

Internship Report: Dubai Women's College

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LIBR294S

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INTRODUCTION

My internship was negotiated back starting in September, during which time I was not yet signed up or intending to study under an internship class. When I was informed that it was required for me to be officially enrolled in an internship class at SLIS by the administration of my site, I found myself to this class. My internship was at Dubai Women's College (DWC) in the United Arab Emirates (UAE). It was a distance internship, done online. My chief task was to completely develop the college library's history and education collections on a \$5000 and \$1000 budget respectively. I had been given complete freedom to develop an annotated list of records to be added and removed from the collection and my immediate supervision was Karla Castle. The scope of both collections was to be appropriate for both ESL Arabs and converting the mostly textbook collection into a proper academic research collection. A secondary task was to prune the pre-existing collections of irrelevant or otherwise inappropriate selections and to create an annotated list of withdrawal recommendations to Karla.

It might surprise the reader to know that almost all of the staff at the library (including Karla) are from the US, although there are a few Europeans as well. The UAE is taking great efforts to import as much intellectual wealth as possible. Whereas the UAE is a rich country, it has been dependent on foreign intelligentsia thus far to develop their educational infrastructure. My internship work represents the most high tech extension of this exchange. My learning outcomes were as follows:

1. List the appropriate resources for developing a library collection
2. Explain collection development methodology

3. Develop an ability to distinguish appropriate additions to a library collection within the boundaries of a defined scope
4. Organize a library collection following a coherent information retrieval schema
5. Compare various collections against institutional demands in order to improve and build upon a pre-existing collection
6. Produce a new, modern history collection

This internship was selected over others due to the unique opportunities it forwarded. Chief amongst them was the ability to work independently and to be given the freedom to make decisions that are otherwise reserved by much more experienced librarians. Rather than mere “busy work” common to a good deal of internships, I feel as if I could have an architectural role to play in collection development, as well as to set the tone for further developments, which appealed to me. Additionally the DWC offers unique networking opportunities with ex-patriots deeply involved in a booming economic area with many professional prospects.

SITE DESCRIPTION

Dubai Women's College is one such college that has roots in the modernization project which has been sweeping the UAE for the past three decades. Founded in 1989, the school specializes in business, information technology, health science, communications technology and education and engineering. The DWC is part of the Higher Colleges of Technology (HCT) system, a national post-secondary education network of over 17 campuses which is rapidly expanding. Admission to HCT schools is free of charge for UAE citizens. Like all colleges in the UAE, the DWC is restricted to

sex; men attend separate schools. The DWC grew from a modest 200 students at its opening to over 2200 students by 2006.

The DWC is populated by a fairly heterogeneous base of library patrons. Under 20% of the population of the UAE are Emirati, while over 50% derive from South Asia and 23% from other Arab states and Iran. Regardless, most patrons entering the college speak Arabic, all are female, are in their late teens and twenties and are all undergraduates pursuing professional degrees. The prevailing religion of the patrons is Islam, although the schools in the HCT are secularized and task oriented around professional development. The faculty is overwhelmingly Western: the majority of which are imported intelligentsia from the United States, although there is a sizable minority of Europeans and Commonwealth citizens. Most students come from middle class families and enter the college to graduate into the professional rather than academic sphere. The students are overwhelmingly English as a second language (ESL), with all the classes, services and library collections offered in English only. This is not to suggest that the student body have mastered English, as might be the case at some schools in the Netherlands for instance. Rather the limited English comprehension creates a series of compelling issues to constantly consider. Two billion dollars was allocated by the Ministry of Education in 2008 to assuage the issue of poor ESL performance, as it is a current impediment to new graduates entering the English dominated professional space. Even so, ESL comprehension continues to be a factor to the time of this writing.

