



My job, as part of student services, is to assist students and faculty in navigating their way through the maze of information available to them and to advocate for evening student needs to the Business Library director. I also see my job as an opportunity to advance an appreciation of the value of libraries in future captains of industry, and in UCB faculty and administration. I work 4 evenings a week from 3-9pm, Monday-Thursday, to provide librarian support to the EWMBA program.

The Business Library is part of the University Library and is open 72 hours per week during Spring and Fall semesters, with reduced hours between semesters and during the summer. There are two fulltime librarians in addition to myself (.5FTE), two fulltime library staff, and over a dozen student employees. The Business Library is located in the Haas Business School building, though they are separate entities administratively, operationally and budget-wise.

even to the initiated regular user it can be daunting at times. UCB libraries hold over 10 million volumes . in addition, the library subscribes to numerous databases to support research and study in its 130 academic departments. There are two major and several minor library catalogs of holdings for all the libraries and collections at UC Berkeley. The Business library houses over 150,000 volumes and an extensive microfiche collection. In addition, the Business library lists 96 relevant databases on its Complete List of Business Databases page ([http://www.lib.berkeley.edu/BUSI/databases\\_A-Z.html](http://www.lib.berkeley.edu/BUSI/databases_A-Z.html)) - 23 databases are available in a menu of Most Frequently Used databases. In academic research business libraries, collections must cover all aspects of business and industry to serve research needs of faculty and doctoral students, MBA and undergraduate business students . thus our rather large collection of both digital and print.

As an academic librarian my mission is to ensure that students are information literate . that they develop a process for locating relevant information, can find key resources in their fields, develop a thoughtful and critical approach to using information resources, and are reasonably knowledgeable about negotiating their way through a complex information environment. As librarian for the EWMBA program, my mission is to become information literate. This means providing as much handholding as a student needs to use the library, much as I would in a public library environment.

It is particularly vexing to students and faculty that the business95 14.52 ref\*EMC /P AMCID 584A(l)5(y)11(953

Each database has its strengths and quirks . for example, one database vendor provides coverage of a major business magazine such as The Economist as soon as it is published, another lags for several days. One provides full text coverage for Harvard Business Review and abstracts of the Wall Street Journal, the other provides full text coverage of the Wall Street Journal and abstracts of the Harvard Business Review. It gets tricky when someone wants the

encouraging follow-up after the workshop. Along with detailed handouts, I work with media services to tape the workshops and make screen and sound recordings (in Camtasia) of workshops, but I think the recordings are a poor replacement for actual attendance and face-to-face teaching. This has implications for distance learning - one needs a different set of media skills to create a successful library training video versus conducting a live interactive face-to-face class.

The majority of my contact with students is through email. With email reference, my first response is to state back the question as I understand it, and to provide highly detailed information on which resources to use, search terms and strategies, and a reminder about off-campus access procedures for electronic resources. Even with questions that are not

