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ON THE busiest days, the library appears to be bursting at the seams with students. While an overflow crowd is a great problem to have, it does and will continue to present challenges and opportunities for us as the campus grows.

For more than a decade, there has been discussion of a library expansion and refurbishment. In the past few years, the proposal has moved to the feasibility study phase, which truly brought to life the vision of the future John M. Pfau Library, one that builds on the work of current staff, faculty, and library administration and those who came before us.

The proposal paints a picture of a library that maintains its core function and values as a provider of scholarly resources, research instruction, and library services, but that also partners with the Office of Undergraduate Studies to form a learning commons. The learning commons approach collocates essential student academic support units with library resources and services, but that also partners with the Office of Undergraduate Studies to form a learning commons.

The learning commons approach collocates essential student academic support units with library resources and services. This endeavor provides a more seamless research and writing process for students, strengthens existing partnerships between Undergraduate Studies and the library, and ultimately fosters further academic achievement and retention. The proposal also allows for current library denizens—Information Resources and Technology and Online and Distributed Learning—to plan for their future space needs and provides a permanent and suitable home for the campus administration.

The plan envisions a library that meets the needs of a changing and growing student body in an era of increased collaborative and cohort learning and extensive electronic resources and digital content creation. This requires infrastructure upgrades such as expansion of the number of group study rooms (including, smart rooms), computer-ready study carrels, an enlarged library instruction lab, and compact shelving to shrink the footprint of the print collection, while maintaining its accessibility.

While the library will increasingly move toward obtaining new materials in digital formats, the print collection will remain a viable and relevant resource as we intend to preserve our intellectual and economic investment in and access to the scholarship we own in print and other non-digital formats.

The refurbishment of the existing structure will redesign the circulation patterns of the building, which will reduce the current confusing labyrinth quality in navigating between the library proper, second floor classrooms, basement, and the Wedge.

Finally, the refurbishment will address issues that any building in its fifth decade faces, including upgrades to lighting, plumbing, elevators, power outlets, heating and cooling, and aesthetics, all of which will continue to make the library a welcoming and comfortable destination for serious scholarship, discovery, and support services for tens-of-thousands of students in the decades to come.
IN 2011, I was pleased to learn that the Pfau Library was one of the highest rated student support services on the CSUSB campus. However, we are not resting on our laurels! Our ongoing mission to transform ourselves into a library of the future, to support student and faculty access to the world’s knowledge, and to provide excellent library services that foster teaching and learning requires constant tending. We have, therefore, been very busy accomplishing many of the objectives necessary to our long-range strategic goals:

- Drafted a three-year plan to integrate information literacy into the CSUSB curriculum and provide assessment of student outcomes;
- Converted a number of subscriptions from print to electronic resulting in savings of several thousand dollars;
- Rebranded the former Music Listening Facility as the Library Multimedia Center. With the invaluable assistance of Academic Computing and Media staff, a high-definition, surround-sound, Blu-ray theater, with a 12-foot screen, and seating for groups up to 75, was installed in summer 2011;
- Implemented a redesigned library Web site;
- Implemented a group study room reservation system;
- Developed a mobile solution for access to library information and resources;
- Acquired several important archival collections;
- Established circulation and ILL services at the PDC library;
- Provided many well-planned and publicized programs and exhibits that attracted students, university personnel, and community members to the Pfau Library;
- Completed a needs assessment in collaboration with the Planning Department and several other campus partners for the refurbishing and expansion of the library building; and
- Implemented a laptop lending program.

This year, we plan to accomplish many more worthwhile objectives, such as:

- Conduct usability studies on the library Web site to inform future improvements;
- Launch the mobile library application, and begin development of version two;
- Begin integration of information literacy into the CSUSB curriculum;
- Implement a textbook reserve collection;
- Establish a special book collection on the literature and linguistics of the Inland Empire; and
- Continue to develop and improve the Library Multimedia Center.

I am excited about the many transformations taking place and look forward to the fruits of our labors benefitting students, faculty, staff, and community members. Thank you for your continued support!

“\textit{In 2011, I was pleased to learn that the Pfau Library was one of the highest rated student support services on the CSUSB campus.}”

People in the news

Cesar and Sue Caballero have a great-granddaughter! Kyleigh Nickole Nash (photo below) was born March 29, 2012 at 1:08 p.m. She was 7 lbs., 3 oz., 19.5 inches long. “Kyleigh fills our arms with love and our hearts with happiness!”

 lwona Contreras is the chair of the Young Leadership Council for Arrowhead United Way and was a panel presenter for LEAD projects at the HACU annual conference. She received President Obama’s Volunteer Service Award; the 30 Under 30 Latino/Native American Award; and was recognized (along with 23 others) by Assemblymember Wilmer Amina Carter’s office for “making a difference in our community.”