Although the official collection development policy mentions ESL and comments on the need for all works to be in English it does not explicitly inform on the topic of comprehension level. It was explained by Karla that all works added to the collection

would need to be at a high school English level, and would need to contain unambiguous knowledge due to lack of English reasoning skill at the DWC. In this manner the working policy of the library is to maintain general reference level works rather than more intellectually challenging secondary works. This reality informs the principal information needs of the patrons. In other words the DWC patrons expect coverage of a wide array of academic topics while also maintain a lower level of reading comprehension as would be common at most colleges and universities in the United States. I was informed that many of the students may have never heard of broad terms such as Communism and when confronted with such ideas would be best served with basic primers on the topics at hand; the only recently waning cultural isolation of the UAE and other Middle Eastern states presents a fragile situation in which the Western intellectuals flooding into the country have a very serious responsibility to properly introduce foreign and complex concepts.

My work at DWC was done completely online. The "site" was thus virtual in nature, and might be interpreted as the series of digital tools availed to me by the college. The chief resource was Bowker's Book Analysis, a collection development software which compared the library's pre-existing collection against a list of "core" works. I also made ready use of the HCT library system known as Falcon. Falcon was used to search for duplicate records, browse internal collections and access another important tool: Bowker's Books In Print. This latter software allowed for individual pricing of records and was used to price selections for purchase which did not derive from the Book Analysis list of core works. Various other tools used included regular email correspondence, including sending documents back and forth.

My immediate supervisor was Karla Castle, though I was initially handled by Alicia Salaz. Salaz is internship program administrator in the library, which involves designing projects, advertising and recruiting, screening, matching with a professional supervisors, technical/administrative support for internships and quality assurance. Ms. Salaz connected me with Karla after I was officially hired on as an intern and after that point was not involved in my work. Karla Castle is the librarian tasked with Bachelor program collection development at the college.

LEARNING OUTCOME I

List the appropriate resources for developing a library collection

This outcome was obtained by a two-step process: first, orienteering and researching collection development resources and second, applying said resources to understand their value. In the first sense I was introduced a myriad of resources by Karla: most useful and prominent of which was the Bowker's suite and of secondary use were academic review subscriptions, which were offered through the college library system. Bowker's is perhaps the ultimate tool, as it compiles all "core" lists into one source, and has an impressive degree of scalability, robustness and complexity. I did use some academic review databases and other academic lists, but found them to be cumbersome and difficult to manipulate; as information retrieval means they were inferior. Ultimately my collection development activities involved using Bowker's tools, but I also used Amazon to preview books, which I found absolutely invaluable. I also spent a good deal of time on Google Scholar searching for peer-reviewed reviews of particular titles, or searching around Google for academic websites with feedback and impressions on the most obscure titles. This was particularly useful for finding information on some of the

rare and outdated records in the pre-existing DWC collection. It also might be worth noting that the administrative task of compiling a “smart” spreadsheet including dynamic calculations of price and searchable fields was also mastered.

A last resource I utilized was emailing various academic experts on subject areas and asking for suggestions on developing a “complete” collection. I posed this question in various professional association mailing lists, as well as individually addressing a few experts. Their feedback was fairly useless in that they were unfamiliar with the concept of core works or were heavily biased toward certain schools of thought, but I do think it would be useful to contact such experts for feedback on particular records of interest.

LEARNING OUTCOME II

Explain collection development methodology

This outcome was obtained by two means: personal contemplation and also newly obtained knowledge from taking a collection development class simultaneously with the internship. I applied my undergraduate and general knowledge of history and education (which I hold degrees) as a framework for fleshing out gaps in collection coverage, surveying the whole domain of applied knowledge to establish my own collection development methodology and philosophy. My philosophy was established after a great deal of contemplation as follows: establish complete coverage of the subject areas in the liberal arts tradition, purchase keystone works (works that in absence would embarrass the greater institution) and also abide by the collection development policy of the college. My philosophy was buttressed by my studies in Professor Wayne Disher's collection development class, which offered a concrete and empirical method to my theoretical philosophy by introducing methods of analyzing collection data.

Although not a problem, one thing worth noting was that Karla gave me complete freedom to establish the basis by which I would make my purchases. While there is a greater institutional collection development policy, there is no intelligible schema for collection development at the subject level. This was not a problem for me, as it was a joy to apply my knowledge of history and education to create a provisional philosophy of development for these two particular collections.

