tuition revenue might be evenly allocated between the central administration,

- Provost, college and department levels. Graduate tuition yields significantly higher revenues for the university; these programs will benefit both students seeking credentials beyond the baccalaureate level and the university.
- b. increasing international student enrollment, a process that will be accelerated through expanded graduate program offerings. Given its diverse faculty and student body, and its location in a major seaside metropolitan area, CSUF is poised to benefit from improved international student enrollments as the U.S. eases visa requirements. These students pay tuition at premium rates that we recommend are shared by the university with AA and its colleges.
  - c. leveraging recent changes in faculty, current student and prospective student experiences with online learning to expand online course offerings to students. Given CSUF's high levels of part-time and working students, increasing asynchronous course offerings may open up new opportunities for students and faculty alike. In the last year of nearly exclusive online instruction, faculty and students (including incoming first-time students) have increased comfort with online pedagogy not limited by available classroom space, transportation access, or work schedules. This strategy will enable CSUF to increase course enrollments without increasing campus footprint or classroom space, both a capital cost avoidance and operating cost savings, increasing net margin.
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  - e. a similar cultural change we recommend, for the benefit of campus efficiency in serving a growing student population, that classroom space assignments be managed by the Registrar in conjunction with the PARMO, college budget managers, and department chairs. Class size and scheduling is critical not only to the student educational experience and faculty pedagogical approaches, but also to university revenue streams supporting all institutional functions. Department incentives to optimize faculty productivity can be used to soften the implementation of such a transformation. Department incentives to optimize faculty productivity can be used to soften the implementation of such a transformation. Related to these changes, faculty workload reporting should be standardized and comprehensive (all inclusive) across the division.



- f. indexing library funding to enrollment growth and new programs (e.g., new graduate programs). This indexing may be accomplished within the PARMO utilizing fee or other revenue streams. Total salaries and wages in the library budget were 23.6% below the peer average in 2019 compared to 21.4% below the average in 2017, reflecting a slight gain although CSUF remains significantly underfunded by comparison to peers. Examining total expenditures in all categories, CSUF dropped from 13.4% below the peer average in 2017 to 19.6% below the peer average in 2019. During this period only CSUF reduced total library spending and if this trend continued in 2020 will rank at the bottom of the peer list.

These recommendations are reinforced by a combination of peer group comparisons, our analysis of CSUF-specific data and reports, and our qualitative data assessment from over three dozen interviews.

**INTERVIEWEES**

The following CSUF leadership, faculty and staff were interviewed for this review and assessment. We found CSUF employees at every level to be highly talented, professional, knowledgeable about their areas of responsibility, positive and open in all discussions. AA is clearly committed to the success of CSUF’s students and with finding ways to realize the successful achievement of CSUF’s mission. It is rare to meet with such a broad range of institutional representatives and consistently observe such strong and positive support for making whatever improvements will better serve students in the future.

**DIVISIONAL OFFICES**

Academic Affairs – Provost	Carolyn Thomas, Provost Erinn Banks, CoO
Admin and Finance	Danny Kim, CFO Laleh Graylee, AVP, Resource Planning and Budget
Academic Affairs – Academic Resources	Alyssa Adamson, Exec Dir Paul Avedissian, Dir
University Advancement	Greg Saks, Vice President

**COLLEGES/CHAIRS/SENATE**

College of the Arts	Dale Merrill, Dean Christopher Johnson, Budget Staff
College of Business and Economics	Morteza Rahmatian, Dean (Interim) Edward De La Torre, Budget Staff



College of Communications	Bey-Ling Sha, Dean Jane Gallegos, Budget Staff
College of Education	Lisa Kirtman, Dean Alicia Wagner, Budget Staff
College of Engineering and Computer Science	Susan Barua, Dean Dolores Kimball, Budget Staff
College of Health and Human Development	Laurie Rodes, Dean Christa Johnson, Budget Staff
College of Humanities and Social Sciences	Sheryl Fontaine, Dean Pat Balderas, Budget Manager
College of Natural Sciences and Mathematics	Marie Thompson, Dean Amanda Villagran, Budget Staff
Pollak Library	Emily Bonney, Dean Lan Tran, Budget Staff
Senate Reps	Steve Stambough, Senate Chair Sean Walker, Senator and PRBC member

