MESSAGE FROM THE CHAIR
Jennifer Nason Davis

This has been a good year for ANSS. A major accomplishment over the winter was the Publications Committee’s creation of an all new ANSS Web site: http://anssacrl.wordpress.com/. Thank you especially to Erin Gratz for a Herculean effort in creating this, after a great struggle with the previous site on ALA’s Collage system! The new site allows committee chairs to post minutes and notices, which will speed up communications within ANSS, as well as getting the word out to new members and those who might be interested in joining.

There was a full roster of committee meetings and activities at ALA Midwinter in San Diego, and a smaller ANSS presence for a social at the ACRL 2011 Conference. Please read the reviews and reports from committees and discussion groups below to learn the full range of work of ANSS. Remember that ANSS meetings and discussion groups (with the exception of the Nominating Committee) are open to all ALA members. If you would like to get more involved, please join ANSS and use the online volunteer form at http://anssacrl.wordpress.com/publications/volunteer-form/. Thank you to all the volunteers who make ANSS possible! Your continuing dedication to ANSS provides us with a way to share experiences, solve problems, and meet others in similar positions across the country.

As we come up on the sixth anniversary of hurricanes Katrina and Rita, the Program Committee has put together what is guaranteed to be an interesting program on Sunday morning at ALA Annual in New Orleans: “The Aftermath of Katrina and Rita: The Effects on Libraries, People, and Neighborhoods.” Varied perspectives on this topic will be presented by librarian and member of ANSS Rebecca Troy-Horton, academic Frederic Weil, and filmmaker S. Leo Chiang. After the presentations there will be a viewing of the documentary, “A Village Called Versailles.”

*********************************************

Attend the ANSS Program at ALA Annual!

The 2011 ANSS program at the ALA Annual Meeting in New Orleans is entitled “The Aftermath of Katrina and Rita: The Effects on Libraries, People, and Neighborhoods.” It will take place on Sunday, June 26 from 8 am until noon in the Ernest N. Morial Convention Center. Room information has yet to be announced. Breakfast is generously sponsored by ProQuest.

Dr. Frederick Weil, Sociology Professor at Louisiana State University, Rebecca Troy-Horton, Government Documents Librarian at McNeese State University, and S. Leo Chiang, documentary filmmaker, will discuss the consequences of hurricanes Katrina and Rita on the people and neighborhoods of Louisiana. The speakers will explore how the residents of the region responded not only to the estrangement from their homes and neighborhoods, but also the ways communities began to rebuild. The documentary A Village Called Versailles will be screened around 10:30am.

For bibliographies, film trailer, and more information visit the ANSS Program page (http://anssacrl.wordpress.com/conference/2011-new-orleans/).

*********************************************
COMMITTEE REPORTS

Bibliography Committee
Helen Clements, Chair

The Bibliography Committee met on Saturday at 4 p.m., our usual time. Pauline Manaka, Elizabeth Williams, Maureen Morris, and I attended; several other members were there in spirit. We’re making good progress with our project for the spring issue of Currents. Pauline Manaka, Sally Willson Weimer, and Helen Clements are working on a review of the American Sociological Association’s TRAILS database. TRAILS features teaching materials for sociology, including syllabi, assignments, bibliographies, videos, and links to Web sites, and will be updated periodically. It is the descendent of ASA’s archive of teaching materials, which the Association has long made available to members. The ASA has generously allowed us access to this subscription resource. While the database is principally created for sociologists, it also has potential for librarians to promote collaboration with teaching faculty in the social sciences. We’ll be updating the guidelines for resource reviews, which were created by the late Jim Haug several years ago.

We’re also working on updates of bibliographies on librarianship in sociology and general social sciences, which have long been a part of the ANSS Web site. There is another bibliography on anthropology; it was updated in 2008 by Joyce Ogburn, so we will concentrate on the other two areas first. We’re planning to include books, journal articles, and also videos or Web sites of interest, and we’re open to suggestions, either via the Web site blog, Field Notes, or ANSS-L.

Before the Annual meeting, we will select another resource for review. We may follow up on one of the quantitative resources mentioned in the Sociology Discussion Group meeting. But we’re also open to suggestions!

Instruction and Information Literacy Committee
Jason Phillips, Chair

The Instruction and Information Literacy Committee met with a mix of members and guests. We discussed further our Repository of Teaching and Assessment Materials and hope to gather crucial information about its development from members in the near future. The current home of the ANSS Repository of Teaching and Assessment Materials is the New York University Faculty Digital Archive at: http://archive.nyu.edu/handle/2451/28103. As always, we welcome submissions from members. Submissions can be made to the chair Jason Phillips at jason.phillips@nyu.edu.

For the first time, the committee considered the role that numeracy or quantitative literacy has in our work. We discussed the ways in which our institutions vary in the provision of data services. Some institutions have long-standing data services. Some institutions are only newly exploring formal data services. And in many institutions, we or colleagues we know of have served in the role of de facto data librarian. The committee will consider ways in which it can help to demystify the role of the data librarian and the nature of data itself so as to aid the work of sociology and anthropology librarians at all types of institutions. A bibliography or professional toolkit is likely to be one of the first deliverables as we move into this new area of concern.

Membership Committee
Jenny Bowers and Annie Paprocki, Co-Chairs

We had a great turnout at the Social on Friday evening, and it was wonderful to see new and familiar faces. Approximately twenty people attended the event which was held at Henry’s Pub in the Gaslamp District. A small group of us met at the Convention Center beforehand and walked to the restaurant together. The Social was advertised on ANSS-L, Facebook, and on other section and roundtable listservs.

During our committee meeting, we discussed planning for a possible joint Social at Annual with the Education and Behavioral Sciences Section (EBSS) and the Women and Gender Studies Section (WGSS). Look for more details about this event in the next month! We also reviewed the draft membership survey, which we hope to send out in May 2011.