LEARNING OUTCOME III

Develop an ability to distinguish appropriate additions to a library collection within the boundaries of a defined scope

This learning outcome was accomplished by much of the aforementioned contemplations. More specifically it requires knowledge of the patron, and knowledge of institutional demands. For the first, I studied the UAE's culture and history extensively, and then interrogated Karla on the type of patron that would be using the collection through a series of lengthy emails. This provided to me an understanding of the patron. Simultaneously I examined the DWC's collection development policy as well as the job proposal prepared by Salaz and Karla for my consideration. The result of which was a list of records which are considered for purchase against academic expectations, socio-economic realities, educational goals, institutional policies and qualified, personal judgment.

The only real "problem" that I encountered during the internship on this topic was my inclusion of reference works into the initial lists for purchase. Karla consequently informed me that reference works were prohibited from inclusion, something which was not included in the project brief or elsewhere in the collection development. On the

contrary, inclusion of reference works in the complete collection record list she sent me suggested otherwise. This was a bit of a setback, as my concept of coverage was disrupted by the removal of some authoritative reference works which then had to be recovered by additional purchases and re-allocated funds.

The record lists I sent to Karla speak for themselves, which can be gleaned in Appendix A and B.

LEARNING OUTCOME IV

Organize a library collection following a coherent information retrieval schema

This refers primarily to organizing a collection based upon Dewey or LC standards. My lists were organized by Dewey index and my collection development work done primarily by Dewey subject area. This allowed for coherent subject coverage via a systematic way in so much as it allowed me to perceive lack of coverage by topic, and then to fill those gaps with purchases. For instance I was able to see that certain Dewey indexes were completely absent of “core” records; there was virtually no coverage of the United States in the history collection. The collection is also organized by an internal call number system which I studied and now understand properly. This was pretty straight forward to accomplish, just required some deliberate study.

LEARNING OUTCOME V

Compare various collections against institutional demands in order to improve and build upon a pre-existing collection

In the collection work I had to compare the internal library collection against various lists of “core” works via Bowker's Book Analysis. I then was tasked with

improving the collection given a finite amount of funds. I think the record lists speak for themselves: I accomplished both improving the quality of, and building upon the quantity of the collections by carefully selecting records which I spent a goodly amount of time researching. When I found the collection it had little authoritative academic coverage of very important subject areas – this was especially true of the aged and often juvenile history collection – and I made a huge effort to update and streamline the collection in order to offer the most relevant and comprehensive tomes possible. I think if the college does decide to purchase all of my suggestions they will have a fine history collection that is not missing key works in history writing. I had to analyze the pre-existing collection by spending tens of hours examining the records, and then decide where funds were needed to improve the collection. After my initial survey of the record list I loaded it into Bowker's Book Analysis to visually compile the statistics, at which point I conceptualized a plan to achieve better and more complete coverage by approximating an allocation of funds to various subject categories.

Again, I think the record lists speak for themselves, for evidence of such please reference Appendix A or B.

LEARNING OUTCOME VI

Produce a new, modern history collection

The idea here was to create a history collection that included the sort of cutting edge historiography that I had the benefit of experiencing as an undergraduate while simultaneously avoiding Orientalism and maintaining a reading comprehension level appropriate for the college. Orientalism is a concept created by Edward Said in the late 1970s which makes the argument that most materials which deal with the “orient” (itself

a spurious concept) are entwined with stereotypes, racism and ethnocentrism. My aim was to avoid records which embody this sort of writing, which unfortunately is all too common up until the 1990s in a sizable number of publications. While having such records should be avoided on American soil, to have such racist materials in a college based in Arabia, was to me, completely unacceptable.

