Engineering Libraries
Division Newsletter

Chair's Message

Greetings! While I can truthfully state that the idea for this column was mine alone, the approach to part of its presentation is quite shamelessly stolen (OK, actually it's used with permission) from current ASEE President Jerry Jakubowski's column on page 44 of the November 2001 issue of *Prism*.

In that column, Jakubowski relates a story about the three classes of stagecoach tickets that used to exist. ALL ticket holders were allowed to ride inside the coach. The class differences didn't reveal themselves unless a problem developed. If a problem arose (like a wheel falling off or the coach getting stuck in mud, for example), first class ticket holders could remain in the coach until the problem was fixed. Second class ticket holders were required to get out of the coach, stand aside until the problem was fixed, and perhaps offer advice that might help solve the problem. Third class ticket holders, however, were required to get out of the coach AND help work to fix the problem. Jakubowski's belief is that ASEE needs more third class ticket holders: people who are determined to be part of solutions to problems rather than either adding to those problems or simply standing around while others do the work to try to fix them.

I firmly believe that ELD has more than the ASEE average share of third class ticket holders, particularly among those ELD members who regularly attend the annual conferences, and I think we should be proud of that. A fairly large percentage of those conference attendees also participate actively in ELD activities above and beyond simple conference attendance, either by chairing or speaking at sessions, serving on committees, or being willing to run for office. But there still are many members who are not regular conference attendees and/or active participants in ELD. So although we may be better than average in the number of third-class ticket holders we have within ELD, there's still significant room for improvement both in terms of number of members and in percentage of members who serve ELD in some capacity.

ELD currently has more committees, task forces, working groups, etc. than at any time in its history. In the last few months we opened nine new opportunities for increased member participation via the implementation of our new Liaisons Program (see Christy Hightower's column elsewhere in this issue for more info). With the possibility of further expansion of the Liaisons Program, even more opportunities for participation in ELD activities may be presented to members in 2002.

We're able to get involved in more activities because we have more members (and thus more third class ticket holders) to work on the various activities in which we're involved. ELD membership has been slowly but steadily increasing over the years. Assuming a nearly static percentage of members who attend each year's conference (about 40% over the last few years), more members lead to more conference attendees. And, based on historical precedent, more conference attendees lead to more people willing to get more actively involved in ELD activities. When I attended my first ASEE conference in 1991, ELD averaged around 40 or so members in attendance. By 2001 we had doubled that number. While that's great, and we should all be proud of that increase, it doesn't mean we can rest on our laurels.

As I mentioned in an e-mail to ELD-L that announced our membership drive, even at our current membership level, ELD does NOT have members from approximately 100 of the 185 schools with engineering or engineering technology graduate programs ranked by *U.S. News and World Report* in April 2001. Those 100 schools would seem to be obvious targets from which to try to attract new members. To date, response to my call for people willing to contact engineering librarians at those 100 schools has been disappointingly small. However, I do want to acknowledge the five people, excluding Glee and me, who have participated as of 12/03/01. So thanks go to Deborah Kegel, Angie Locknar, Beth Brin, Greg Raschke, and Tom Volkening for their efforts. If you would like to participate also, please check out the

main membership drive Web page at **http://www.lib.washington.edu/engineering/eld/drive.html** and the associated links. We have 180+ members currently in ELD. If even 60% of you took the time to contact the librarian(s) responsible for engineering at just ONE school on that list of 100, we could cover *every* school on the list.

The goal here is to get to Glee's otherwise arbitrary but within a reasonable striking distance total of 200 members in ELD by the time we meet in Montreal. If we get new members from only 1 in 5 of those 100 schools, we'll hit that mark of 200. If any of you would like to see the "recruiting information" I sent to the engineering librarians at Washington State U, please let me know (desart@u.washington.edu) and I'll be happy to send you a copy.

The ELD stagecoach is ready and waiting. Here's an easy opportunity to get that third class ticket and climb aboard.

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News From the Program Chair

Conference Program Update- Montreal June 16 - 19, 2002

The ELD program for the 2002 ASEE Annual Conference in Montreal, Canada, June 16th - 19th is taking shape! Scheduled are a group of exciting technical sessions offering state of the art information, and forums on current practice and hot issues. Session topics are: National Science Digital Library (John Saylor); Scholarly Communication (Kate Thomes); Collections Forum (Linda Martinez); User Instruction (Jill Powell); New Information Technologies (Bill Mischo); Innovations and Issues Forum/Conference Wrap-Up (Jay Bhatt); Poster Session (Godlind Johnson). In addition, following the Main Plenary session Monday morning will be the always popular Get-Acquainted Session (Sandy Lewis). Some moderators have already identified speakers for their sessions, others are still designing their sessions and identifying speakers. Feel free to contact the above moderators with your ideas!