### AVP UNITS

Academic Programs and Enrollment	Mark Filowitz, AVP Dena Coelho-Macedonio, Budget Staff
Assessment and Institutional Effectiveness	Su Swarat, AVP Dena Coelho-Macedonio, Budget Staff
Extension and International Programs	Chris Swarat, AVP Sharon Ting, Budget Manager
Faculty Support Services	Kristin Stang, AVP Barbara Kerr, Budget Staff
Research and Sponsored Projects	Binod Tiwari, AVP Dena Coelho-Macedonio, Budget Staff





South County Operations and Initiatives (Irvine Center)	Steve Walk, AVP Patricia Calimquim, Budget Staff
Student Success	Karyn Scissum Gunn, AVP Dena Coelho-Macedonio, Budget Staff

**OBSERVATIONS/THEMES FROM INTERVIEWS WITH KEY STAKEHOLDERS**

Based on a qualitative assessment of interview responses from 41 CSUF employees (list precedes this section), the following were the most common observations and themes cited by interviewees:

1. Need to revise timing of campus budget process to allow for introducing planning and implementation of strategic initiatives.
2. Most budgets are based on history (baseline) and predictable allocations of over-enrollment dollars. Budget numbers are needed before the year starts.
3. Quality of student instruction is not suffering due to funding shortages. (We believe academic leaders should be commended for their willingness to pitch in and ensure funding shortfalls minimally impact student outcomes).
4. Nearly universal indication that OE&E funding is insufficient.
5. SFR provides funding for instruction only, not for all the other expenses related to enrollments including staff support, lab or other materials.
6. Over-enrollment dollars arrive at year end, too late to be used for planned purposes.
7. With the exception of new faculty, course releases and teaching loads vary dramatically across the colleges.
8. Academic Affairs is the heart of the institution and should be the first area to be funded adequately; perception is that other areas of the university are given priority over AA.
9. All units utilize shadow systems, typically spreadsheets, to manage all affairs of the organization. Budget staff expressed the need for more regular and comprehensive training in university systems.
10. With some exceptions, academic support units indicate they are adequately funded. Exceptions:
  - a. Insufficient compliance staff in the research office; and
  - b. Library is underfunded.
11. Only funds available to fill gaps or provide for planned uses are carry forward funds.



12. Most units significantly reduced student employment in response to 10% budget reduction requirement.
13. Almost universal lack of clarity for how Finance and Administration operates or how the institutional planning and budgeting process works to support the academic mission of the institution in its allocation of funds to AA as opposed to other functions. There was a prevailing opinion that F&A is largely responsible for the budget issues in AA.
14. Economics of summer contracts and one-time funds are not universally understood.
15. Communications with the Provost's Office are good and recent efforts to increase transparency are appreciated.
16. The university should invest in expanded graduate programs.
17. There is no relationship between dollars generated by tuition and dollars allocated by formulas (prevalent perspective).
18. Between 90-99% of budgets within Academic Affairs are for personnel costs. People work incredibly hard to make things work for the students in this lean budget environment with inadequate staffing.
19. Discussions surrounding General Education requirements tend to be tainted by concern for revenue-generation as opposed to what's best for students' academic experiences.
20. Budgeting should look at college needs; differences between colleges are significant and should be recognized in the course of budget planning.
21. Increased appreciation for and understanding of the importance of fundraising activities to support the funding needs of colleges and programs.

