

CLS Newsletter

The College Libraries Section—Association of College and Research Libraries

Volume 7, No. 2, Spring 1992 • Jonathan D. Lauer, Editor

Report from the Chair

Ralph Alberico, keynote speaker at the CLS program at the ALA conference this summer, has written extensively about the use of technology in libraries. As former Head of Reference at Loyola and James Madison Universities, and now as the Head of the Undergraduate Library at the University of Texas at Austin, Ralph has had the opportunity to use technology to develop innovative approaches to reference work and the delivery of information.

Ralph has published widely and is the author of *Microcomputers for the Online Searcher* (Meckler, 1987) and coauthor of *Expert Systems for Reference and Information Retrieval* (Meckler, 1990). He is on the editorial board of the electronic journal *PACS Review* (*Public Access Computer Systems Review*) and has been a contributing editor of *Computers in Libraries*.

Following are quotes from "The Development of an 'Information Superhighway'." *Computers in Libraries* 10, no. 1 (Jan. 1990): 33-35.

"In the library community, we tend to focus on databases and what they can do for us without worrying too much about the network technologies that make database access possible. In fact, one could say that networks form the infrastructure for the transfer of electronic information. It is the ability to communicate knowledge—not to store it—that makes libraries more than warehouses. Likewise, online searching is exciting for its potential to transfer information, not for its potential to store information."

"The implications of a network able to handle such high capacities are staggering for academia, libraries, and the information industry. Implementation of NREN will engender all sorts of legal, ethical, and economic debates. It may also change the way we interact with our information environment. A high-capacity network combined with advanced display

and printing capabilities will change the way we distribute graphic records."

"... Using the network will be as different a sensory experience from what we're used to now as online searching was from flipping through a reference book, and as reading a book is from watching a television show."

And from Bailey, Jr., Charles W., and Dana Rooks, eds. "Symposium on the Role of Network-Based Electronic Resources in Scholarly Communication and Research." *The Public-Access Computer Systems Review* 2, no. 2 (1991): 460.

"If we don't become involved at all levels, there is a very real possibility that resources will shift to other segments of the economy that can deliver the electronic services that academic and post-industrial organizations will need to survive. It is already happening in some places.

Until electronically displayed information matches the resolution and convenience of the printed page there will be a need for the ability to transform electronic texts to paper texts. Nodes on the net will need to acquire the ability to handle images and to transform information from one medium to other media.

The quality control system for the printed word is much more firmly established and highly evolved than that for the electronic word and image. Technology has advanced to the point where we need to start considering how to develop a system of quality control. There is no doubt that we are on the verge of profound changes in the way we produce and communicate knowledge.

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Association Of
COLLEGE
LIBRARIANS

CLS Newsletter (ISSN 0887-3550) is published twice a year by the College Libraries Section of ACRL, a division of ALA.

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The 'electronic book' of the future is as likely to be a composite as it is to be a single coherent entity. Scholars will compile their own electronic books by gathering separate pieces of information from different parts of the net. Libraries may become publishers simply by using the net to build customized multi-media documents for clients."

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Remember, the CLS program, "Alternatives to Collection Ownership: College Library Implications and Applications" will be held on Sunday, June 28, from 9:30 A.M. to 12:00 P.M. Speakers will be Ralph Alberico, Robert Adams (Wesleyan University), Nancy Taylor (Earlham College), and Paul Peters (Coalition for Networked Information). Don't miss it!

—MARY LEE SWEAT
University Librarian
Loyola University—New Orleans

The View from Grantham

Outside my window I can see Cemetery Hill, the final resting place of bygone saints from the branch of Anabaptism that forms the heritage of my institution. The rural landscape belies the frantic flurry of activity and hectic pace now characterizing college librarianship. We all have promises to keep, issues to ponder and debate, battles to wage.

Our local consortium, the Associated College Libraries of Central Pennsylvania, recently played a key role in successful lobbying efforts to repeal a new Pennsylvania tax on periodical subscriptions, an accomplishment you have likely read about in the literature. Victory is sweet.

Professional development opportunities abound. Some we are able to take advantage of: PALINET-sponsored training, consortial programs, even field trips, including a recent visit to the Naval Academy library, hosted by Richard Werking and his staff. Others must be forgone. Time and money go only so far.

So, too, is our vision limited. I view the *CLS Newsletter* as a kind of telescope. The naked eye can see only so far. There's quite a bit to look at beyond Cemetery Hill.

