# CCL Outlook: Newsletter of the Council of Chief Librarians California Community Colleges

## News from the president:

April is a very busy time of the year. We have our CCL elections, host the Deans and Directors Meeting on April 25th and finally there is the second installment of the SLO workshop in Walnut Creek on April 30th.

I will be attending a hearing on the Community College Budget in Sacramento on May 23rd. I have been in touch with Jonathan Lightman of FACCC. FACCC is trying to organize a meeting between legislators and community college people before the hearing and I will be there if it happens.

That is it for now. See everyone in Sacramento

Jim

### The Relationship Between CCL and the Chief Instructional Officers Organization

The President of CCL represents the libraries at the CIO Board meetings, where he/she has the opportunity to voice opinions, explain library issues, etc, during the meetings. CCL also has a spot on their agenda along with other groups to outline any library issues that need to be discussed with the CIOs. The CCL President reports back through our communication channels any issues that the CIO board would like the libraries to address.

The CIO Board is made up of 10 representatives from the same regions as CCL. Each year, a CIO is elected as the president elect. For one year, the president elect works on the two CIO conferences and generally prepares to take over the next year as the president, which also for one year. This year's president is Lori Gaskin from Lake Tahoe CC while the president elect is Pam Eddinger from Moorpark College.

The CIO Board President sits on the State Consultation Council, which is the major group that advises the State Board of Governors and the Chancellor's Office on policy issues. Therefore, the CIO president represents libraries on the Council. For more information on the Council, please go to the website: http://www.cccco.edu/SystemOffice/ConsultationCouncil/tabid/522/Default.aspx

The CIO Board hosts a website at: http://www.ccccio.org/. On the website, the president writes a monthly column and there is a link to their newsletter. Interestingly enough, a CIO did an informal survey on library directors and the results are linked on the CIO home page. The survey asked the following questions.

Is the Library Director:
1. Faculty or Administrative Position
2. If faculty, months per year
3. Classification
4. Other areas of responsibility assigned to this position
5. Salary Range

25 colleges responded and 14 directors are administrators while 10 were faculty members.

Check it all of the results at: http://www.ccccio.org/documents/LibrarySurveyCIOs03-08_000.pdf

**Membership Update for 2007/2008:**

CCL has 101 member renewals out of 109

There's still time…

Contact Gregg Atkins -- atkinsg@dixonlibrary.com --with your renewal

*Do you have questions?   Suggestions?    Issues you want addressed?*
*Contact your CCL Executive Board: 2006/08*

**President:** Jim Matthews (Chabot College)
    **Northern Regional Representatives:**
        East Central: Susan Walsh (Merced College)
        Northeast: Dr. Luozhu Cen (Butte College)
        Northwest: John Koetzner (Mendocino College)
        San Francisco/East Bay: Cherry Li-Bugg (Los Medanos College)
        Southwest Bay: Lorrita Ford (College of San Mateo)
    **Southern Region Representatives:**
        Desert: Jon Fernald (College of the Desert)
        Los Angeles: Mary Ann Laun (Pasadena City College)
        San Diego/Imperial: Mary Hart (San Diego Miramar College)
        Southcoast: Carol Welsh (Cypress College)
        West Central: Mimi Collins (Taft College)
    **Additional Members:**
        Executive Director: Gregg Atkins (Dixon Public Library)
        CCL-EAR Chair: Tim Karas (Mission College)
        CCL/CC League Consortium Liaison: Sarah Raley
        Chair, Library & Resources Advisory Committee: Dan Crump (American River College)
        Outlook & Website Editor: Johanna Bowen (Cabrillo College)

# Focus on a Librarian's Professional Development Leave

(Contributed by Mary Camille Thomas, Foothill College)

At Foothill College, faculty members are entitled to a year of professional development leave, commonly known as a sabbatical, after working for the district for six years. The idea of a sabbatical year actually goes back to ancient times when Yahweh commanded the Jews to refrain from sowing their fields every seventh year, which was "to be a year of rest for the land" (Leviticus 25:5). In modern times, the sabbatical has become a great perk for academics, yet for a long time I didn't consider taking advantage of it. An art professor can paint in Florence on her leave, an English professor can hang out in cafes writing poetry, but what would I do? However, if you're anything like me, you have a half dozen continuing education websites bookmarked, an ever-growing list of professional reading, plus several projects of the important but not urgent type that you can never seem to squeeze into your schedule. When I became eligible to apply for a leave, it took me about ten minutes to propose a plan of study that would benefit the district and its students, and my leave was approved for the following year.