Publications Committee
Erin Gratz and Jenny Bowers, Co-Chairs

The Publications Committee focused our discussion on the new Web site, ANSS Web. We reviewed final details and suggested changes. One issue that was identified was the need to update the list of review articles, as well as the bibliographies and guides to subject literature. The Bibliography Committee will establish a schedule for revising the bibliographies and prioritizing those that have not been updated in the last few years. The new Web site enables each committee to have its own Web page and we encourage committees to add content and make these viable spaces. The committee thanked Erin Gratz for her hard work and the tremendous job she did in establishing the new Web site. See the article about the Web site written by Erin in this issue of ANSS Currents.
The committee also discussed the newsletter and suggested ways to streamline the submission process. One recommendation was to create a set of guidelines for new committee and discussion group chairs, liaisons, and the incoming section chair outlining responsibilities for writing reports for *Currents*, so people would know what to expect. We also covered the need for an official photographer to record the Social, Annual Program, and other events, and we discussed the possibility of including video in the newsletter. We would love to add more member news to each issue, and plan to advertise more strongly for news about member publications and research.

Finally, the committee created several questions for the upcoming membership survey. We plan to ask members about the new Web site and newsletter, and also to obtain feedback about how members prefer to receive communications. Remember to find us on Facebook and become a fan of ANSS!

**Review and Planning Committee**  
Liz Cooper, Chair

The Review and Planning Committee meeting focused on new directives coming from ACRL related to changing the ACRL Liaison program, ending the ACRL Communities of Practice meetings (where all ACRL section leaders meet), and changing the structure of ACRL sections. The Review and Planning Committee discussed responses to each of these proposals including sharing information with the Executive Committee, sending feedback to ACRL leaders, and working on plans to address the changes. The change that will require the most work for the section will be crafting a new structure for the new liaison program.

**Subject and Bibliographic Access Committee**  
Lars Klint and Wade Kotter, Co-Chairs

The committee established our question and answers for the coming months. Our June question and answer will be on the topic of disaster relief/Katrina, in keeping with the theme of the ANSS program, which acknowledges the recent history of the conference venue. Other question and answer topics in this cycle include: unemployment/job hunting, psychological anthropology, and gender studies.

We resolved to post new questions and answers as well as the new subject headings in the social sciences on the ANSSWiki. There was consensus that we should also explore the possibility of having our own page on the new ANSS Web site, which would entail moving everything from the wiki to the Web site.

The committee agreed on three questions for inclusion in the spring ANSS Membership Survey. These questions explore the value of our services to ANSS members as well as problem areas that members encounter with cataloging, such as series tracings and genre headings. The questions were forwarded to the ANSS Membership Committee.

**DISCUSSION GROUP REPORTS**

**Anthropology Librarians Discussion Group**  
Bonnie Ryan and Christina Smith, Co-Conveners

The topic of biological/physical anthropology had been on the discussion group’s “to do” list since Midwinter 2010 in Boston. Our guest speaker was Professor Madeleine J. Hinkes, Professor of Anthropology, San Diego Mesa College. In addition to teaching community college classes in physical anthropology, Dr. Hinkes also serves as Chief Forensic Anthropologist for the San Diego County Medical Examiner’s Office and the Imperial County Coroner’s Office. Her areas of interest and research include: forensic anthropology, bioarchaeology, human variation, skeletal biology, and natural history. Her responsibilities as faculty include teaching and committee work (service).

Her course, Anthropology 102, Introduction to Physical Anthropology, “is a survey of human evolution, variation and adaptation. Emphasis is placed on the study of primates, human heredity, variability of modern populations and fossil records of early hominids and hominoids.” Currently the term used is *biological anthropology* rather than *physical anthropology*—biology as it applies to people—the underpinnings are the same as it relates to people, but it offers a broader perspective of the study of humans. However, since many students transfer to four-year colleges from the community college level, classes need to be called physical anthropology, so that students may successfully transfer their classes.

A biological anthropologist investigates who we are as humans, where we come from, why we look different, what it means to be human, and compares humans with creatures “almost human.” It is the intersection of the study of culture, behavior, technology, and environment, and its effects on humans, such as global warming, blood groups, diseases, and human variation.

Within the field of biological anthropology, there are lots of subdivisions, and no two biological anthropologists do the same thing:
**Primatology** is the study of non-human primates and prosimians, including structure, function, and behavior. Class assignments comprise lab exercises (for example, measuring bones and calculating arm and leg length), and “zoo assignments,” such as observing primates at the San Diego Zoo.

**Paleoanthropology** is the study of ancient humans—how traits such as bipedalism distinguish human ancestors from non-human primates. The field is concerned with fossil evidence; how we find fossils, how we analyze them. It is exciting when there are new fossil finds announced during the semester, for example, *Ardipithecus ramidus*. If you cannot deal with uncertainty, paleoanthropology is not your thing.

**Human Biology.** Most biological anthropologists work in this subfield. Human biology encompasses the study of the human life cycle (human development), genetic inheritance patterns, human diversity, and adaptations to stresses. Plasticity concerns the wide range of response to specific stressors (for example, lack of nutrition or exposure to chicken pox). Biological diversity (what used to be called race) examines ultraviolet light and how it affects skin color, vitamin d, folic acid and its effects on the nervous system, etc. The social ramifications of race are also discussed as well, such as the use of race in the early years of the field of anthropology (for example, the work of Carleton Coon). Human biology looks at global patterns of disease, including diseases that jump species lines such as HIV; obesity—spreading globally from industrialized to indigenous communities; and how humans adapt to altitude or temperatures.