## **OBSERVATIONS FROM PEER COMPARISONS AND CSUF OPERATIONAL DATA**

### **Appendix B. IPEDS comparison**

We were asked to evaluate the adequacy of funding for the CSUF division of Academic Affairs and as part of that assessment reviewed IPEDS data for CSUF and its three closest peer institutions within the CSU (which CSUF also includes in its self-selected set of peer institutions for IPEDS). Like FASB and GASB, the bodies governing the content of audited financial statements for private and public institutions respectively, IPEDS changes its data definitions periodically and comparisons across years can sometimes be inexact. Nevertheless IPEDS is the accepted standard for inter-institutional comparisons, and within any given state system the comparisons increase in validity. For example, all institutions in the sample were similarly subject to any State or CSU System funding vicissitudes during these periods. We selected the last five years of available data in IPEDS and report functional costs per student FTE. In addition we report functional costs as percentages of total costs. These data appear in Appendix B.



During the five years in this analysis, CSUF went from spending 5.7% more than the peer average for instructional expenses per FTE in 2015 to spending 4.3% less than the average in 2019. For CSUF as a whole, total expenses per student FTE were 2.6% above the peer average in 2015 and 9.2% below the average in 2019. CSUF instructional expenses as a percentage of total expenses dropped from 47.6% of total expenses in 2015 – 1.4 percentage points above the peer average – to 38.2% in 2019 where the gap above the peer average increased to 2.0 percentage points. Academic support expenses were 31.4% below the peer average in 2015 and 30.7% below the peer average in 2019, and during this period all institutions except one reported a reduction in spending. CSUF spending for instruction and academic support expenses per FTE combined, on a per student basis, declined from \$9,055 in 2015 to \$8,467 in 2019, a reduction of 6.5%. Total peer institution spending for the combined functions increased by 1.3% during this same period.

Total expenses for CSUF during this period increased from \$16,301 per student FTE in 2015 to \$18,827 in 2019, an increase of 15.5%. Among peer institutions, total expenses per FTE increased 23.4%. The most significant increase in spending per student FTE for CSUF was for “All other core expenses” which increased from \$2,699 in 2015 to \$6,013 in 2019, an increase of 122.8%. All institutions within the sample show similarly large changes in this category, suggesting a centrally mandated accounting change such as for post-retirement benefits or a similarly significant GASB change. During these five years, functions showing decreased spending per student FTE were instruction, research, public service, academic support, and student services. Functions showing increased spending per student were institutional support expenses, all other core expenses, the total expenses. The one area where CSUF consistently spends more per student FTE than its peers is for institutional support, which includes multiple central support operations. CSUF spent 58.6% more than its peers in this category in 2015 and 54.1% more in 2019.

While these comparisons do not answer the question whether CSUF is adequately funding its instructional or academic support functions, they may help in explaining the widespread perceptions reported during interviews that AA is not receiving its due share of budget allocations. As noted in both our report and recommendations, additional analysis of faculty workload, classroom and course assignments, and other components of managing the academic enterprise must precede a determination the extent to which, and in which specific areas, AA requires additional budgetary resources. Among this peer group, subject to the same CSU policies and funding trends during this period, CSUF alone decreased its funding per student for instruction, and in that respect the perceptions reported to us are supported by these data.

#### **Appendix C(1). Salaries and Wages as % of Functional Costs**

No significant differences between CSUF and peers were noted. Concerning the observation above that institutional support costs at CSUF are higher than peers, these data show institutional support salaries and wages are a lower percentage of those costs than for any peer institution. In other words, salaries and wages are not the reason for the higher expenditure levels at CSUF.

#### **Appendix C(2). Staffing per FTE Comparison**



The staffing density data derived from 2019 IPEDS submissions suggest CSUF operates with fewer staff per student FTE in most operational areas. IPEDS staff category definitions can be found at this link <https://surveys.nces.ed.gov/ipeds/public/hrsoc-browse>

#### **Appendix D. Library IPEDS comparison**

Legacy libraries are evolving away from serving as depositories for books, journals, and periodicals, and toward providing interactive learning spaces, “maker spaces” and similar innovative settings for student collaboration. Customary measures of quality such as numbers of physical books, serials and other physical media are being replaced with electronic and digital media. Staffing is similarly evolving toward student support and mentoring roles for electronic media such as researching, searching and reviewing scholarly journal content from electronic databases. While not a part of our review, we would encourage CSUF to consider future library renovations that transform its library space from a “place for books” into an innovation space, again, consistent with library evolutions at most major universities during the past decade.