Thus to remold the history collection involved removal of outdated and Orientalism-inspired writings, as well as completing coverage of key works in history writing (Gibbon to Toynbee etc), primary documents (Herodotus, Thucydides etc) and introducing contemporary, cutting edge general histories. As a historian I was very interested in the historiography and culture of the record and wanted to ensure that new records being purchased were based on the newest research, the most clearly worded and succinct styles but also the most authoritative and comprehensive content. As the college students are unable to comprehend very challenging secondary sources, the selections I chose skirted the edge of reference – general histories covering whole areas, countries or continents. That being said, I made every effort to avoid boring and patronizing textbooks and to stick to plain spoken but passionate authors. In this way I created a modern, new history collection, as evidenced by the appendices.

A TYPICAL DAY OF WORK

While I have been describing the various competencies and theoretical happenings of the internship, I'd like for the reader to consider this following report on a typical day of work for the internship. The following is provided verbatim from the coursework logs:

* * *

So what is a typical day "at work" for me? Well for one, it's done from my home. I typically schedule days of the week that I will work; I don't have to "clock in" every day, I just need to complete the project by some internal deadlines that Karla and myself have agreed to. I tend to work for entire days at a time rather than spread out the work through the week. A work session involves a comfy leather chair, my computer, some metal or classical music, sealing myself in my study and two primary digital tools: Bowker's Book Analysis and Bowker's Global Books in Print.

Bowker's Book Analysis is a wonderful resource. It compares a library collection against a "core list" of works. My day of work starts with opening up Bowker's Book Analysis, selecting DWC and "resources for College Libraries" core works list. I proceed to filter out "any audience" works and focus my search to lower and upper undergraduate collections. I then send a query filtered into Dewey categories (LC is also available; I just find that Dewey more easily sorts the records for my purposes). From all the Dewey sections I further refine my search to focus on 9xx works only (900 is Dewey for history). What is returned is as referenced in figure 1.

The second column is "core titles in library", the third is "core titles" and the third is "percent of core titles currently held." From this view I can appraise the general condition and status of the collection in an interactive form. Some huge gaps in coverage become obvious quickly. As I work I mentally attempt to estimate how much funds I'm going to use on each section, and begin to think about the entire course and scope of history, going from geographical region to region in my mind, asking "do I have a record to cover this area yet?"

Collection development begins with delving into the list of core items currently not held in the library and going through them one by one to locate some economic gems (reference figure 2). I consider price, scope of content and quality - seeking works which are affordable, cover the most ground in a sound academic fashion and are well reviewed. For this latter qualification I tend to use Amazon reviews and Google to locate peer-reviewed analyses. When I find a record which I suspect might be worth adding, just from the title, or from an author whom I recognize, I have to stop and make sure the reviews are good. I also commonly use the Amazon "browse" function to look in the table of contents and skim through the record, using my background as a historian to provisionally judge the quality of a work. Once I'm certain that a record will do well in the collection I keep skimming, clicking the next page until I have gone through dozens of pages of records.

In some places I make concessions for price; I am not always want to select the cheapest records. I made a point to buy several high quality atlases which were pricey after I digested Karla's comment about the students not knowing where China is. I also made a note to buy a series of very expensive world history reference encyclopedias. One set was \$650, more than a tenth of the budget! However, the scope of the set was invaluable: covering all world history from pre-historic times to the present, and at a reference level. Such a set would be of great service to the college population and would fill gaps that would still inevitably remain after my development was complete.

My work is a mixture of pain and delight. For one, it pains me to have to consciously decide not to cover a topic in depth with a particular record because the budget is lacking. There are very few occasions in which I selected records which offer

specific coverage of a topic; "a concise history of the middle east" takes precedence over a \$80 tome on the complete history of Jordan. I would love to include such works in the library collection, but I also have a responsibility of ensuring complete historical coverage. If a student has a question and is unable to answer it with at least one record in the library, I have failed. While I would prefer to select Cambridge histories, which I consider to be more or less authoritative, their limited scope and notable price has prohibited their purchase.