**Genetics** is the branch of biological anthropology that examines DNA studies; the Human Genome; humans vs. apes; and Neanderthal genetics (of which there are two schools: Neanderthals are or are not us).

**Medical Anthropology** studies the interface of medicine and culture. It examines wellness, illness, the population, sex differences, and the cultural perspective of illness, wellness, health practices, and medicine.

**Anthropometry** is the comparative measurement of human individuals in order to understand human variability. The field of anthropometry began with the military: anthropometric surveys of people (for example, length of hip to knee or floor to knee) for accurate sizing of military uniforms, gas masks, and equipment. Designers of clothing, work spaces, or cars use anthropometric data. Automakers, NASA, NIKE, and various branches of the military maintain huge databases of anthropometric data: the USAF at Wright-Patterson, the U.S. Navy at the National Naval Medical Center in Bethesda, and U.S. Army at Natick Labs (the Natick Soldier Research Development & Engineering Center) near Boston. Dr. Hinkes worked for eighteen months measuring people at the Natick Labs.

**Human Osteology** (skeletal biology) includes the skeletal function of the living body, bone identification from bone fragments, as well as mechanical and disease stress on bones, and how bones change shape over time. It is linked to forensic anthropology—how a live skeleton responds to a gunshot wound or car accident.

**Forensic Anthropology** is the application of biological anthropology to a legal setting. The findings might end up in court—forensic anthropologists provide evidence about trauma, how someone died.

**Handouts**

Professor Hinkes distributed two handouts: the “Internet References” section of the text *Annual Editions: Physical Anthropology 11/12*, and “Interesting Links” (http://paleopathology.org/links.html) from the site http://paleopathology.org/ (Paleopathology Association). The latter list was augmented by some hand-entered URLs to forensic science and anthropology organizations, as well as a variety of other sites, centers, journals, and databases.

**Student Preparedness**

Community college students need training on how to do library research. Often, they aren’t able to distinguish between scholarly research and junk. They do not get this kind of training in high school and don’t know about plagiarism.

**Questions from the group to Dr. Hinkes:**

_What kinds of assignments might we see in the Library?_

Genetics assignments (such as genotypes vs. phenotypes), zoo assignments, assignments tied to films, dealing usually with biological versus social issues, or race. For example, the film *The Difference Between Us*, (Part 1 of the series *Race: The Power of an Illusion*). This film has a companion Web site: http://www.pbs.org/race/000_General/000_00-Home.htm.

More advanced classes look at human genetics worldwide, fossil discoveries, epidemiology databases, links to nutrition, genetic anomalies such as Fragile X Syndrome, and family genetic testing for the ALS gene.
How do you have students tell the difference between popular and scholarly research?

Dr. Hinkes talks about the Piltdown hoax, essence of scientific research, how individual bias gets in the way of scientific research, and asks librarians to give students the tools to evaluate articles. She uses e-books, which are cheaper than print textbooks. San Diego Mesa College has a school collection of replicas of fossil and primate skulls and skeletons in the lab; her personal collection comprises forensics, fossils, primates, articulated primates, etc. Students can also make use of museum or zoo collections.

**Dr. Hinkes’ advice and comments for librarians:**

*Advice to us who see students coming from 2 year colleges, what should we do?*

Dr. Hinkes explained the type of students who attend community colleges. She noted the importance of developing research skills for students. In particular, she emphasized that community college courses are regular college classes, not “baby” versions, and that students need college-level research skills. She encouraged librarians to continue to have interaction with faculty about resources, books, journals, and reserve materials.

Sixteen people (including the two co-conveners) attended the Anthropology Librarians Discussion Group. The meeting ended without a discussion of a topic for ALA Annual Conference in New Orleans in June 2011, so we will be polling you for potential topics.

**Sociology Librarians Discussion Group**

Pauline Manaka and Miriam Rigby, Co-Conveners

Thanks to Miriam Rigby, as co-chair, for working together to come up with the topic, *What Do Survey Researchers Want From Data Archives? Librarians Using Online Tools to Promote Statistical & Data Literacy...*” Also thanks to Libbie Stephens, data archivist at UCLA Libraries, for her coaching. While both of them were absent, Sally Willson Weimer and Jade Alburo were present at the meeting and they also were of great assistance in planning.

Everyone at the meeting was welcomed and had the opportunity to introduce themselves. Of the twenty-nine attendees, only two people identified themselves as data librarians.

An expected outcome of the discussion was to gain an understanding of “quantitative literacy” or “data literacy,” or “quantitative competency” by sharing ideas and discussing two Web sites, the *Online Learning Center* and *TeachingWithData.org*. A bibliography was shared that outlined additional sources. The discussion was very positive overall; it was interactive as librarians exchanged experiences on issues about quantitative literacy.

What is quantitative/data literacy and how does it impact our work as research librarians? Why should sociology librarians care about it? There are diverse ways to define these terms, but for this discussion, the emphasis was on comfort, competency, and habit of mind in working with numerical data.

We discussed understanding quantitative reasoning as higher order reasoning, and also the role of critical thinking skills in understanding and creating sophisticated arguments supported by quantitative data. Both Schield (2004) and Steen (2000) view “statistical literacy” as the ability to access and use statistics as evidence in arguments.1

Familiarity with how numbers work is a daily expectation of everyone. “It seems difficult to be considered information literate in the 21st century without being statistically literate.”2 Those librarians serving as data archivists are trained on the handling and manipulation of data as an important part of their daily function. This level of data knowledge among the audience was tiered and diverse. The discussion focused on understanding librarians’ responsibilities to promote statistical, quantitative, and/or data literacy as a part of information literacy.