We were asked to evaluate the adequacy of funding for the CSUF library and in that context reviewed a prior library study (Appendix G), asked about the library in each of our interviews, interviewed library leadership, and reviewed IPEDS comparisons for CSUF and several other CSU system libraries. The latter of these data compilations appears in Appendix F. For these comparisons we selected CSU system libraries of comparable size and complexity; all institutions were similarly subject to any State or CSU System funding vicissitudes during these periods. The most recent three years (2017-2019) of IPEDS data were selected for the comparisons, again reflecting common data definitions and collection methodologies.

CSUF has the highest number of students of all institutions in each year. Consistent with the trends noted above, most libraries within the peer institution sample have been shedding volumes of physical books. By contrast, electronic media have been growing significantly at all institutions. In the area of electronic resources CSUF has not been keeping pace with peer institutions in the sample, losing position in every area of digital/electronic resources in total numbers, percentage over/under peers, and rank among peers. Total electronic resources dropped from CSUF holding 14.0% more than peers in 2017 to 20.8% less in 2019. Granted the peer average more than doubled during this time, again reflecting trends toward digital media, but CSUF did not keep up.

Total salaries and wages in the library budget were 23.6% below the peer average in 2019 compared to 21.4% below the average in 2017, reflecting a slight gain although CSUF remains significantly underfunded by comparison to peers. Examining total expenditures in all categories, CSUF dropped from 13.4% below the peer average in 2017 to 19.6% below the peer average in 2019. During this period only CSUF reduced total library spending and if this trend continued in 2020 will rank at the bottom of the peer list.

Interviews and financial reviews suggest that the CSUF library, like several other noninstructional activities within AA, does not receive incremental funding increases linked to enrollment growth. Maintaining the currency of electronic materials in broad ranges of disciplines grows increasingly



expensive with many subscription prices tied to enrollments. We strongly recommend that CSUF tie its library allocations to program and enrollment growth, subject to the annual submission of spending plans by the library as part of a formalized AA budget development process.

**Appendix E. Prior Library Study – referenced above and so included with other materials in this report.**

**Appendix F. Tuition revenue by department**

Tuition was calculated at the department level using the Fall 2018 and Spring 2019 Fee Revenue Reports. Net tuition was calculated using tuition amounts net of waivers at the undergraduate and graduate levels. All post-bac students were included in the graduate totals.

Fall and spring undergraduate and graduate FTE totals by department were pulled from the AY 2018-19 FTE by Department by Course Enrollment report. FTE students are translated to credit hours by multiplying undergraduate FTE by 15 and graduate FTE by 12. Fall and spring credit hours are totaled.

Total undergraduate net tuition (F&S) was divided by the number of undergraduate credits (F&S) calculated from the AY 2018-19 FTE by Department by Course Enrollment to attain a generic UG per credit hour tuition rate. Undergraduate per credit hour tuition rates can be calculated at a more granular level, such as residency if desired. A generic calculation of net revenue by undergraduate tuition revenue results in \$242 generated per undergraduate credit hour.

Graduate tuition per credit hour is calculated in a similar fashion as undergraduate tuition per credit hour. Likewise, it can be calculated at a more granular level based upon special tuition rates and associated credit hours. In general, graduate tuition generated \$1,285 per credit hours for the fall and spring semesters of 2018-19.

**Over Enrollment Calculation**

Assuming each undergraduate credit hour generates \$242 in tuition revenue (net of waivers) or \$726 per three-credit hour course, a 40 percent revenue allocation equates to \$290 per student. In order to cover the salary (\$5,898 per lecturer) and an 18% fringe benefit rate, results in a total cost of \$6,959 for a three-credit hour course. Each over enrollment course would need to enroll an average of 24 students in each section in order to cover direct instructional costs. Additional costs related to providing student services to over enrollment students such as academic advisement, tutoring, counseling, library and other academic support costs are not formally recognized and funded through the over enrollment funding formula.