I also needed to decide whether to take a whole year at once or divide it up in quarters and thus stretch my leave out over three years. Many faculty choose the first option. "Something indescribable happens in February," and "you get away with a capital A" they argue. I, on the other hand, hoped that I could minimize the impact on the library by being absent for only three months a year, and, to be honest, I was also afraid that it would be too hard to come back after a whole year away!

Having just returned from my first quarter off, I can report that sabbaticals work. First, I am better prepared for my responsibilities as collection development librarian. During the winter I read books about collection management and wrote an annotated bibliography, gathered collection development policies from other California community college libraries (thank you to the librarians at Long Beach City College, MiraCosta College, Sacramento City College, Saddleback College, San Joaquin Delta College, and Santa Ana College!), took an online ACRL course on "Electronic Collection Development for the Academic E-Library," and drafted a revision of Foothill's collection development policy. But more important, the sabbatical restored me in body, mind, and spirit. Here's what I learned along the way that helped make that possible.

I set aside at least an hour each day to work on the projects I had committed to in my proposal. This way the work never felt overwhelming, and I knew I would complete it in a timely way. Also hanging over me, however, was a long list of personal to-dos that I'd been accumulating ever since I started working at Foothill. After two weeks of working longer hours than I typically did at my job, I finally followed the advice of a friend and let go of the list. "One task a day" became my motto, and I dove into what a sabbatical is meant to be. The days stretched before me like fallow fields, and I now had time to read novels, ride my bike instead of driving my car, and make soup on a rainy afternoon. Ideas that popped into my head during my weekly writing class evolved into poems and essays instead of fading into oblivion the way they do when I'm working. Knowing that the leave was finite made it

precious, and I consciously reminded myself on a regular basis how lucky I was to have this time of rest.

There is one thing I would do differently. When I left work in December, I told my colleagues I would check my email at least once a week, but in hindsight, this connection to the workplace made it hard to "get away with a capital A." Nothing arose that my capable colleagues couldn't handle without me, and in the future I'll follow the example of other faculty and set up an automatic email response explaining that I'm on leave and unavailable.

Not to be outdone by my art professor friends, let me conclude by saying that I did manage to fit three weeks in New Zealand into my leave. Thanks to the Internet, it's pretty easy to take an online class down under!


## A Few Days in the Life of a OCLC Members Council Delegate
.                                                   **(Contributed by Mary Ann Laun, Pasadena City College)**

I was happy to be elected to the OCLC Members' Council since I had only served as a replacement for Vickey Johnson when she was elected to OCLC's Board of Trustees. It was a short term and I barely got my feet wet!

Western delegates travel most of Saturday to arrive in Dublin so that they are ready for the 8am Sunday morning meeting of the Western delegation. As busy as we all are, I, like many of the delegates, read on the plane the various documents and background information needed for the meetings. Sometimes it is topical like the E-Content report and sometimes it is more of an adminstrative nature, like the ongoing governance study and the study on the OCLC/vendor relationships. I always take my laptop since most of the information is on the Member's Council working page.

Sunday morning we traditionally meet with just our Western delegation to discuss issues of concerns as well as provide background information about ourselves and our libraries and our statewide activities. This is a great way to meet people so that you feel connected as you immerse yourself in the various meetings. At noon we break and we are free until 5, when the buses leave for the OCLC campus.