Sally Willson Weimer shared some information from the American Sociological Association stressing the importance of an education for majors that reflects the infusion of the empirical basis of sociology. Programs should offer community and classroom-based experiences, exposure to using data repeatedly, and designing of a course sequence to build empirical analysis skills. Sociology librarians might choose to take this as a challenge, an opportunity to offer teaching QL as an extension of the IL standard #3, which stresses the ability to “evaluate information and its sources critically.”

With regards to assisting students with data questions, the group reviewed being mindful that:

---

• students looking at case studies should know how to read the study;
• students asking about articles with quantitative or qualitative data may not necessarily know what that means or how to search for that kind of information;
• some students have to create their own quantitative or qualitative studies and don’t know how to do it or how to measure it…and may need expert help.

The list can continue on and on…. It does help to differentiate the roles of librarians by keeping in mind the students’ needs. Many a time, undergraduates who ask for data, need it in context. Sometimes what they should be doing are literature searches. A good reference interview by the librarian should reveal to the students if they need data after all. Sometimes students might just want statistics. According to one of the data librarians at the meeting, the ability to read the codebook (e.g. ICPSR) is something important for most librarians to try and learn.

The second part of the meeting focused on talking about the two sites, TeachingWithData.org and Online Learning Center. Can these help librarians promote and work with QL? With no access to the Internet, the facilitator led the discussion by reviewing the Web site features.

TeachingWithData.org (TwD)
(http://teachingwithdata.org/qssdl/welcome.action)

This is a portal of teaching and learning resources for infusing quantitative literacy into the social science curriculum. It provides access to freely-available data sources, including syllabi and other sources of information like, News (data in the News); Tables & Figures; Data Sets; Classroom resources, i.e. Teaching Supports; Data Shelf; and more. Other features are TwD Blog, TwD Announcements, and Spotlight.

The Web site is searchable for K-12 and/or Higher Education. Searching is made easier with “browsing according to disciplines” and narrowing by topic. The results are grouped in three categories by search keyword, resource type, and discipline.

The ICPSR Online Learning Center
(http://www.icpsr.umich.edu/icpsrweb/OLC/)

This site supports “quantitative literacy in the social sciences by providing an effective and reliable means of bringing secondary data into the classroom.” A major difference with TwD is that not all sources are free;

membership to ICPSR is necessary to access some of the data. The key features include: Viewing all Guides; Browsing by Subject, as an example there are 22 sociology guides in the Subject filter; Browsing by Analysis Type, the 19 cross tabulation sites are broken down by discipline with 10 being Sociology; Browsing by Dataset; Help, which includes tutorials and other training tools; Announcements, such as the newest guides added in Sociology; and the OLC-listserv which requires signing up to allow connecting to the issues.

To conclude, everyone who attended the discussion session had an opportunity to speak on an experience of relevance to the topic. Finally, the plan is to update and share the bibliography of resources in a Libguide that is under construction.

LIAISON REPORTS

ACRL AAA Liaison
Annie Paprocki

In my second year as ACRL Liaison to the American Anthropological Association (AAA), I have continued to focus on scholarly communication and higher education, both areas of interest shared by ACRL and AAA.

In April, I participated in the annual meeting of the Central States Anthropological Society (CASA), a large, regional section of the AAA in the Midwest. The smaller venue allowed me to have more relaxed conversations about scholarly communication with like-minded CASA members. For example, I spoke to Virginia Dominguez, the current president of AAA about the new publishing models that AAA is considering. At a question-and-answer session at that conference, she also spoke more broadly to members about the fiscal sustainability of the current modes of funding scholarly societies like AAA.

At the 109th AAA Annual Meeting in New Orleans, my goal was to participate—both formally and informally—in this discussion about the evolving publishing models in anthropology.

Transnationalizing Scholarly Communication:

To this end, in between conferences, I’ve worked with the Commission on World Anthropologies on international scholarly communication issues. An email mailing list and blog were set up after the 2009 meeting to facilitate the exchange of ideas among a wide-flung group—editors of both AAA and non-AAA journals, leaders of international anthropological organizations, AAA President, AAA Publishing Staff, myself, and others. In New Orleans, at Open Editorial Forum II: Moving Forward with Transnationalizing Scholarly
Communication, participants brainstormed ways to meet the need for anthropology researchers to have access to scholarship from all over the globe.

Several practical ideas were put forward. For example, a potential reciprocity agreement was circulated, which proposed anthropology journals from the agreed countries would share articles in the original language or in translation. This was not adopted by the group.

However, it looks likely that the leadership of the World Council of Anthropological Associations (WCAA) will draft a “letter of invitation” to interested parties to work towards creating an online anthropological magazine. Editors of anthropology journals worldwide would send in samples of their best articles of the year to be added to the open-access magazine. Issues may be thematic. The hope of the assembled group was that this would provide a platform for diverse voices to infiltrate what can sometimes be closed communities of practice (around regions, language, institutions, etc).

Despite the general enthusiasm for the planned online magazine—true to the always questioning nature of anthropology—someone in the room pondered, “Is this the production or reproduction of anthropological knowledge?”

**Library Advisory Committee:**

This group, loosely made up of the producers (AAA publishing team, Wiley-Blackwell representatives) and the users (academic librarians) of AAA content, has met annually to learn from each other. When I participated in the committee meeting in 2009, it was a useful exchange of ideas. Before the Annual Meeting, the Library Advisory Committee was disbanded and, therefore, did not meet. Oona Schmid, the committee Chair and Director of Publishing at AAA, has convened a similar group which looks to be important and influential in the context of the debate in AAA around how to disseminate the work of anthropology scholars in an increasingly globalized and electronic environment. At least one of the former members of the Library Advisory committee has joined the AAA Committee on the Future of Print & Electronic Publishing, so there continues to be academic librarian representation.

**Scholarly Communications Committee:**

For the second year, the Scholarly Communications Committee did not meet. I spoke to the former chair and several other members and there may be revival of the group next year. Jumpstarting this group is a possible avenue of leadership for the next ACRL Liaison.