Les Kong was appointed to a 3-year term on the Board of Directors for the Friends of the Smiley Library in Redlands. He served as a WASC evaluator three times this year as well as the assistant team chair.

Risa Lumley was hired as the first professional librarian at the Palm Desert Campus.

Catrina Mancha celebrated her 5th wedding anniversary in October.

Bonnie Petry celebrated her 20th year at the John M. Pfau Library.

Kathleen Rezendes-Herrick’s father, George Rezendes, passed away June 17, 2012. The 93-year-old lifetime Redlands resident is survived by his wife of 64 years (Fay), two children (Kathleen and Don), seven grandchildren, and six great-grandchildren.

Jonathan Smith was hired as the systems/web services librarian.
Laptop lending

by Jonathan M. Smith

THE PFAU Library boasts many areas conducive to individual and group study, as well as wireless networking throughout the building. This is wonderful for students who own personal laptop computers and are willing to transport them. However, many students are unable to take advantage of this as they may not own a laptop, or may be unwilling to carry it to school. It is well known that many CSUSB students come from low socioeconomic backgrounds, and may not have access to a computer at home, much less a laptop that can be taken to class for note taking, or the library for research and study sessions.

At the start of the fall quarter the Pfau Library launched a new service—laptops for checkout! Forty MacBook Pro laptops are now available to students for borrowing at the Check-Out Desk. This exciting new service is made possible by the Vital Technology Student Fee. The VTSF committee of students, faculty, and staff assessed proposals and awarded funding. Students comprise the majority of the committee.

CSUSB students may check out a laptop for a four-hour period, which may be renewed one time for an additional four-hour period. Renewals are made in the last hour of the loan period at the Check-Out Desk. This is wonderful for students who own personal laptop computers and are willing to transport them. However, many students are unable to take advantage of this as they may not own a laptop, or may be unwilling to carry it to school. It is well known that many CSUSB students come from low socioeconomic backgrounds, and may not have access to a computer at home, much less a laptop that can be taken to class for note taking, or the library for research and study sessions.

The laptops are “dual-booting.” After a laptop is turned on, the user is presented with the option of using either Microsoft Windows or Mac OS X. These laptops are also stocked with the latest productivity software including: Microsoft Office (Word, Excel, PowerPoint), Web browsers, and multimedia editing software (Mac OS X only).

As there are a limited number of laptops available, they are loaned on a first-come, first-served basis. Students who borrow a laptop accept responsibility should it be lost, damaged, or stolen. Late fees are assessed hourly, and a full replacement fee will be charged when necessary. Demand for the laptops is extremely high, so we want to make sure that all students are given a fair chance to use one.

Several measures have been taken to improve the ruggedness as well as security of the laptops. Unlike many laptops on the market made with cheap plastic bodies, the MacBook Pro body is made from a single piece of aluminum, which increases durability. Solid state drives (SSD) were chosen to replace traditional hard drives, thus reducing the number of moving parts and further improving durability. A cable lock that attaches directly to the laptop is loaned along with a laptop. Similar to a bicycle lock, it can be used to anchor the laptop to a table leg or other secure item.

In addition to the laptops, the Vital Technology Student Fee also provided for six graphing calculators. Students may now check out a TI-89 Titanium graphing calculator for the Check-Out Desk.

Laptop FAQs

Can I take the laptop to class? Yes. Laptops may leave the library building. The person who checks out the laptop is responsible should it be lost, damaged, or stolen.

Can I keep a laptop overnight? No. The laptop and accessories must be returned before the library closes at the end of the day, regardless of the amount of time left on the loan.

Where will my print job go? Within the library, print jobs are sent to “Printer 3” which is located on the north side of the reference desk, on the first floor.

Can I place a hold on a laptop, or reserve one? No.

Can I save documents on the laptop? Not exactly. Any files saved on the laptop will disappear when the laptop is restarted. Be certain to save your files to a USB drive, or upload them to a Web service (such as Google Docs).

Software available on the laptops:

Windows
- Microsoft Word 2010
- Microsoft Excel 2010
- Microsoft PowerPoint 2010
- Internet Explorer 9
- Mozilla Firefox
- Google Chrome

Mac OS X
- Microsoft Word 2011
- Microsoft Excel 2011
- Microsoft PowerPoint 2011
- Safari
- Mozilla Firefox
- Google Chrome
- GarageBand (audio editing)
- iMovie (video editing)

Watch us grow!

by Rita Lamley

DURING THE past year, the Helene A. Hixon Information Resource Center on the Palm Desert campus has made several dramatic improvements, which although not visible, have laid the foundation for greater services in the future. Previously, our campus library collection was not fully integrated into the CSU library system, meaning that it was difficult to search our collection, and nearly impossible to borrow from it. We now have a remote module of the library circulation system, allowing for local check out and circulation of PDC materials, as well as interlibrary loan to and from the San Bernardino campus.