**RECOMMENDATIONS, ACTION STEPS AND TIMELINES**

Recommendation	Action Steps	Timeline
<p>1. <b>Establish a Planning, Analysis and Resource Management Office (PARMO) within the Office of the Provost</b>, to include the addition of management staff roles, charged with the implementation of a multi-year budget planning process within AA. This core office collaborates with other AA functions such as Institutional Research, Registrar’s Office, and individual colleges, to perform ongoing operational assessments to inform planning initiatives. We strongly recommend that such assessments take into account the full revenue and expense implications of AA operations, both to assess operational efficiency and plan for ongoing improvements to AA instructional and support functions.</p> <p><i>Note: new management staff additions should be coordinated with the PARMO additions (below). We envision a total of 4-5 new management staff supporting the PARMO and colleges.</i></p>	<p>a. Develop job descriptions and recruit additional management staff roles (2-3 management staff).</p> <p>b. Pilot new budget process with AVP units within AA to include budget request process.</p> <p>c. Develop Sources and Uses operating statement showing revenues and expenses generated by each department and college within AA. Determine which departments and colleges are covering full costs and which are not.</p> <p>d. Create multi-year revenue and expense projections based on actual history. Expand to 3-5 year budget plans at division, college and department levels based on historical trends.</p> <p>e. Introduce AA division-wide budget request and development process.</p> <p><b><u>Recommend AA budget plan commence July 1, 2022 with adjustments based on final university budget</u></b></p>	<p>Immediate</p>
<p>2. <b>Within the colleges, we recommend establishing management-level financial positions to assist the deans by developing college-specific business analyses, working in conjunction with the PARMO, and evaluating alternative strategies for optimizing faculty and staff complements.</b> With the exception of one college, current financial support positions</p>	<p>a. Develop job descriptions and recruit additional management staff roles (2-3 management staff)</p> <p>b. Evaluate faculty workload assignments and productivity.</p> <p>c. Working with the PARMO and Dean(s), assess department budget needs, reallocation and efficiency opportunities.</p>	<p>Near Term</p>

<p>are heavily transaction-oriented, with little analytical staff support for strategic thinking by the deans. The one college with such a position has benefitted significantly from its additional analytical capabilities.</p> <p><b>Note: new management staff additions should be coordinated with the PARMO additions (above). We envision a total of 4-5 new management staff supporting the PARMO and colleges.</b></p>	<p>d. Working with the PARMO and Dean(s), develop multi-year budget plans and strategies.</p>	
<p>4. We also recommend multiple strategies to build upon CSUF's program mix and financial strength through:</p> <p>a. <b>introducing a mandatory student fee dedicated to instructional and support activities within AA.</b> CSUF's 2020-21 mandatory fee total of \$1,212 per year is 28% or \$469 below the average of \$1,681 for all CSUs excluding CSUF. We recommend the fee level be set following a comprehensive assessment of AA's revenue generation, staffing needs, faculty release time, and department-level cost and ROI analyses. Source: <a href="https://www2.calstate.edu/attend/paying-for-college/csu-costs/tuition-and-fees/campus-mandatory-fees/">https://www2.calstate.edu/attend/paying-for-college/csu-costs/tuition-and-fees/campus-mandatory-fees/</a></p> <p>b. <b>increasing graduate program offerings.</b> CSUF has a disproportionately low graduate student enrollment for an institution of its size and stature. We recommend the</p>	<p>1. Following an assessment of AA strategic investment and budgetary needs, including library, student advising, operating, equipment, materials, and professional development, develop a fee proposal adequate to provide significant additional support to AA.</p> <p>2. Request fee increase via CSU/CSUF process, if possible indexing fee as a percentage of tuition, sufficient to provide funds to meet current structural deficits and future strategic investment needs.</p> <p>1. Identify new graduate program opportunities working with deans and department chairs.</p> <p>2. Perform market research to evaluate potential for new</p>	<p>Within Next 1-2 Years</p>