And, as my term ends in June, I would like to give heartfelt thanks to the ANSS Executive Committee for their support of my liaison activities over the last two years. The past three or four ANSS Chairs worked doggedly to push the AAA Liaison program into existence. Hopefully, we have started a relationship with AAA that will continue for years to come. If you are interested in liaison work, I would be happy to speak with you about my experience. I can be reached at annie.paprocki@gmail.com.

Annie C. Paprocki works as a librarian in New York. She is also an ANSS Member-at-Large.

**ACRL ASA Liaison**

Sally Willson Weimer
University of California, Santa Barbara

The purpose of this report and the liaison’s responsibility is to support the ACRL Strategic Plan and to continue to build communication and partnerships between ASA and ALA’s Association of College and Research Libraries Division (ACRL). This is an evolving process and many team members participate in building this coalition of academic interests and collegial relationships.

**ASA and its Affiliates’ Activities**

This is an update to the ASA workshop, “The Library and Sociology: A New Rapid Assessment Tool for Library Collections and Services Related to Sociology,” Departmental Workshop, August 14, 2010, ASA Meeting in Atlanta, Georgia, that Sally Willson Weimer conducted with Tom Van Valey of Western Michigan University, and Pauline Manaka of UC, Irvine.

Sally and Pauline Manaka conducted a case study workshop on continuing to examine the ACRL ANSS Assessment tool for Sociology Collections and Services in Academic Libraries at the California Sociological Association’s (CSA) Annual Meeting in Riverside, CA, November 12, 2010. This Assessment Tool was revised July 2010 and is located at http://anssacrl.wordpress.com/publications/assessment-tool/ and was adopted by the ACRL ANSS Executive Board. In addition, a tiered version is located at the ASA’s Departmental Resources Group Web page. Pauline and Sally also participated in a Quantitative Literacy workshop featuring Libbie Stephenson of UC, Los Angeles, who focused on the TeachingWithData.org Web site and using ICPSR user instruction guides to teach quantitative data and literacy to university students and faculty.

The New ASA TRAILS, Teaching Resources and Innovations Library for Sociology, is now available at
ASA Section on Teaching and Learning in Sociology (STLS). Sally continues to serve as member of ASA STLS Cooperative Initiatives Committee to share opportunities and developments of the ALA ACRL ANSS Instruction and Information Literacy Committee (IIL) on which she serves.

In addition, the ANSS IIL committee is collaborating to build a Repository of Teaching Materials to support information literacy needs of sociology librarians and sociology faculty, located at http://archive.nyu.edu/handle/2451/28103. Jason Phillips of New York University, and Co-Chair of the IIL Committee is overseeing the development and use of this teaching repository.

Plans for the American Sociological Association Annual Meeting, which will be held in Las Vegas, Nevada, (formerly held in Chicago, Illinois,) 19-23 August, 2011. Sally and Pauline have tentatively suggested presenting a round table discussion on Teaching Sociology Research and Quantitative Methods: Models and Outcomes, for STLS Round Tables; we will need to follow up with this proposal, and welcome your suggestions.

ACRL and Its Affiliates Activities

Pauline and Sally shared about quantitative literacy trends, and the opportunity to collaborate with ASA and ACRL members during the ANSS Sociology Librarians Discussion Group ALA Midwinter meeting in San Diego, CA, January 8, 2011.

In addition to serving on the newly formed ACRL Liaisons Assembly, Sally serves on the ACRL Liaisons Grants Committee. This committee has been drafting preliminary policy, procedures, and criteria for eligibility for grants for Liaisons.

My special thanks to Margaret Weigers Vitullo of ASA Academic and Professional Affairs, for her collaboration; David Woolwine for his excellent leadership and communication between ASA and ANSS; Bede Mitchell of ACRL Liaisons Coordinating Committee Chair, for his excellent suggestions; Pauline Manaka, for helping to plan and implement the successful CSA workshop; and Jennifer Nason Davis for her helpful suggestions.

ANSS MEMBER PROFILE

Sally Willson Weimer, by Helen Clements

Keywords for this interview: Vibrant, exciting, collaboration, teamwork

Anyone who has met Sally Willson Weimer knows that she’s energetic, enthusiastic, and dedicated to librarianship. She is currently one of some twenty-three subject specialist librarians at the University of California, Santa Barbara. Her liaison departments are Sociology, Global & International Studies, and Global Peace & Security. Though we have interacted in a couple of committees, I didn’t know much about Sally’s library background until we talked about her career for this article. This profile is but a scratch in the surface.

Sally currently serves as the ANSS liaison to the American Sociological Association, a position that she was instrumental in activating. She observed that the ASA has been welcoming to librarians. In her latest liaison report, Sally noted that the ANSS Assessment Tool for Sociology Collections and Services was featured in a session at the ASA Annual Meeting in 2010, and that she and fellow ANSS member Pauline Manaka presented examples of their use of the assessment tool in program reviews (Currents Fall 2010). She also serves now on the ANSS Instruction and Information Literacy Committee.

Sally is a long-time member of ACRL/ANSS, and has filled numerous officer positions; she chaired ANSS from 1998-1999. Sally has also served on the Sections Council and has been active in other ACRL sections: Law and Political Science, Women’s Studies, and the Education and Behavioral Sciences Section. From her perspective, ACRL is “evolving, questioning and redefining the functions of its member organizations,
finding cross-pollination in shared work and the balancing of various interests.”