After introductions of the OCLC Board of Trustees as well as the Members' Council officers, and OCLC staff, there is official council business followed by a keynote speaker. The keynote speaker this year was Stephen Abrams (Sirsi's Vp of Innovation) who's topic "Information 3.0--What's next" was definitely provocative, to say the least. He seemed irritated tonight at the slow pace at which libraries are moving, or the inertia that slows the rest of the pace driving the social networking environment.

So I spent a year playing with new technologies, and here I am looking at a list of over 30 things I hadn't heard of...such it is when Stephen Abrams (from Sirsi) speaks. He ran through his PowerPoint and my notes were jagged...it was a wild ride through the wide array of 2.0 and 3.0 innovations. There was no mistake that he was frustrated by the naysayers that stand in the way of moving forward.

So, Twine, Schoolrooms, Open Crochet, Podzinger, J2EE, Active Worlds, JSR168, Zotero, Ning and Mozeta are a few of the things I will check out. I just finished today John Kotter's management book/fable called Our Iceberg is Melting, and as Stephen spoke, I couldn't help but draw the parallels to Kotter's first two steps: He set the stage with an urgency that was undeniable; He looked to us as a Guiding Team. Now the develpment of the vision and strategy is up to us to create a new culture.  More to come...

## Academic Senate for California Community Colleges (ASCCC)
**(Contributed by Dan Crump, American River College)**

The ASCCC represents the faculty of the California Community Colleges in "academic and professional matters." These items are known as the "10+1" and include:

> *Curriculum, including establishing prerequisites.
> *Degree and certificate requirements.
> *Grading policies.
> *Educational program development.
> *Standards or policies regarding student preparation and success.
> *College governance structures, as related to faculty roles.
> *Faculty roles and involvement in accreditation processes.
> *Policies for faculty professional development activities.
> *Processes for program review.
> *Processes for institutional planning and budget development.
> *Other academic and professional matters as mutually agreed upon.
> (Title 5, section 53200)

The ASCCC recently (April 17-19) concluded its Spring Plenary Session at the SFO Westin in Millbrae.  The first two days of the session consist of breakouts on a variety of topics of interest to faculty---assessment in English, math and ESL, student learning outcomes, accreditation, Disciplines List---minimum qualifications/equivalency/eminence, noncredit, transfer, student equity, career technical education, textbooks, and the Basic Skills Initiative. On the last day of the session, delegates vote on resolutions that will shape the positions and actions of the ASCCC. The full text (all the "whereas" and "resolved" sections of the resolutions will soon be on the ASCCC website at www.asccc.org

There were several resolutions adopted that should be of special interest to librarians---resolutions 9.06 (information competency), 16.01 (libraries and the Basic Skills Initiative) and 19.02 (role of library faculty in shared governance.  The "resolved" sections of each of these resolutions are listed at the end of this article.

It was also the time for the election of officers and representatives to serve on the ASCCC Executive Committee for 2008-09.   I was privilege to be re-elected to the position of Secretary for the ASCCC.  In addition, several of my librarian colleagues stood for election to the Executive

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Committee---Catherine Cox (Mission College) and Evelyn Lord (Laney College) and Catherine was elected to the position of At-Large Representative to the Executive Committee. Congratulations to both Catherine and Evelyn for their commitment to serving the faculty of the California Community Colleges at the state level.

**One final note that will be of interest to librarians**.  This last February, the ASCCC held its first-ever professional development institute for counselors.  It was so successful and well-received that the plans are to have a similar institute in 2009.  It has been proposed (and tentatively agreed upon) by the ASCCC Executive Committee that the focus of the 2009 institute be on professional development issues and information for both library and counseling faculty.  I expect that the ASCCC Counseling and Library Faculty Issues Committee will be in charge of this Institute.  I look forward to working with them on this to provide an important professional development opportunity for California Community College library faculty.