<p>university provide incentives in the form of direct tuition-sharing at the AA level for academic departments to plan and institute new graduate programs. Graduate tuition yields significantly higher revenues for the university; these programs will benefit both students seeking credentials beyond the baccalaureate level and the university.</p> <p>c. <b>increasing international student enrollment, a process that will be accelerated through expanded graduate program offerings.</b> Given its diverse faculty and student body, and its location in a major seaside metropolitan area, CSUF is poised to benefit from improved international student enrollments as the U.S. eases visa requirements. These students pay tuition at premium rates that we recommend are shared by the university with AA and its colleges.</p> <p>d. <b>leveraging recent changes in faculty, current student and prospective student experiences with online learning to expand online course offerings to students.</b> Given CSUF's high levels of part-time and working students, increasing asynchronous course offerings may open up new opportunities for students and faculty alike. In the last year of nearly exclusive online instruction, faculty and</p>	<p>graduate enrollments.</p> <ol style="list-style-type: none"> <li>3. Develop curriculum and obtain approval through CSUF, CSU and accreditation review processes (if applicable).</li> <li>4. Fund marketing and promotion for new programs.</li> <li>5. Recommend 4-way tuition revenue split to include central administration, provost, deans and departments.</li> </ol> <ol style="list-style-type: none"> <li>1. Identify programs with high potential for international student recruitment, based on current international student enrollment and market research, and develop marketing strategies for promoting these programs in international student markets. International faculty can play key roles in promoting international outreach efforts.</li> <li>2. Promote programs and evaluate efficacy of marketing and outreach efforts.</li> <li>3. Negotiate revenue shares with the university.</li> </ol> <ol style="list-style-type: none"> <li>1. Identify programs and courses with high demand potential for part-time students (particularly working and nontraditional students). Graduate programs, summer and interterm courses are prime candidates for online offerings.</li> <li>2. Develop and implement marketing strategies for new programs and course offerings.</li> <li>3. Evaluate efficacy of marketing and outreach efforts as</li> </ol>	
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<p>students (including incoming first-time students) have increased comfort with online pedagogy not limited by available classroom space, transportation access or work schedules. This strategy will enable CSUF to increase course enrollments without increasing campus footprint or classroom space, both a capital cost avoidance and operating cost savings, increasing net margin.</p> <p>e. <b>Allocating a portion of vacant salary savings among varying organizational levels within AA.</b> Currently these funds remain within the colleges or academic departments. We recommend that salary savings be pooled at the Provost and colleges levels. We further recommend that CSUF adopt the principle of all vacant faculty lines reverting to the Provost for potential reallocation based on changing college resource needs. The PARMO would manage pools on behalf of the Office of the Provost. Salary savings are currently used to fund operating and equipment costs in the colleges, in addition to replacement term faculty. This is a major weakness in AA's current budget structure across every unit. A component of the PARMO's initial budget development work should be to determine appropriate recurring expense budgets and fund these through reallocations or new revenue streams such as the increased IRA fee.</p>	<p>reflected in program and course enrollments.</p> <p>1. Through the existing process of verifying faculty complements, identify vacant faculty lines. Determine whether position will remain with current department or be pooled for reallocation.</p> <p><i>Recommend the PARMO determine pools on a position-by-position basis, based on department and college resource needs.</i></p>	
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<p>f. <b>a similar cultural change we recommend, for the benefit of campus efficiency in serving a growing student population, that classroom space assignments be managed by the Registrar in conjunction with PARMO, college budget managers, and department chairs.</b> Class size and scheduling is critical not only to the student educational experience and faculty pedagogical approaches, but also to university revenue streams supporting all institutional functions. Department incentives to optimize faculty productivity can be used to soften the implementation of such a transformation. Department incentives to optimize faculty productivity can be used to soften the implementation of such a transformation. Related to these changes, faculty workload reporting should be standardized and comprehensive (all inclusive) across the division.</p> <p>g. <b>indexing library funding to enrollment growth and new programs (e.g., new graduate programs).</b> This indexing may be accomplished within PARMO utilizing fee or other revenue streams. Total salaries and wages in the library budget were 23.6% below the peer average in 2019 compared to 21.4% below the average in 2017, reflecting a slight gain although CSUF remains significantly underfunded by</p>	<p>1. Options:</p> <ul style="list-style-type: none"> <li>(a) Identify colleges and departments demonstrating best practices in classroom utilization based on percentage use and capacity.</li> <li>(b) From professional resources such as AACRAO, identify and implement best practices in classroom utilization.</li> </ul> <p>1. Determine appropriate level of funding based on peer comparisons and identify funding sources to bring CSUF library to at least the same funding level as peers.</p> <p>2. Develop and implement student headcount based budget indexing strategies tying library funding to total enrollments.</p> <p>3. Evaluate library spending compared to peers and adjust baseline funding as needed based on comparisons.</p>	
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<p>comparison to peers. Examining total expenditures in all categories, CSUF dropped from 13.4% below the peer average in 2017 to 19.6% below the peer average in 2019. During this period only CSUF reduced total library spending and if this trend continued in 2020 will rank at the bottom of the peer list.</p>		
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**ADDITIONAL OBSERVATIONS – SUMMER, RESEARCH AND ADVANCEMENT**