Sally is a native Californian, though her roots reach back to the Midwest. Her grandfather moved from Wisconsin in the 1920s. Some of her family roots also extend to Fort Worth, Texas. Sally clearly loves the diversity of her state—the megacities San Francisco and Los Angeles, the merely-large cities like San Diego, Sacramento, and Merced—and California’s complex economic mix of technology, agriculture, finance, and entertainment industries. She attended several of California’s public universities. She has a B.A. in Sociology from the University of California, Santa Barbara. (She chose sociology over history as a major, because she enjoyed learning about social movements, ethnomethodology, and other social sciences subjects.) Her MSLS is from San Jose State University, where she also earned a teaching credential. She also has a Master of Public Administration from the Consortium of the California State University, headquartered in Long Beach.

Having taught English and History in middle school, Sally has kept a lifelong interest in teaching. Her first job was as a technical information specialist at a California military installation. She always wanted to do reference, though, and her opportunity came when she accepted a job as reference librarian in social sciences at her alma mater, UC Santa Barbara. She began work there in the 1970s, and her work has evolved as the university has grown.

Using her teaching skills in many capacities, Sally has done library instruction for years. She helped to start that endeavor at UCSB in the 1970s. Currently, she’s teaching the library resources and strategies component in several classes, including one in exercise and sport science (Exer 100), one in freshman composition (Writ 2), and two sections of Writ2 for the social sciences. You can find Sally’s LibGuides on the Subject and Course Guides section of the library Web site. They include guides on Global & International Studies, Global Peace & Security, Sociology, and Quantitative Materials for Sociology, as well as the writing classes. [http://guides.library.ucsb.edu/profile.php?uid=14110](http://guides.library.ucsb.edu/profile.php?uid=14110)

Sally can testify to the value of having a librarian embedded in a writing course. In her face-to-face class in library research methods, she strives to build *esprit de corps*. Her students prepare a research bibliography, making an oral presentation about their search strategies. Sally finds that this brings shy students to lose some of their reserve.

Over the course of her career Sally has had many assignments. She started the collection development part of her career with education and counseling psychology. She also supervised the curriculum laboratory (children’s collection) that supports teacher training, and worked with UC Santa Barbara’s strong experimental psychology department. Later, her education and psychology responsibilities were replaced by an assignment to support the women’s studies program, which allowed her to enlarge her interest in feminism and women’s rights. She became active in the University of California Women’s Studies Consortium, a collaborative group sharing work in collection development and reference, including subject guides. She has also been active in many other library-related endeavors, including serving on the Cambridge Scientific Abstracts (CSA) Higher Education Advisory Board for several years. She’s the co-author with Pauline Manaka, of UC Irvine, of the review of the American Sociological Association’s *TRAILS* database, which also appears in this issue of *Currents*.

At UCSB the librarians are academic employees and though they do not vote, they can serve in the Faculty Legislature, which is part of the UCSB Academic Senate. This allows them to participate in making policy on scholarly communication, curriculum and strategic planning, development of new courses and directions, planning for computer resources, and faculty welfare, as well as that of the campus community in general. Consequently, the librarians have many opportunities to represent library interests and needs to the wider academic community, offering orientation and helping to brand library resources so that community members are aware of the investment they have in their campus library.

Sally has also been able to take part in developing the UC System library model, in which planning, acquisitions, and the development of subject resources are shared among the ten campuses. Their motto is “One University, One Library.” One of the results of this collaboration has been the California Digital Library ([http://www.cdlib.org/about/organization.html](http://www.cdlib.org/about/organization.html)). In short, each of Sally’s interests has given her challenges and opportunities, and she has clearly found excitement in her work. She often used the word “vibrant” during our interview—it’s a term that Sally could use as a tag for her LibGuides profile.

Based on an interview with Sally Willson Weimer in October, 2010, on her LibGuides, and on various issues of ANSS *Currents*. 
Preliminary Meeting Schedule, 2011 New Orleans

Friday, June 24
ANSS Social   TBA

Saturday, June 25
Executive I (1st of 2)  8:00 – 10:00 a.m.
Publications   8:00 – 10:00 a.m.
Sociology Lib’s Disc. Group 10:30 – 12:00 p.m.
Subject & Bib. Access 10:30 – 12:00 p.m.
Conf. Prgm Planning 2011 1:30 – 3:30 p.m.
Membership 1:30 – 3:30 p.m.
Bibliography 4:00 – 5:30 p.m.

Criminal Justice/Crim Disc Grp 4:00 – 5:30 p.m.

Sunday, June 26
Annual Program 8:00 – 12:00 p.m.
Conf. Prgm Planning 2012 1:30 – 3:30 p.m.
Instruction & Info Lit 1:30 – 3:30 p.m.
Anthropology Lib’s Disc Grp 4:00 – 5:30 p.m.
Nominating 2012 4:00 – 5:30 p.m.

Monday, June 27
Review & Planning 8:00 – 10:00 a.m.
Executive II (2nd of 2) 10:30 – 12:00 p.m.

ARTICLE

Have you visited the new ANSSWeb?
By Erin Gratz

The new ANSSWeb made its debut on February 1st. The new site houses much of the same content, including all database reviews, bibliographies compiled by members, resources for librarians and information specialists in anthropology, sociology, and criminology, the Assessment Tool for Sociology Collections and Services, and more.

The tool bar across the top of the bar (see Figure 1) contains links to all aspects of ANSSWeb, including information about ANSS; committee information and rosters; the Manual for Officers, Chairs and Conveners; meeting minutes; upcoming conference details; historical information; and links to ANSS Currents, ANSS-L, and other publications created by ANSS committees.

Figure 1

ANSS

The right-hand side menu (Figure 2) that appears on all Web pages are quick links to ANSS publications such as: the Anthropology and Sociology Cataloging Q&A and New Subject Headings in Social Sciences (by the Subject & Bibliographic Access Committee); the Assessment Tool for Sociology Collections and Services; Reviews of Indexing, Abstracting and Database Services; ANSS Currents; and the Guide to Editing ANSS Publications. This area also links to the ANSS Committee Volunteer Form and to the ANSS Facebook Page.