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**Selected Resolutions from the ASCCC Spring 2008 Plenary Session**

**9.06    S08    Support for Information Competency (Catherine Cox, Mission College)**

Resolved, That the Academic Senate for California Community Colleges urge local senates to ensure that students demonstrate information competency; and provide advice and assistance to local senates that seek to institute new requirements in information competency; and

Resolved, That the Academic Senate for California Community Colleges update the position paper *Information Competency in the California Community Colleges* to reflect the current status of information competency education statewide.

**16.01   S08    Inclusion of the Library in Effective Practices for Student Success (Evelyn Lord, Laney College)**

Resolved, That the Academic Senate for California Community Colleges encourage colleges to include librarians in discussions and development of Basic Skills Initiative plans;

Resolved, That the Academic Senate for California Community Colleges disseminate to California Community Colleges information on ways to incorporate appropriate library activities into Basic Skills Initiative plans; and

Resolved, That the Academic Senate for California Community Colleges request that the Basic Skills Initiative Steering Committee incorporate appropriate library activities into the assessment tool and effective practices portion of any future editions of *Basic Skills as a Foundation for Student Success in California Community Colleges*.

**19.02   S08    Support for Library and Counseling Faculty Participation in Participatory Governance and Professional Development (John Stanskas, San Bernardino Valley College)**

Resolved, That the Academic Senate for California Community Colleges support the value and inclusion of counseling and library faculty in participatory governance processes; and

Resolved, That the Academic Senate for California Community Colleges oppose the efforts of some districts to disenfranchise library and counseling faculty by local contract negotiations or in any other way that is incongruent with faculty participatory governance obligations and professional development opportunities

## CCL-EAR Committee

If you have ever wondered if or when the CCL-EAR Committee reviewed or discussed a database, here's a resource for you. The Master List of EAR Reviews is a spreadsheet that includes not only the databases that are currently offered, but also those that were discussed by the Committee. Depending on the status of the product, links are included to the current offer, the review by the Committee, and/or the minutes of the meeting where it was discussed.

Anyone who would like to suggest a database for the Committee to consider, forward your suggestions to your regional representative (for a list of Committee members: http://www.cclibraries.org/committee/members.html ) or to Consortium Director, Sarah Raley. Even if the product was considered before, feel free to ask that it be reviewed again. Products and needs do change and the Committee values your input. **(Contributed by Jean Smith, Electronic Resources Librarian, San Diego Mesa College)**

## CCL EAR Committee's Meetings are open to all librarian

When: May 8 and May 9                                                              Time: 1pm to 5pm (5/8); 9am to 3pm (5/9)                                          Where: Hilton Oakland Airport

## Community College Library Consortium News
**(contributed by Sarah Raley, Consortium Director)**

### What are Counter Statistics?

Launched in March 2002, COUNTER (**C**ounting **O**nline **U**sage of **N**etworked **E**lectronic **R**esources) is an international initiative serving librarians, publishers and intermediaries by setting standards that facilitate the recording and reporting of online usage statistics in a consistent, credible and compatible way. The first COUNTER Code of Practice, covering online journals and databases, was published in 2003. COUNTER's coverage was extended further with the launch of the Code of Practice for online books and reference works in 2006. The body of COUNTER compliant usage statistics has steadily grown as more and more vendors have adopted the COUNTER Codes of Practice. This has contributed to the new discipline of usage bibliometrics and a great deal of work is underway to try to establish value metrics associated with usage, in which the COUNTER compliant statistics play an increasingly important role. The database vendors are in the process of being audited to assure that they meet the standards for reporting usage.

For more information on the statistics and vendors that are compliant related to the project, see

http://www.projectcounter.org/compliantvendors.html

Section 1 includes database vendors that are compliant with the standards. Section 2 includes ebook vendors that are compliant with the standards.

## Consortium FAQ (continued)

**The Community College Library Consortium** has a blog. Take a look at http://www.cclibraries.org/blog/. You can even sign up for the RSS feed to have the information delivered to your desktop.