Andy Shimp will be offering a workshop on Sunday afternoon entitled "Using Endnote to Create Bibliographies." Time for committees to meet

informally off-site is scheduled for lunchtime on Tuesday. Committee chairs will want to scope out meeting locales on Monday. The ELD Executive Committee will be meeting Sunday morning and Wednesday noon. A New Members reception will be held Monday evening, and our not-to-be-missed Division Banquet will be held Tuesday evening, after the Business Meeting.

Volunteering opportunities!

Enjoy touring Montreal with your ELD friends and colleagues! I'm looking for volunteers to organize some shared sightseeing activities on Saturday or Sunday, perhaps Wednesday morning, and particularly Wednesday night. If you would like to organize a sightseeing trip, please let me know. You'll be asked to figure out transportation from a central meeting place to the destination of choice. To find out what there is to see, check out the Greater Montreal Convention and Tourism Board website at http://www.tourisme-montreal.org/ .

And, as you start to consider your travel plans, please consider arriving early and staying through to Thursday to take advantage of all that Montreal has to offer: fine food, museums, old world architecture, as well as the good company of your colleagues.

Authors!

The CAPS (Conference Abstract/Paper Submission) website has been re-opened for draft paper submission. All submissions must be made by **January 15th** and will be reviewed on or before February 15th. Final paper submissions will be accepted starting **February 16th**. For those of you who had abstracts accepted, please note that an Authors Kit is also now available online from the ASEE website. See: http://www.asee.org/conferences/annual2002/caps/default.cfm.

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Call for Posters for ASEE Conference, June 2002

Our poster session provides an excellent opportunity to share your latest projects, spark discussions and get feedback on your research in an informal, low-stress setting conducive to lively networking. The poster

session will be Monday, June 17th, 2:30-4:15pm. Please submit your title and abstract to the session moderator, Godlind Johnson. The submission deadline for inclusion in the final program is **Friday, February 8th, 2002.**

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People & Places

⇒ **Lynn (Tinsley) Berard**, Head of the Science Libraries at **Carnegie Mellon University** is currently running for the office of President of the Special Libraries Association. The election ballots will be going out early Feb 2002. Since we have a cross section of members who belong to both ASEE and SLA, Lynn thought ELDers would be interested.

⇒ The upper division Engineering students at USC are enrolled in a Writing 340 class. Library research methodology is a part of this instruction program. In partial fulfillment of the requirements, students have published an online journal entitled *Illumin*. The URL for *Illumin* is: http://illumin.usc.edu . Steve Bucher, the coordinator of the "Engineering Writing Program" at USC, has some questions that he'd like your feedback on:

> 1. Are you and your institutions involved in a similar writing program for undergraduate students and do they publish an online journal? If so, may we have the URL?

> 2. What procedures do you recommend to have this web site registered and what media to use for the best publicity?

Your input and feedback regarding this program will be greatly appreciated. Many thanks to you all.

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⇒ **Tom De Petro** of **Texas A&M** will attend the SLA Winter Meeting in Chicago, January 24-26. He will also attend the IATUL conference in June. Any ELDers also going can contact him at tdp@tamu.edu.

New ELD Liaisons Program Launched

In January ELD will officially launch our new Liaisons Program. The program consists initially of two parts: liaisons to related library and engineering associations, societies, etc., and liaisons to specific conferences or meetings.

The following Organizational Liaisons have been appointed for a two-year term beginning in January 2001:

o ACRL/STS - Tom Volkening, Michigan State
o ACS/Chem Info Division - Ibironke Lawal, Virginia Commonwealth
o ASIST - Nestor Osorio, Northern Illinois
o IATUL - Vladimir Borovansky, Arizona State
o IFLA - Julia Gelfand, UC-Irvine
o SLA/Engineering - Steve McMinn, Wayne State
o SLA/PAM - Deborah Kegel, UC-San Diego
o SLA/Sci-Tech - Virginia "Ginny" Baldwin, University of Nebraska
o SPARC - Kate Thomes, University of Pittsburgh

Conference/Meeting Liaisons will be appointed throughout the year. Meeting Liaisons attend topical, regional, or other conferences, meetings, seminars, etc. and report relevant information to ELD and its members. **If you would like to be a Conference Liaison, or are aware of an upcoming meeting that you think is worthy of a liaison's presence, please let me know.**

Both types of liaisons will be reporting on their activities via the newsletter and the email reflector. The general objectives of the Liaisons Program are to:

▪ Improve our awareness of issues and activities of importance to ELD that other organizations or conferences may bring to our attention,
▪ Improve and increase the visibility of ELD and our activities within other organizations in a collegial fashion, and vice versa,
▪ Identify common interests and projects that ELD could work on with other organizations, to reduce duplication of effort and provide increased impact.