If you are a committee chair or a convener and would like to enhance or customize your committee/discussion group pages, please contact Erin Gratz (egratz@laverne.edu). If you are
unsure of the possibilities, members of the Publications Committee can assist you in brainstorming and designing the page. The intention is to give more flexibility to committees to provide content to their pages.

The images in the ANSSWeb banner are in the public domain or have creative common share-like and/or remix licenses for non-commercial use. For more information about the banner, there is a bibliography page highlighting the photographers and the images (http://anssacrl.wordpress.com/about/banner-images/).

Coming soon to the Web page is the use of the Field Notes blog. The committee intends to use this section to solicit articles for bibliographies, gathering news about members, etc.

If you have comments or suggestions for the Web site or the Facebook page, please contact Erin Gratz (egratz@laverne.edu) or another member of the Publications Committee. Your feedback makes for a more useful and dynamic ANSSWeb.

REVIEW

Teaching Resources and Innovations Library for Sociology (TRAILS)
http://TRAILS.asanet.org/

Pauline D. Manaka, Anthropology, Demography & Sociology Research Librarian
Langson Library, University of California, Irvine
145 P.O. Box 19557 Irvine, CA 92623-9557
pmanaka@uci.edu
Reviewed December 27, 2010 - April 6, 2011

With Helen P. Clements, Associate Professor, Oklahoma State University, helen.clements@okstate.edu
And Sally Willson Weimer, Sociology, Global & International Studies, Global Peace & Security Collections Librarian, University of California, Santa Barbara, weimer@library.ucsb.edu

I. What is ASA TRAILS?

TRAILS, Teaching Resources and Innovations Library for Sociology, is a creation of the American Sociological Association, an up-to-date database that contains peer-reviewed teaching resources, which have been accumulating for over thirty years. Initially TRAILS was a paper collection, but in May 2010, ASA announced the new Web-based version as “a first-of-its-kind educational tool to promote high-quality teaching and to improve how college and university professors provide evidence to support their promotion and tenure;” (http://TRAILS.asanet.org/). Many of the original TRAILS resources have been moved to the online version.

The types of resources contained in TRAILS relate mostly to innovations in teaching at all levels of college and university education. Some examples include: course syllabi, assignments, bibliographies, film lists, Powerpoint presentations, videos, Web sites, and more. There is also a section with high school materials known as the ASA High School Affiliates Program of resources within the TRAILS database. TRAILS has compiled a list of sources that offer access to “Public Domain Images” of “Free Photo collections, film & video available for use in the public domain,” (http://www.photographiclibraries.com/index.php?c=10). However, the most distinguishing feature of TRAILS is the opportunity it provides subscribers to submit their teaching resources for peer review, just as they would research articles.

Subscription Cost

TRAILS, is now available through ASA member subscription and to other academics. ASA members pay $25.00 and non-ASA members $100.00 annually from the date of purchase. Subscribers have the ability to search and download close to 3,000 vetted teaching and learning resources, ranging from assessments to Web sites. They also have the ability to create a profile, choosing from more than seventy areas of subject interests, specifying a teaching focus (for example, “Introduction to Sociology” or Capstone courses) and will be notified of updated resources in their specific area each time they log in.

A great feature of submissions to TRAILS is the peer review, insuring quality publications and pedagogical effectiveness. Over thirty area editors provide the initial peer review. Authors also receive user feedback via a starred rating system.
II. Why *TRAILS*? Its Importance to Librarians

*TRAILS*, demonstrates the sociological profession’s ongoing commitment to successful teaching. The database furnishes librarians with new opportunities to become embedded in faculty classrooms, uniquely meeting teaching needs, especially with regard to assignments that are library friendly. This resource presents exciting possibilities for learning new teaching materials, as well as theoretical innovations in the discipline. *TRAILS* content can be used by other disciplines, such as anthropology, gender and women’s studies, and religious studies. Using this modestly-priced resource also assists instruction librarians with enlivening their vision of information literacy (IL) and focusing on the quality of faculty teaching. It allows them to submit IL guides/resources for review to be included in the *TRAILS* database.

Concerning reference, acquiring *TRAILS* would mean marketing the tool to faculty and graduate assistants as a support tool to help alleviate their concerns about being creative in the classroom. It will hopefully help meet other challenges not mentioned here, but in development. *TRAILS* also provides an avenue for librarians to submit bibliographies, library teaching guides, and other types of teaching Web sites for publication.

While there are several sources of syllabi and teaching guides in the social sciences, *TRAILS* is well organized, and it is a source developed by ASA, a well-respected professional organization for sociologists. Hopefully, *TRAILS* will encourage librarians to expand their teaching work within ASA, and thereby become more embedded in the discipline. Figures 1 and 2 (below) illustrate the *TRAILS* homepage and a sample syllabus.

![Figure 1. *TRAILS* homepage](image-url)
III. Steps to Help Users Understand the Contents and Uses of TRAILS

TRAILS, is located in the “Teaching and Learning Resources” area of the American Sociological Association Web site, www.TRAILS.asanet.org. Key features include the Login, My TRAILS, Submit Publications, Ratings, the Photo Library, and Help.

The Secure Login: Subscribers must login to use TRAILS. Once in the database, users can change areas of interest or update areas of interest so that they receive personalized information/database changes according to these areas, including the status of their own submissions!

A. My TRAILS is a personalized page that subscribers can create to provide ways of tracking interests. For example, you can view “resources you’ve submitted for publication through the editorial process, and see the newest ‘Featured Resources’ in your areas of interest.”