**What is the financial status of the Consortium?** The average California community college for orders placed through the consortium was $46,551 between July 1, 2006 and June 30, 2007. Seven California community colleges spent over $100,000 on orders for electronic products through the consortium. The colleges that spent in excess of their TTIP allotment most frequently indicated that lottery revenues were the additional source of dollars.

## The Pasadena City College Shatford Library

invites the community to take part in a celebration on May 13 to commemorate the receipt of the *2008 Excellence in Academic Libraries Award* from the Association of College and Research Libraries (ACRL).

The award recognizes the staff of a college, university, and community college library for programs that deliver exemplary services and resources to further the educational mission of the institution.

The PCC Shatford Library won in the community college category and was the only community college in the nation to win this award. The library was recognized for continually working to enhance students' experiences.

Each winning library will receive $3,000 and a plaque, to be presented at an award ceremony held on each recipient's campus. The winners also will receive special recognition at the ACRL President's Program during the American Library Association (ALA) Annual Conference on June 30, in Anaheim, Calif.

ACRL is a division of the American Library Association, representing 13,000 academic and research librarians and interested individuals.

**Moodle, Facebook, Twitter, and Teaching Online,** Contributed by Kenley Newfield, Santa Barbara City College

I have just completed my third semester of teaching Information Literacy online at Santa Barbara City College. This institution had the wisdom to make information literacy a graduation requirement two years ago, thereby demonstrating its commitment to the student and the recommendations of Academic Senate for California Community Colleges. The class is 100% online, thereby exposing many students to the online environment who may not have normally enrolled. Students take the 1-unit class as credit/no-credit. This is a reflection on some of my experiments. WebCT Logo

During the first two semesters, the course was offered using Blackboard's WebCT product - our campus supported system. Though I tried to incorporate Web 2.0 features, I felt challenged by the WebCT tool. In particular, the discussion boards and the time it took to just to get to the class were unsatisfactory. Therefore, in Fall 2007 I experimented with Facebook and our library's MediaWiki instance, in addition to using WebCT, in an effort to energize the course and the content. The freshness of FacebookFacebook, the ease in which to post media such as video, links, and video were a big plus. In order to provide some semblance of privacy, students needed to use their campus email in their Facebook profile and be part of the Santa Barbara City network before gaining access to the group. This proved to be a significant challenge for some students. The second challenge with Facebook was the lack of threaded discussions. This proved to be a significant challenge for the teacher. To make matters worse, students needed an account on the MediaWiki instance so I could track work by student. Requiring a user name and password for three different systems was a mistake and, as a result of these difficulties, I went in search of a third solution.

A new dean for the online college started in Fall 2007 and he gave a big pitch for Moodle. I took one look and realized this was the solution for Library 101. With its quickness, its ability to easily integrate new tools, and its integrated wiki, a solution for student success appeared. The students found learning in Moodle much easier than learning in WebCT. I incorporated Skype and a Meebo widget so students could quickly and easily reach me - and they did! One particular element of the Moodle discussion tool allowed me to have students make a post, based on a prompt, without seeing any of their peer posts first. This added an element of original thinking and less of the "me too" syndrome.

The course covers the basics of information literacy as outlined by ACRL, including a guest lecture from our School of Media Arts on visual literacy. Since I am big on new tools and like to experiment with the latest trends, I provided some extra credit for students using these new tools. For example, one extra credit assignment asked students to create a Twitter account and then follow the Luria Library and myself. Students were asked to make a minimum of 10 posts and follow an additional five people. Though it was an experiment this semester, in coming semesters I would like to explore this further as Twitter becomes another source for information gathering.

Finally, a comment on the students. Since the majority of students fulfill their information literacy requirement in our college English class, the students who enroll in Library 101 are usually transfer students who completed college English elsewhere or students who were not successful in our college English class. For many students, this is their first online class and my job is to set them at ease early in the term so they can be successful. Though pass completion in an online class is often lower than an on-ground class, I am hoping that the incorporation of new tools that engage the student and provide immediate response will increase student success. Our next course offering begins on June 16 and runs for 8-weeks. If you are interested in enrolling, please apply online. If you are a librarian who is interested in auditing, please send me an email (kenleyneufeld | gmail.com) and I'll let you know how to gain access.