—JONATHAN D. LAUER, *Director*
Murray LRC, Messiah College
Chair, CLS Newsletter Committee

The Library at the Heart of the Educational Enterprise: The Messiah College Experience

Several years ago librarians at Messiah College, a small comprehensive college with 2200 students, had few opportunities for classroom bibliographic instruction (BI) and little professional interaction with teaching faculty. Librarians found themselves playing a passive role in meeting the information needs of the faculty and students.

A Comprehensive Liaison Program

In an ambitious attempt to address these and other problems, the five librarians initiated a comprehensive liaison program incorporating numerous library functions: selection, weeding and preservation, budget-building and interpretation, non-routine reference assistance, bibliographic instruction, online searching, and cataloging consultation.

Information Technology

Despite a flurry of letters offering and describing the above services, faculty members were slow to respond—particularly in the area of classroom-related BI. However, within months of initiating the liaison program, two CD-ROM indexes (ERIC & PsycLIT) were added in reference and money was budgeted for free online searching for faculty. Recognizing that most teaching faculty were now in unknown territory, librarians successfully used these information technologies as conversation starters/ice breakers.

Course-Integrated BI

In several cases, "conversations" blossomed into vibrant librarian/faculty relationships resulting in course-integrated instruction, jointly planned assignments, and a few intensive instruction sessions for individual teaching faculty. Acquisition of additional CD-ROM indexes and the KeyNOTIS online catalog has provided more opportunities to converse and plan bibliographic instruction.

Requests for bibliographic instruction have grown from a low of two or three classes in 1983-84 to over 70 course-integrated class sessions in 1991-92. Fortunately, all liaison librarians share the load!

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Serendipity

An unexpected benefit of the liaison program is seeing faculty/librarian relationships develop beyond BI and collection development. Information technology enabled librarians to get "a foot in the faculty door," and they now play an integral role in the academic experience at Messiah College. Several significant developments follow:

- Three librarians participated with teaching faculty in their liaison departments to present workshops at an annual all-college Colleague's Conference, a one-day conference attended by faculty and staff.
 - Two faculty members asked two librarians to join them in applying for a 1991-92 teaching grant (awarded). The project defines learning outcomes and the development of assessment mechanisms in two classes using process research student projects. In the grant application, liaison librarians are identified as the means by which the project results will be communicated to the college community.
 - The General Education Review Committee has incorporated into its proposal for revision the library's goals and philosophy of course-integrated BI across the curriculum.
- The General Education chair included the library's prepared statements and sequences of BI in his information literacy report to the Middle States Association of Colleges and Schools.
- A proposed faculty governance structure categorizes librarians as curricular faculty and the library as an academic department. Such a structure would provide opportunities for librarians to serve on campus committees, including the academic policies committee.

Librarians are now working as colleagues of the teaching faculty, developing expertise in subject areas, and contributing more fully to the library's total mission and operation. A comprehensive liaison program, coupled with the administration's strong support for evolving information technology, has enabled Messiah College librarians to place *the library at the heart of the educational enterprise*.

—BETH MARK

BI Coordinator

—SOO LEE

Head of Technical Services
Messiah College

Note: A complete explanation of Messiah College's liaison program was presented at the 1991 LOEX Library Instruction Conference.

Lukewarm Response to CLS E-Mail Directory

Responses to a request in the Fall 1991 issue of the *CLS Newsletter* for BITNET/Internet addresses of CLS members fell far short of expectations. Plans were afoot to publish a directory of E-mail addresses and to form mailing lists of CLS E-mail users. Users were asked to send their addresses to Larry Oberg, Albion College, for inclusion. To date, fewer than 20 responses have been received.

Oberg reported the lack of a significant response to the CLS Executive Committee at Midwinter in San Antonio. He noted that ALA will begin publishing BITNET/Internet addresses in its *Membership Directory* shortly, an action that appears to obviate the need for CLS to publish its own directory. Given the low response rate, however, it may be premature to plan for CLS E-mail users' groups. The Committee decided to defer the project until need is demonstrated.

It remains unclear, however, whether the low response rate results from lack of interest or because the number of CLS members who are BITNET/Internet users is small. Members who are interested in seeing E-mail users' groups formed are invited to forward comments and suggestions to: Larry R. Oberg, Director of Libraries, Albion College, Albion, MI 49224 (Voice: (517) 629-0567; FAX: (517) 629-0504; E-mail: LOBERG@ALBION.BITNET).