B. Submit publications: Follow the resource submission instructions, located at http://TRAILS.asanet.org/Pages/SubmissionDetails.aspx. Authors can check the “Submission Announcement” within My TRAILS, plus all additional updates of acceptance or requests for more revisions.

C. Rating TRAILS resources: area editors for TRAILS act as the first level of peer review. TRAILS subscribers also serve as peer reviewers by assigning each resource a rating, using a set of blue stars located at the top of the page, use 1 for lowest and 5 for highest.

D. PhotoLibrary: TRAILS subscribers may submit items for publication and use the library to acquire an image if they do not have one of their own.

E. HELP is provided on all the features, including contents, at submission and searching. It is clearly displayed on the site, http://TRAILS.asanet.org/Pages/Help.aspx.

How to Use TRAILS

The database search tool allows both simple and advanced searches. Simple searches involve choosing one or more keywords, and can be limited by the type of resource (assessments, lectures, syllabi, etc.) and by one of roughly seventy subject areas (applied sociology, ethnography, assessments, video, Web sites, etc.). They can also narrow a search by the date the resource was added to the database. Unfortunately, the process and the results are not always clear and consistent.

Basic Searching by Topic/Keyword
The TRAILS search capability is currently under development, an effective search can involve a considerable amount of trial and error. A search on “race AND gender” yielded 298 results. Narrowing the search by “resource type” (e.g., syllabus) returned 250, supposedly the maximum number of results. Further narrowing by resources added “1 month before” returned 116 records. Other searches in TRAILS using a single topic and resource type produced the results shown in Table I.

Some disadvantages the reviewer encountered with keyword searching were, for example, the inability to narrow by resource type in the specific subject search mentioned to any fewer than 116; the inability to sort resources by the number of stars they received, or to sort lists by date or by subfields of sociology (e.g., Medical Sociology).

<table>
<thead>
<tr>
<th>Search #</th>
<th>Topic</th>
<th>Limit</th>
<th>Results</th>
<th>Reviewer Comments/Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Racism</td>
<td>Resource type: Assignment</td>
<td>4</td>
<td>Religion, Gender included</td>
</tr>
<tr>
<td>2</td>
<td>Religion</td>
<td>Resource Type: Class Activity</td>
<td>9</td>
<td>All class levels; key on cultural belief &amp; practice</td>
</tr>
<tr>
<td>3</td>
<td>Introduction to Sociology</td>
<td>Source Type: Syllabus</td>
<td>114</td>
<td>All class levels (+grad)</td>
</tr>
<tr>
<td>4</td>
<td>History of Sociology</td>
<td>Subject Area: Introduction</td>
<td>2</td>
<td>Predetermined areas of subject limits by ASA</td>
</tr>
</tbody>
</table>

Table 1. Examples: Basic Searching

COMMENTS: BASIC Searching

There is room for growth and development in the database, especially with the advanced search function. Boolean searching features could also be strengthened. Searching is complicated by the need to broaden word searches (e.g., race OR racism OR discrimination) and then narrow the search with additional terms (e.g., social problems). Truncation symbols like (**) do not seem to be recognized by the system. Narrowing results by subject field provides discipline-based areas as decided upon by ASA. Limiting by resource type, which finds sources according to field type (e.g., syllabus, assignment etc.) did not yield fruitful results.

ADVANCED Searching

The Advanced search (Table 2) allows users to refine their search terms and choose subject areas using a series of check boxes, including drop-down menus for language, resource type, and class level. An advanced search on race with no focus (class size, language, area of sociology, etc.) yields 8 resources. The same searches and narrowing with the predetermined subject and field areas were executed. This produced very few resources, indicating a need for further development of this search function.

<table>
<thead>
<tr>
<th>Search #</th>
<th>Topic</th>
<th>Limit</th>
<th>Results</th>
<th>My Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>History of Sociology</td>
<td>Research Methods*</td>
<td>1</td>
<td>ASA limit (subject area)</td>
</tr>
</tbody>
</table>
Table 2. Examples: Advanced Searching

The Future & Overall Quality:

It is this reviewer’s observation that the improvement of searching capabilities and the software will progress over time and allow more robust sorting and limiting options as the database continues to grow. TRAILS, as a teaching tool today, has great potential to immerse librarians at all levels deeper into faculty and graduate student teaching. It has the potential to increase the awareness of the Library’s use and purpose to faculty when creating syllabi and class assignments.

Librarians should take advantage of TRAILS since it provides an opportunity to publish Library instruction/IL tools within the teaching section of the database. TRAILS offers another avenue for librarian members of ASA to serve as reviewers of the Internet sources and social networking sites that are used for teaching and research.

Source: http://TRAILS.asanet.org/

ANSS Currents (ISSN 0888-5559) is published by the Anthropology and Sociology Section of the Association of College and Research Libraries, a division of the American Library Association, 50 E. Huron St., Chicago IL 60611; (800) 545-2433, Ext. 2523. © American Library Association, 2008.

Co-Editor: Jenny Bowers, University of Denver, 2150 East Evans Avenue, Denver, CO 80208, (303) 871-3403. jennifer.bowers@du.edu

Co-Editor: Lesley Brown, University of Illinois at Chicago, Richard J. Daley Library, 801 S. Morgan Ave, Chicago, IL 60607, (312) 996-4032. brownles@uic.edu

Production & Circulation Office: 50 East Huron St., Chicago, IL 60611. ANSS Currents is published semi-annually in May and November. Back issues are available from ALA/ACRL, 50 East Huron St., Chicago IL 60611.

Chair, 2010-11: Jennifer Nason Davis, University of Michigan, Ann Arbor, MI 48109-1205, 734/647-5293. jnasond@umich.edu

Vice Chair/Chair-Elect, 2010-11: Terrence W. Epperson, The College of New Jersey, Ewing, NJ 08628-0718, 609/771-1855. epperson@tcnj.edu