For me the work is more a mental challenge rather than the tedium you might expect. I have to constantly be reviewing my entire knowledge of history and glancing over the world map on my wall (Which is, quite in the spirit of my nerdiness, an etymological political map), arguing with myself and interrogating my knowledge of the past to wade through an ocean of records. I mentioned before that the work was a mixture of pain and delight, and here is where the delight comes in. It is a joy to recall all the names of historians from my undergraduate years, as if revisiting an old friend. To have the confidence of knowing where all those works fit into a greater schema of knowledge is also rewarding. As a historian myself, I quite enjoy skimming through various history books. I am constantly cognizant of the effect the development will have on historical studies at the college, and it is an invigorating experience to be at the fore of modernization.

Figures 1 and 2 are as follows.

* * *

(919)	Geography of & travel in other areas	0	2	2	0.0079
(920)	Biography & genealogy	1	6	7	14.29%
		0	155	155	0.00%
(920)	Biography, genealogy & insignia	0	140	140	0.00%
(929)	Genealogy, names & insignia	0	15	15	0.00%
(930) History of ancient world (to ca. 499)		3	536	539	0.56%
(930)	History of ancient world to ca. 499	1	28	29	1.27%
(931)	China to 420	0	8	8	0.00%
(932)	Egypt to 640	1	56	57	1.75%
(933)	Palestine to 70	0	8	8	0.00%
(934)	India to 647	0	7	7	0.00%
(935)	Mesopotamia & Iranian Plateau to 637	0	22	22	0.00%
(936)	Europe north & west of Italy to ca. 499	0	31	31	0.00%
(937)	Italy & adjacent territories to 476	1	154	155	0.65%
(938)	Greece to 323	0	123	123	0.00%
(939)	Other parts of ancient world to ca. 640	0	44	44	0.00%
(940) History of Europe		0	1664	1664	0.00%
(940)	History of Europe	0	444	444	0.00%
(941)	British Isles	0	139	139	0.00%
(942)	England & Wales	0	132	132	0.00%
(943)	Central Europe: Germany	0	240	240	0.00%
(944)	France & Monaco	0	167	167	0.00%
(945)	Italian Peninsula & adjacent islands	0	92	92	0.00%
(946)	Iberian Peninsula & adjacent islands	0	95	95	0.00%
(947)	Eastern Europe: Russia	0	199	199	0.00%
(948)	Scandinavia	0	21	21	0.00%
(949)	Other parts of Europe	0	135	135	0.00%
(950) History of Asia		17	860	877	1.94%
(950)	History of Asia: Far East	1	23	24	4.17%
(951)	China & adjacent areas	1	150	151	0.66%