In addition to the foregoing, there are three areas for which we wish to make suggestions that do not rise to the level of “key recommendations” but which we would feel remiss not to mention. The first of these is the potential for CSUF to increase its graduation rates and revenues through increased summer program offerings. Particularly as an institution serving part-time students – whether as working, degree completers or other nontraditional students – summer sessions provide students with opportunities to achieve their educational goals. For its size, CSUF provides its students relatively few summer course offerings. We learned in interviews that nevertheless some summer courses are actually money-losers for the university, as course enrollments are not sufficient to cover instructional costs. In a similar faculty union environment, within the Pennsylvania State System of Higher Education, over the past decade our institutions have seen significant growth in both interterm and summer course offerings with substantial resulting financial benefits to our institutions. Through agreements with our local faculty unions, our universities are ensured that course revenues will exceed costs. These arrangements provide faculty a means to supplement their annual salaries, students a means to improve their progress toward graduation, and the university a means of increasing both its efficiency (through utilization of its infrastructure) and revenue generation. Our institutions are, in effect, evolving toward year-round educational offerings. We encourage a comparable entrepreneurial approach to summer programming provided it is permitted by the faculty collective bargaining agreement and CSU systemwide rules governing summer programs.

The second area for which we wish to comment is CSUF’s research enterprise. Reviewing historical information about CSUF’s research programs, there has been a steady decline in the total volume of research activity (see table below). Incentives for faculty writing grants or performing research or scholarship vary widely among the colleges within AA. For the size of CSUF and caliber of its faculty, the total research activity is low. Faculty release time for research activity appears to us to be out of line with these relatively low levels of research activity. Our recommendation (above) for a full accounting for faculty workload may partially address this potential issue. Beyond this, however, as an HSI with a stellar reputation for serving students and highly accomplished faculty, CSUF is potentially missing out on significant extramural funding to support its students and faculty.

Importantly, within the Research and Sponsored Projects Office itself, one individual is responsible for all IACUC, IRB and research compliance activities within the institution. We believe this represents both a potential reputational and financial risk for the university given the high levels of compliance expected by Federal and other funding sources, and the high public visibility that typically accompanies lapses in compliance. Some level of supplemental staffing or cross-training to ensure consistent oversight of these critical areas would be prudent.