In addition, PDC is now a daily stop on the library courier’s route, further facilitating interlibrary loan service. The entire PDC collection is now cataloged and integrated into the CSU union catalog.

Also, this past year we added a library book return system, allowing our students—for the first time—to securely return library materials when the library is not open. All of these changes prepare the PDC library to better meet the needs of our current students, and to prepare our library services to meet the future.

Some additional improvements which students can see include the rotating art collection on display, and the coffee and tea now available in the library. In addition, our library serves as a proctoring center for CSU online students, as well as for local students who are taking online classes from other institutions.

This fall, the Hixon Information Resource Center is hosting a documentary film series at 6:30 in the evening on the first and third Thursday of each month, highlighting four films from the library’s Academic Video Online database.
Critical information literacy
by Barbara Quarton

Information=that which informs
Literacy=that which empowers

Critical Information Literacy: The Challenge of Practice
J. K. Emborg

FOR TWO decades, faculty, librarians, and educational administrators have studied and debated the position of information literacy in higher education. In recent years, several accrediting bodies have endorsed information literacy as an essential part of a liberal education. It seems like a good time to talk about what information literacy is and what it means to students coming of age in an information society.

Our library embraces a broad, contextual model of information literacy known as critical information literacy. While the traditional model focuses primarily on information retrieval skills and evaluation criteria, critical information literacy gives students a conceptual framework for how information works—how it is created and disseminated, how it changes over time, how it is gathered and stored or discarded, and how it can be found when needed. Critical information literacy can be thought of as a lens on the information world—a lens that reveals the connections in the rich diversity of thought across people, cultures, time, and circumstances. Students with critical information literacy recognize that information is made up of many truths, from many viewpoints, with many purposes.

Students who consider and understand the social nature of information are empowered to think independently and, when a critical information literacy paradigm is integrated into their college courses, to find a foothold in their discipline and contribute to academic conversations in thoughtful, socially responsible ways. Having developed this approach to information during their college years, graduates enter their chosen careers with the confidence to participate and enact positive change in their professions.

The library’s critical information literacy workshops are designed to introduce students to this way of thinking about information. Our blend of information literacy concepts and searching experiences allows students to immediately apply what they learn to their courses. Faculty can build upon it in their class assignments to help students recognize the value of others’ voices as they develop their own ways of thinking and knowing.

Our frosh/soph workshops are scheduled throughout the academic year, and faculty are invited to ask their students to attend. This beginning series of workshops introduces students to the deep Web, the information cycle, the subjective nature of credibility, and the value of attribution. When our junior year and capstone workshops begin in two to three years, we will introduce how academic discourse manifests in the different disciplines and how the information power dynamics inherent in our society impact the search for knowledge.

Our workshops are just one of many ways the library is working toward integrating critical information literacy into CSUSB campus life. For more information on critical information literacy or our workshop series, please contact Barbara Quarton, bquarton@csusb.edu or 537-7553.

Popcorn, Anyone?
by Les Kong

AS PART OF the library’s efforts to promote student and campus community engagement, the Library Multimedia Center has hosted and sponsored a number of movie screenings of topical interest:

On October 4, 2011, the library and the Association of Latino Faculty, Staff, and Students presented a screening of the film “Not in Our Town: Light in the Darkness.” This film is a one-hour documentary about a town coming together to take action after anti-immigrant violence devastates the community. Developed by the Working Group in 1995, “Not in Our Town” began with a PBS documentary that told the story of how people in Billings, Montana, joined together to respond to a series of hate crimes in their town. This simple, powerful story of people banding together struck a chord with audiences, and created a model that inspired viewers around the country to hold their own campaigns against intolerance.

On November 16, 2011, the library and LEAD (Latino Education & Advocacy Days) presented a screening of the film, “Waiting for Superman” followed by a panel discussion with students from the CSUSB Doctorate in Education Program. “Waiting for Superman” is a feature-length documentary from Oscar-winning filmmaker, Davis Guggenheim (“An Inconvenient Truth”). Despite increased spending and politicians’ promises, our buckling public education system routinely forsakes the education of millions of children. “Waiting for Superman” reminds us that education statistics have names—Anthony, Francisco, Bianca, Daisy and Emily—whose stories make up the engrossing foundation of the film. The Waiting for Superman Community Tour uses the 2010 documentary to mobilize and engage community and parent involvement in research-based education reform.