—LARRY R. OBERG

Director of Library
Albion College

Focus on Diversity

In November 1990, the ACRL Executive Committee took action on the ACRL Task Force report on Recruitment of Underrepresented Minorities, voting to establish an ACRL Standing Committee on Racial and Ethnic Diversity. The Committee's charge was to

Initiate, advise, and mobilize support for appropriate action related to issues of racial and ethnic diversity in academic librarianship, including the recruitment, advancement, and retention of underrepresented groups to academic

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(Focus . . . , continued)

librarianship; and the promotion of quality academic library and information services for members of racial and ethnic groups.

Further, committees, sections, chapters and discussion groups were asked to focus their energies on issues of racial, ethnic, and cultural diversity.

In response to this directive, the CLS Executive Committee decided at its winter 1991 meeting to establish a permanent liaison to the Racial and Ethnic Diversity Committee. At the summer 1991 meeting, the Executive Committee endorsed several commitments, briefly outlined below:

- 1 Executive Committee members to host a person of color not currently active in CLS at a CLS conference activity;
- 2 Start a regular column in the *CLS Newsletter* to share ideas and successes regarding recruitment, staff training, service to minorities, collection development for a multicultural curriculum, etc.;
- 3 Include information about our desire to diversify CLS in recruitment literature;
- 4 Connect with other caucuses and committees to learn how CLS can support their programs (cosponsoring events, etc.)
- 5 Request a *CLIP Note* on recruitment, retention, promotion, services and collections related to diversity, etc.;
- 6 Investigate and recommend language concerning recruitment and services for diverse staff and clientele in the various standards;
- 7 Remind members of scholarships to which they may contribute in order to support diversity in membership, library school and hiring (as mentioned in the last *CLS Newsletter*);
- 8 Encourage the ACRL Executive Committee to develop a data base of information about the diversity of the ALA membership. This information is essential for the various committees and groups to determine whether the diversity of their membership and appointments is expanding or contracting and what strategies may be needed.

Discussion of these recommendations provoked two observations from the Executive Committee. First, it was pointed out that liberal arts colleges are the primary source of library school students and are, therefore, a major source for recruiting people of color to the profession. Career planning offices and fairs are customary avenues of recruitment on

campus. Second, the Committee recognized the need for commitment on each member's part to bring about the diversification of our profession.

College libraries seeking information on services, recruitment, collections, promotion, training, and other aspects of diversity may contact: Kriza Jennings, Diversity Consultant, Association of Research Libraries, Office of Management Services, 1527 New Hampshire Avenue NW, Washington D.C. 20036, (202) 232-8656. Jennings collects current research on diversity in libraries and can provide advice on diversity training programs as well as extensive information in response to individual inquiries. While she works from the larger library perspective, her expertise will also benefit smaller libraries.

College librarians who feel that they could contribute to the ethnic or racial diversity of the CLS Executive Committee should contact: Sarah Pedersen, Chair of the CLS Nominating Committee, Evergreen State College Library L2300, Olympia, WA 98505, (206) 866-6000, Ext. 6246. Nominations would also be appreciated.

—SARAH PEDERSEN
Dean of Library Services
The Evergreen State
College

Editor's Note: In the last issue, John Sheridan (Colorado College), called us down from the dizzy heights of unlimited access to the universe of information to the valley of our own collections, urging us to put more effort into greater local accessibility. "Let the debate begin!" Sheridan challenged in conclusion. Ed Meachen (University of Wisconsin—Parkside), has heeded that call with the following response.

Ownership of Access

We hear the plaintive cry of many a librarian in John Sheridan's article, "Access to Ownership, not Access *or* Ownership—Adjusting the Focus in College Library Automation." His arguments have a certain alluring quality about them, a glancing backwards, like a longing to be in an impressionistic garden scene. But in fact, I find little substance in his arguments.

The primary focus of Mr. Sheridan's article is that librarians should concentrate more on providing access to what we already have rather than spending

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increasing sums on providing access to what we don't have. This sounds logical in principle but is flawed in practice. In the first place, it is the electronic formats—the WORMs, LANs, and CDs which he says we should not be chasing—that have enhanced access to the journals in our collections. In the pre-electronic era we were entirely dependent upon cumbersome and often baffling paper indexes and abstracts. Try to get someone to use the paper version of *Psychological Abstracts* after you've mounted the CD-ROM version. Moreover, many of these electronic indexing and abstracting databases provide the option of marking the journal titles your library holds. The fact is that no matter how large or small the academic library, the more electronic indexes and abstracts you have, the better access to your own collection you provide.