I am looking forward to working with all of our liaisons and to learning a lot in this first year of our program.

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Faculty Liaisons: A Perspective

While in library school, the idea of faculty liaisons sounded like a good thing. The tradition of liaisons seemed to indicate that teaching faculty were eager to maintain communication with the librarian representing their discipline. Liaisons were utilized to channel their voices and prevent a librarian from being overwhelmed with emails, phone calls, and drop-in visits. I now realize that it's possible that this tradition has been kept up for an entirely different reason. Without the specific name, number, and email address of a liaison to communicate with, a librarian might begin to harbor the suspicion, after a few weeks of waiting on a survey, an opinion on a trial database, or a blanket invitation to send book requests her way, that she might be screaming into the metaphorical void. The purpose of a liaison these days could be, ironically, to still the quiet. Honestly, after working for only a few years as a librarian, I am not sure which it is. What I do know is that I am still in the process of getting to know all the faculty connected with my disciplines, which include Engineering and Computer Science.

Upon arrival at California State University Sacramento (CSUS), I made a point of attending every College's Department meeting, hoping my memory might rise to the occasion for once and catalog names and faces in some secure archival vault. In retrieving faculty information, I can always rely on the Web as a finding aid where profiles of most professors, including photographs of them and their families, can be viewed from a link on the Department's homepage. However, the faculty I remember the best, and oftentimes get the most input from, are those whom I meet in person, either through university committees, at the reference desk, or through random encounters. It is from the spontaneous conversations with them that I often learn the most about departmental concerns, issues, and trends. The longest most informative conversation I've ever had with a faculty member in one of my departments happened on a plane when we sat together coming home from an ASEE conference.

It would be safe for me to say that I have the best chance of familiarizing myself with faculty who are on campus and who are involved with campus, departmental, or academic affairs. In other words, with full-time tenure track faculty, whose jobs require them to attend committee meetings, conduct research, and host office hours. According to Ernst Benjamin of the AAUP, "most part-time faculty are paid by the class hour, receive no fringe benefits, and are not remunerated for duties such as course or curriculum development, meeting with students out of class, collegial or committee interaction, or professional development"(Benjamin 1998, 720). Responsible neither for the shared governance of the university nor expected to conduct research, part-timers are hired primarily to teach. Oftentimes they lack resources, support services, and office space.

According to Benjamin, who used data primarily derived from the U.S. Department of Education, between the years 1975 to 1993, part-time faculty grew approximately four times (97%) more than full-time faculty (25%) (Benjamin 1998, 727). There are multiple reasons for this growth. Universities and colleges might choose to utilize part-time faculty because it is fiscally expedient. Part-timers are paid less and receive fewer, if any, benefits. A glut of PhD graduates in certain disciplines, the humanities and fine arts for example, has enabled university departments to shift much of their undergraduate teaching load onto individuals who are willing to work part-time (Cox 2000, A13).

I became interested in finding out what percentage of faculty in engineering departments were part-timers. An annual report generated by the ASEE helped supply this information. The 2000 edition of the ASEE *Profiles of Engineering and Engineering Technology Colleges* listed the total number of part-time engineering faculty as being 4,607. The total number of full-time tenure track faculty (20,233) and full-time non-tenure track faculty (2,107) equaled 22,340. Nothing too shocking about these numbers; however, the report actually broke down numbers of full-time and part-time faculty by their various universities. I was able to look at the university where I am employed, California State University Sacramento, and see that while there were 68 full-time tenure track faculty, and 7 full-time non tenure track faculty, there were also 64 part-time faculty listed, which was more or less on the surprising side. I double checked these figures with our Department of Institutional Research and got similar (not identical) figures. They listed 61 full-time tenured faculty and 55 part-time faculty.

Interestingly enough, I believe it is for different reasons, other than fiscal imperatives, that there are so many part-time engineering faculty employed in our College of Engineering and Computer Science. In engineering, it is often beneficial for students to have professionals from industry teach specialized courses. Part-time faculty are often used as well to replace full-time faculty when they are given assigned time to do research. Another reason, however, is that starting full-time faculty salaries cannot compete well with industry

salaries, so faculty positions remain vacant for longer periods.

For whatever the reasons, we engineering librarians find ourselves in the same boat as librarians in other disciplines – there are many teaching faculty we won't chance upon around campus and have the fortune of meeting – and we need to discover other ways of reaching out to them and discovering their specific needs.

References:

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