On February 29, 2012, the library & LEAD presented a screening of the film, “The Inconvenient Truth Behind Waiting For Superman” followed by a panel discussion with students from the CSUSB Doctorate in Education Program. Produced by the Grassroots Education Movement, this movie highlights teachers and affected parents in the New York City school system. Scenes of teachers describing their experiences are punctuated by interviews with parents turned off by the city’s approach to public education. The parents relate tales of children disciplined for sneezing too loudly in charter schools; of public schools in harrowing class-sharing arrangements with charters; of children whose special education needs a charter school could not fulfill.

On March 6, 2012, in celebration of Women’s History Month, the library presented a screening of the film, “The Duchess,” a captivating film about the life of 18th-century aristocrat Georgiana, Duchess of Devonshire, an ancestor of Princess Diana, who was reviled for her extravagant political and personal life.

On April 11, 2012, in celebration of National Poetry Month, the library hosted a screening of the film, “Howl,” a fascinating film about poet Allen Ginsberg, the obscenity trial that started a revolution, and the poem that rocked a generation. The film is unique in that every word spoken in the film was taken from actual transcripts of court proceedings.

All films were screened (free of charge to the campus community) in the Library Multimedia Center (PL5005), which features a Blu-ray, 7.1 Surround Sound projection system. The library will be sponsoring the screening of more films in the coming months to promote engagement and discussion among the campus community on timely issues. If you are interested in co-sponsoring a screening, please contact Les Kong (lkong@csusb.edu).
Kindred spirits
by Lisa Bartle

CREDIT FOR the first American graphic novel seems to go to Will Eisner’s _A Contract with God_ (1978). Historically, educational institutions have had an aversion to the graphic novel whether as literature, art, or an educational tool. Award-giving bodies didn’t acknowledge that they existed. The completion of the serialized comic strip, _Maus_ by Art Spielgelman (1980-1991), and its subsequent publication in book form as _Maus I_ and _Maus II_, seems to have been the turning point: people involved in children’s literature took a second look at the graphic novel and liked what they saw. _Maus II_ (1991) was named an American Library Association Best Book for Young Adults. Since 2000, the number of graphic novels recognized by award-giving bodies in the field of children’s and young adult’s literature has exploded.

Here is a selection of graphic novels from the Pfau Library’s collection that are notable for their quality, while being deeply-moving stories. Want more recommendations? Stop by our Reference Desk.

*Blankets: An Illustrated Novel*
by Craig Thompson
JUV PN6727 .T48 B58 2003

Growing up in a Christian fundamentalist family that doesn’t approve of his artistic inclinations, Thompson feels confused and isolated until he meets Raina. The romance creates further questions in his life.

*Persepolis 1 & 2*
by Marjane Satrapi
Reserve PN6747 .S245 P4713 2003
JUV PN6747 .S245 P4913 2004

This is the memoir of a girl growing up in Iran during the Islamic Revolution, her departure, and her return to Iran.

*Pyongyang: A Journey in North Korea*
by Guy Delisle
JUV PN6733 .D44 P913 2007

Cartoonist Guy Delisle worked in Pyongyang, North Korea, where few foreigners have been permitted. This graphic novel allows the author to share his observations on this enigmatic country in his wry, succinct fashion.

*American Born Chinese*
by Gene Luen Yang
JUV PZ7 .Y166 Ame 2006

Alternating between three inter-related stories, this graphic novel is the story of a young Chinese-American boy trying to participate in popular American culture while still trying to understand Chinese culture.

*Robot Dreams*
by Sara Varon
JUV PZ7 .V456 Ro 2007

An entirely wordless graphic novel which uses a robot and a dog to convey how relationships grow, change, hurt, and heal.

Marginalia
by Bonnie Perry

THE MOTTO of Improbable Research is “IMPROBABLE research is research that makes people laugh and then think.” Making such research available in a variety of ways is its mission. The organization publishes _Annals of Improbable Research_ (former title, _Journal of Irreproducible Research_) and recognizes outstanding achievements in improbable research at the Ig Nobel Prize ceremony held annually at Harvard University’s Sanders Theatre. Genuine, yet amusing, scholarly research mingles with parodies and edges begin to blur. Here are two genuine research winners of the Ig Nobel Prize:


And here are two parodies that appeared in the journal:

Maloney, Catherine. “Feline Reactions to Bearded Men.”


Intrigued? Want more? The library has print holdings of the _Journal of Irreproducible Results_ from 1978-1992 as well as four collections of the journal’s finest research. Run a search for the keyword, “irreproducible,” in our catalog to see everything. Consult the Web site (www.improbable.com) for current improbable research and details on Ig Nobel Awards past and present.
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Contact Iwona Contreras icontrer@csusb.edu