## Santa Barbara City College        (contributed by Kenley Neufield, SBCC)

The Luria Library has experienced some dramatics shifts since 2005 and I would like to honor those across campus - students, faculty, administrators, staff - who have supported us and have been an advocate for our services. In particular, the faculty who bring their classes to the library and/or send students our direction. It is an exciting time and it is my opinion that the current library staff is of the highest caliber and in the Fall we will welcome another new librarian.

So, a big **THANK YOU** goes out to all those supporters and advocates.

If you have not visited us lately, you may be surprised by the changed environment and energy. In addition, the library web site has become a portal for us to interact with students, faculty, and staff through blogging, wikis, and instant messaging. We have hosted poetry readings, Diversity Dialogues, and the Day of the Dead exhibit. Despite the high demand for electronic resources, other changes include the dramatic increase in physical library visitors. The numbers below represent the counter on one of our two entrances.

<div align="center">

February 2006 - 29,613
February 2007 - 51,599

# February 2008 - 64,307

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We've gone from an average of 1,480 per day to an average of 3,062 per day. Some may think it is simply because we have a coffee shop in the library, but according to Food Services, they sell only 100 drinks per day. The math just does not reflect this assumption! In fact, a recent non-scientific survey found 59% of students stated the number one reason for coming to the library was for study/research; computer access taking another 28%. We are stunned and thrilled by this change in culture.

## Technology Note:

I use this great program called Jott to capture all those things I need to jot down whether I am in the car, at the market, or at home. Jott.com is a free software that takes my recorded voice and transcribes it into an email...and I can also send a JOTT to other people as well. It is better than leaving a message since the message can be easily misplaced or deleted and an email keeps a nice record. A new feature is that I can call JOTT and send a message to post to this Blogger account. Very cool especially for people who have too many irons in the fire! Log on to Jott.com and set up your  account.  Then program the Jott phone number into your cell phone.  Call Jott whenever you need a reminder.  (**Mary Ann Laun, Pasadena City College**)

## New Collection Development Discussion List

For a long time now I have been wishing there was an excellent discussion list for talking about collection development, an urge which was furthered by moves my institution is making towards collaborative CD, and the fact that I spend so much of my time thinking about how to do it better/easier/more efficiently. (I have 12 half written blog posts on collection development topics!) And I've had no place to listen, learn, share, discuss. So, I created a new discussion group for the topic.

If Collection Development is something you think about, and you are looking for avenue for sharing and learning, please consider joining the new Collection Development Google group (aimed at academic librarians) at http://groups.google.com/group/collectiondevelopment

Possible Topics:

- selecting materials outside of expertise
- allocating resources
- evaluating resources
- collaborative collection development
- the role of materials in 21st century libraries
- weeding
- collaborating with professors
  What are you thinking about?

> Rudy Leon
> Instruction & Collection Development Librarian
> College Libraries     SUNY Potsdam
> http://www2.potsdam.edu/leonre
> http://www.deepening.wordpress.com

## What's New in the Southwest Bay Region?

**Evergreen Valley College,** Writer Andrea Fernandez of eZine Mental Floss says, "Each college needs something to make them stand out, whether it's a famous grad, a spook legend, or an awesome architectural wonder." After scouring the country, and indeed, the world, for cool college buildings, Fernandez picked 10 landmarks that "just might inspire you to go back to college," and EVC's spectacular Library, designed by Steinberg Architects, was among them.

**College of San Mateo Library** held its 3rd annual Pizza Spring Weeding Party on Friday, April 18. At least 25 faculty from a variety of disciplines participated.  The Library Studies instruction program has been put on viability review due to a pattern of low enrollments. A campus committee will  review the program and make recommendations about strengthening the program or possibly removing it from the curriculum. College of San Mateo held a

Gaming Night as part of National Library Week activities. We partnered with a local game company and set up projection screens and Xboxes. We played Guitar Hero and other fun stuff. The Library is also hosting a Trivia Game with. In May the library will host a faculty-staff author reception and lunch to recognize published authors among our faculty and classified staff.