X Find: Match case

Done

Bowker's Book Analysis System

Title	Author	Publisher	Dewey	LC Class	ISBN10	ISBN13	Price	Format	Pub Year	RCL Format	C	M	S	P	E	R	U	EA	G	ebk	Status	Awd	Rev
428 AD: An Ordinary Year at the End of the Roman Empire	Traina, Giusto	PRINCETON UNIVERSITY PRESS	937/.09	DG338.T7313 2009	0-691-13669-6	978-0-691-13669-1	USD 24.95	Trade Cloth	2009	Book											In Print		X
A Brief History of Ancient Greece: Politics, Society, and Culture	Pomeroy, Sarah B.	OXFORD UNIVERSITY PRESS, INCORPORATED	938	DE214.B74 2004	0-19-515680-3	978-0-19-515680-5	USD 75.00	Trade Cloth	2004	Book											In Print		
A Commentary on Herodotus I	McQueen, E.	BRISTOL CLASSICAL PRESS	938.03	PA4002	1-85399-586-X	978-1-85399-586-6	USD 27.00	Trade Paper	2001	Book											In Print		
A Companion to Late Antiquity	Rousseau	WILEY, JOHN & SONS, INCORPORATED	930.5	D57	1-4051-1980-2	978-1-4051-1980-1	USD 199.95	Trade Cloth	2009	Book											In Print		X
A Companion to the Ancient Near East	Snell, Daniel C.	WILEY, JOHN & SONS, INCORPORATED	939.4	D557.C56 2005	0-631-23293-1	978-0-631-23293-3	USD 188.95	Trade Cloth	2005	Book											In Print		X
A Dictionary of Ancient History	Speake, Graham	WILEY, JOHN & SONS, INCORPORATED	930.03	DE5.D53 1994	0-631-18069-9	978-0-631-18069-2	USD 87.95	Trade Cloth	1994	Book											In Print		
A Historical Commentary on Salust's Bellum Jugurthinum	Paul, G. M.	CARUS, FRANCIS PUBLICATIONS, LIMITED	939/.72	PA6653.A63 P3 1984	0-905205-16-2	978-0-905205-16-8	USD 60.00	Trade Cloth	1984	Book											In Print		
A History of Archaeological Thought	Tiggerer, Bruce G.	CAMBRIDGE UNIVERSITY PRESS	930.1	CC100.T75 2006	0-521-84076-7	978-0-521-84076-7	USD 100.00	Trade Cloth	2006	Book											In Print		
A History of Argos to 500 B. C.	Kelly, Thomas	BOOKS ON DEMAND	938/.8	DF0221.A8K44	0-608-15968-9	978-0-608-15968-3	USD 70.10	Trade Paper		Book											In Print		
A History of Greece to 322 B. C.	Hammond, Nicholas G.	OXFORD UNIVERSITY PRESS, INCORPORATED	938	DF214.H28 1986	0-19-873095-0	978-0-19-873095-8	USD 65.00	UK-Trade Paper	1986	Book											In Print		X
A History of the Greek City States, 700-338 BC	Sealey, Raphael	UNIVERSITY OF CALIFORNIA PRESS	938	DF222	0-520-03177-6	978-0-520-03177-7	USD 29.95	Trade Paper	1976	Book											In Print		
A History of the Hellenistic World, 323 - 30 BC	Errington, R. Malcolm	WILEY, JOHN & SONS, INCORPORATED	938/.08	DE86.E77 2007	0-631-23387-3	978-0-631-23387-9	USD 104.95	Trade Cloth	2008	Book											In Print		X
Alexicon to Herodotus	Powell, J. Enoch	OLMS, GEORG, VERLAG AG	938/.03	PA4007	3-487-00036-9	978-3-487-00036-7	USD 63.50	Library Binding	1977	Book											In Print		
A Short History of Ancient Egypt	James, T. G. H.	INTERNATIONAL BOOK CENTRE, INCORPORATED	932/.01	DT61	0-86685-720-6	978-0-86685-720-8	USD 45.00	Trade Cloth	1995	Book											In Print		
A War Like No Other: How the Athenians and Spartans Fought the Peloponnesian War	Hanson, Victor Davis	RANDOM HOUSE PUBLISHING GROUP	938.05	DF229.H36 2005	1-4000-6095-8	978-1-4000-6095-5	USD 29.95	Trade Cloth	2005	Book											In Print		X
Abydos: Egypt's First Pharaohs and the Cult of Osiris	Plan Staff	THAMES & HUDSON	932	DT73.A16	0-500-39030-4	978-0-500-39030-6	USD 45.00	Trade Cloth	2009	Book											In Print		X
After the Ice: A Global Human History, 20,000-5000 BC	Mithen, Steven	HARVARD UNIVERSITY PRESS	930	GN740.M58 2006	0-674-01999-7	978-0-674-01999-7	USD 22.00	Perfect	2006	Book											In Print		X

SUMMARY

One of the most surprising and indeed refreshing discoveries concerning the profession's culture and ethics during my internship work was the freedom I was granted. I believe that the level of work I was doing was commensurate with dual-major post-grads; I'd expect someone with a masters or doctorate in history and a MLIS to be doing the sort of work I was tasked with. I highly doubt something like this would be done in the United States. We have become a country where employees are not trusted, risks are not taken and we expect from our employees a specific behavior as defined in a contract. My internship at the DWC felt like I was being trusted with an important task and was given the latitude to do it as best as I could. It's also a work which is at "my level" – as I can't really tolerate busy work and have grown tired of my intelligence being misapplied in the United States.