**Total R&D Expenditures**

<i>Thousands of Dollars</i>										
	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010
<i>California State U., Fullerton</i>	7,173	6,348	5,510	5,755	5,611	7,919	18,478	22,222	28,186	21,776

*SOURCE: National Center for Science and Engineering Statistics, Higher Education Research and Development Survey.  
Downloaded 2021/03/14*

The third and final area we wish to comment upon is institutional advancement. A consistent theme noted by deans was the success and financial importance of their collaborations with University Advancement. In these collaborations Advancement and AA share the cost of college-based advancement officers who work with both AA deans’ offices and Advancement to research, cultivate and close on gift prospects. CSUF’s 7 year campaign is at 85% of its \$200 million goal (details are shown in Appendix H) and the university realized the most successful fundraising year in its history in 2019-20. A potential improvement on the model that we heard from both AA and Advancement is that an additional gift officer could generate additional gifts in excess of the costs associated with the additional position. To the extent such gifts might offset operating costs for AA such investment(s) made from operating funds would be budgetarily positive.

**\*\*\*\*\* END OF REPORT \*\*\*\*\***

## **SUPPLEMENTAL MATERIALS**

The following materials are provided to assist CSUF in the assessment and implementation of the foregoing recommendations. These materials are not part of the NACUBO report in response to CSUF Purchase Order No. 24381 (including change order) but are supplied on a collegial basis.

### ***Supplement 1. Five-year budget model***

Originally developed for use by George Mason University to inform its central budget planning discussions, this framework has been used at multiple public universities to develop and track budget plans over multiple fiscal years. While past actual activity ties to audited financial statements and the current budget ties to approved budgets in central administrative systems, five future plan years are based on a series of assumptions including enrollment rate and volume changes, program additions or eliminations, and other change factors. The model includes the presentation of five prior years' actual activity to assist in the assessment of future projections and trends. While limited to the Educational and General operating budget, this model has proven helpful to explaining complex financial relationships to nonfinancial audiences.

### ***Supplement 2. Instructional cost tool***

This report is adapted from Pennsylvania State System of Higher Education (PASSHE) business intelligence reports linking instructional revenues and costs, and is used at the institutional level to evaluate academic programs, departments, and courses that generate revenues in excess of fully burdened costs (i.e., including indirect costs) and those that require subsidies beyond the attributable levels of state appropriation support. Institutions and provosts use this tool to evaluate financial performance of colleges (departments, etc.) and to inform decisions about where to invest or disinvest instructional resources. Through the efforts of the PASSHE IT team, which designed the analyses in consultation with system Chief Academic Officers and Chief Financial Officers, these reports are generated from transaction-level accounting system data.

### ***Supplement 3. Budget request template samples***

Supplements 3.1-3.4 outline an annual budget process including departmental templates tying budgets to institutional strategic objectives.

### ***Supplement 4. Productivity Academic Budget Model***

This example from Oregon State University describes their internal process, organizational culture considerations, and conclusions for moving to a productivity-informed academic budget model. CSUF may wish to consider having similar internal discussions among AA constituents as it designs and implements its own multi-year budget plans.

### ***Supplement 5. Full Operating Fund Presentation***

This summary presentation of actual institutional financial activity for all funds attributes all revenues to the units that generated them, and allocates overhead costs to these same units. There are many variations on the "responsibility-center management" or RCM model used widely

by higher education institutions. “Admin & Support” costs supporting the institution overall are allocated by formula to areas that generate revenues. As this sample illustrates, some colleges generate surpluses while others produce deficits. In most RCM models, units generating surpluses are permitted to retain some or all of their surpluses, thus creating incentives for more economically efficient academic operations. We include this supplement to illustrate alternative ways of conceptualizing and presenting financial data within Academic Affairs at CSUF. Currently Education and General financial reports within AA at CSUF focus almost exclusively on expenses and do not include revenues associated with those expenses. This model adds an additional layer – indirect costs – associated with college operations.

***Supplement 6. NACUBO Function Codes, Titles, and Definitions***

Program identifiers used in Integrated Postsecondary Educational Data Systems (IPEDS) reports are based on these accounting definitions maintained by the National Association of College and University Business Officers (NACUBO).