**Cañada College** is in the process of reviewing applications for a new librarian position which will start in the fall.

**Gavilan College's** librarian Jo Anne Howell will retire from Gavilan College on May 23, 2008 as the Distance Education Coordinator.   A librarian by training, Jo Anne served as the Reference/Technology Librarian from 1996 to July 2001. Prior to 1996 she worked as an adjunct librarian at Cabrillo College.  She was extremely innovative in her teaching in library and information competency, and pioneered the use of online modules in teaching; her assignments often required students to compare differing views on a topic and to think critically. She was instrumental to the 1998 Chancellor's Office "The Information Competency Plan" grant and participated with enthusiasm in all following state and federal grants on information competency. In 2001, Jo Anne was reassigned to be in charge of the distance education program. Under her guidance the program at Gavilan went from 2 courses in fall 2001 to over 50 online courses today, and a dozen more hybrid and enhanced courses. Her enthusiasm and encouragement motivated us to expand and develop ideas into new or revised courses. Her technical skills were superb; she keeps ahead of the curve in distance education, and insists on doing a first rate job in any project, large or small. She developed our first college-wide website, and has been the technology trainer on campus since 1998, active in all educational technology projects.
Jo Anne is a very talented, competent, productive and completely professional faculty. A great teacher, she works very well with faculty and students, and is concerned about their needs. We have nominated her faculty of the year - 2008.

**Mission College** had its accreditation team visit in March 2008. The library was the only department to specifically receive a commendation. The library received a commendation for its Information Competency course and Asian American Collection and Speaker Program.

The library hosted two speakers in April. Hiroko Fujita told traditional Japanese folktale to children from the child development center and to several college classes. Eddy Zheng was the featured speaker as part of the library's Asian American Speaker Program. Through grant funding the library established the Asian American Collection and Speaker Program in 2002.

Hiroko Fujita, April 9, 2008  *Folktales from the Japanese Countryside*  Mrs. Fujita tells country tales she learned in childhood from farmers and village elders. Professional storyteller Fran Stallings introduces each tale with a brief English synopsis; then Fujita-san tells in the traditional manner- in Fukushima dialect Japanese.

Eddy Zheng, April 17, 2008 *Other: An Asian & Pacific Islander Prisoners' Anthology*
Eddy, at age 16, was tried as an adult for robbery and sentenced to 7-life in prison. During his 19 years in prison he learned English, took self-help classes, earned a GED and a college

degree. The anthology he edited brings together the transformative experiences and individual revolutions that Asian American prisoners have undertaken. Eddy organized the first "Poetry Slam" at San Quentin State Prison.

**Cabrillo College** offered Library 18, Advanced Internet Searching, in an online format as a six week one unit course from 3/31-5/9/08.  The course, taught by Topsy Smalley, covers the "Deep Web," targeted searching, cluster search engines, techniques for improving search results, and how to build your own customized search engine.  The course was fully enrolled with a waitlist.

**Hartnell College** has three full-time faculty librarians, Jennifer Lagier Fellguth, Peggy Mayfield, and Bill Rawson. Hartnell College Library is fortunate to have six experienced, professional librarians as part of their instruction and instructional support team.
These six adjunct librarians.  Linda Plummer, Gloria Curtis, Rosalinda Rosario McNamara, Laura Padilla Berger, Thu Duong, and Liz Cecchi-Ewing who provide 40 hours of weekly service to students, faculty, staff, and community members.  These adjunct librarians play key roles in assisting students at Reference Services, teaching orientations and information competency sessions, leading library tours, offering library services to south county students, teaching self-paced courses, and performing collection development.  These librarians share a wealth of subject expertise and backgrounds that include experience in university, school, public, law, health science, and corporate libraries.