The technologies at the internship were central to it. The real question is: did these technologies detract from the work? I think not. I didn't have to waste time doing things at an internship like lunch breaks, mandatory hours of sitting around doing nothing or socializing with people. I could focus on the task at hand, as transmitted through clear, succinct and unambiguous email messages. If I had worked on site I would be doing the exact same things, but I would also be compelled to wear business clothes and sit in an office. I work more effectively on my own terms and when obeying general deadlines rather than "hours on the clock." The only downside of a virtual, distance internship was the inability to physically inspect the stacks for records that needed to be pruned due to damage, neglect or other physical factors. Then again, this was not the mandate passed

down to me; I was tasked with removing outdated and inappropriate records, not corroding ones.

Not many concepts were applied from LIBR 204 due to the unique circumstance I was placed in. Yes, I did have a supervisor, but it did not feel as if I was put into a management system or otherwise had much oversight. I submitted my documents on time, and they were accepted. Higher administration never butted itself in, as far as I can tell. The UAE's administrative method, from the top down is quite different than the stifling culture in the United States. While government employees are expected to perform exceptionally, especially ex-patriots, they are often given the freedom to hang themselves. I found that it was a very reasonable environment in which I worked. When I mentioned I might have gone over my budget at one point, Karla informed me that it was not a problem and that the numbers were more or less arbitrarily selected anyway, and that as long as the titles improved the library, they would be accepted by higher administration. What a difference from the politics infected and rigid systems I have experienced in these United States!

Most of the issues I observed by the staff at DWC were personal reflections on their place in the UAE society and their status as ex-patriots. Ex-patriots often make great careers in the UAE, and make an incredible amount of money when compared to the United States, but Karla reported that they might find their jobs terminated without any clear reasoning, and if they are unable to find new employment within six months will have their work visas invalidated. There were few other concerns. The UAE is booming economically, so the freedom to operate with impunity is effectively a reality. There is a

constant focus on improving the UAE, in particular Dubai, and those who are willing to aid that effort often are rewarded lavishly.

There were few difficulties with the internship. The only things that come to mind are slow website speeds (to be expected from a website in the UAE) and a few week period in which one of the most important tools (Bowker's Books in Print) was unavailable. Other than that I can think of no difficulties.

The SLIS courses of most value during the internship were the ones concerning library ethics and philosophy. They helped me establish confidence in my development philosophy and methodology, which then enabled me to work seamlessly and to defend my actions. Wayne Disher's collection development class, while not exemplary for its erudition, still stressed the importance of knowing your patron before developing a collection. This is one major concept which sticks out to me: to fully understand the students and faculty of DWC was essential before any work could take place. I spent a great many weeks reading up on the demographics, history and culture of the UAE and Dubai in particular, as well as watching documentaries on the UAE's rise to prominence as the "new Singapore." Disher's class called for a non-academic yet thorough "walk about" of a community in order to understand its information retrieval needs and to gauge the pulse of the culture, and this is an invaluable gem of wisdom for all looking to work in libraries. I don't think many other courses offered by SLIS would have helped for the internship, I felt pretty well equipped going in, determined to apply my theoretical understanding of the topics into practice. I also knew I could nag Prof. Disher if I needed help with anything, although I never had the need to.

Overall I would say my internship at the DWC was a positive one. Not only did it expand my knowledge and skill in collection development, but it also opened up my interest in relocating out of the country for my own professional and life development. I feel confident in my ability to do collection development work professionally and now know what tools I would try to use or convince my organization to purchase for focused work. I'd like to point the reader to the appendices which are attached, which were the final deliverables for Karla:

Appendix A – this is the list of history titles for purchase

Appendix B - this is the list of education titles for purchase

Appendix C - this is the list of history titles for withdrawal

Appendix D - this is the list of education titles for withdrawal

Each record is accompanied by annotation and reveals the method and rationale for my work.