In the second place, enhancing bibliographic records with tables of contents or abstracts is hardly amenable to decentralized contributions. I haven't space here to fully explore the implications of Mr. Sheridan's argument, but suggest that it is impractical for at least two major reasons. First, it would increase cataloging time by a factor of four or more. Personnel resources are even harder to obtain than collection development money, and devoting much more money to cataloging would fly in the face of the current trend to simplify cataloging and get the item out as expeditiously as possible. Second, you could not possibly abstract every title purchased (without a massive infusion of labor), so the question becomes, Which titles would you select for such labor-intensive work? How do you know what will be used? How do we know when we order anything that it will actually be used? All the analytics in the world will never guarantee that a thing will be taken off the shelf.

I believe the entire philosophy behind Sheridan's argument is fatally flawed. I can summarize that philosophy in a simple statement: "we can purchase nearly everything our undergraduate population will ever need in their reading or research; all we need is better access to it." This means that two liberal arts colleges, one with a \$50,000 acquisitions budget and one with a \$500,000 acquisitions budget can both provide their students with everything they need. I submit that those supplied by the \$50,000 budget will not need to wade through much to complete their assignments.

There has never been a more propitious moment for so many to have access to so much. We should

purchase access tools. Abstracting services are better than indexing services; resources via the Internet are proliferating. We should work hard to reduce turnaround or delivery time. We should use telefacsimile at every opportunity. We should explore the use of scanning technology and Internet delivery.

We are fast approaching the time when the students at the college with the \$50,000 budget will be playing the information access game on a level playing field with the students at the college with the \$500,000 budget. But if those library managers who believe "our job is to teach students the best way to exploit *available* information," and by "available" they mean only information on campus, they will be putting those they serve at a tremendous disadvantage. On the contrary, our job is to teach students the best way to exploit all available information on campus or off. The more we know about the universe of information available, the better we serve our students. If students must wade through masses of information, our job is to show them how to do that. If students are dissatisfied with our libraries because we don't own three-quarters of the journals abstracted in some electronic service, they have a right to be, but only if we can't get what they need in a reasonable time.

The current budget crisis in academic libraries calls for a different solution than making do with less. Our "shotgun" approach to ordering materials (which results, if we're lucky, in less than 50% of the books ordered actually being used), needs to be reconsidered. Since we have access to bibliographic records, to indexes and abstracts, we have the opportunity to begin devising a system of information on demand that will require us to pay only for that information our students and faculty will actually use. This is now becoming possible with journal literature; we need to work to make it feasible for books.

The philosophy of access to ownership bespeaks two sorts of poverty. On the one hand, it represents a poverty of resources, an institutionalizing of the "haves" and "have nots" in information ownership. On the other hand, it represents a far more serious poverty of imagination. In addition to the fallacy of believing that we can provide everything our students require, this point of view fails to suggest even one solution to the problem created by steady-state budgets and triple the CPI inflation rates for academic journals.

The debate should be refocused. What are the most cost-effective and efficient delivery

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(Ownership . . . , continued)

mechanisms? What are the costs per use versus the costs of ownership? These are the points we ought to be discussing and examining.

—EDWARD MEACHEN
*Associate Vice-Chancellor for
Information Services
University of Wisconsin-Parkside*

Library Directors' Discussion Group: Review and Preview

The CLS Library Directors' Discussion Group met Saturday, January 25, from 8:00 to 10:00 P.M. in San Antonio. A new topic—campus politics—prompted lively discussion on such issues as working with the dean, forging strategic alliances (e.g., with the bookstore), conferring with the library committee, and building relationships with computer center personnel.

New themes in collection development were also shared: student participation, cooperative ventures, buying "just in time" rather than "just in case," and use of focus groups.

The Library Directors' Discussion Group will meet in San Francisco on Sunday, June 26, from 2:00 to 4:00 P.M. If you have any ideas for new topics or creative forums for discussion, please contact Susan Campbell at (717) 846-7788 or Billy Pennington at (205) 226-4740.

—SUSAN CAMPBELL
*Library Director
York College of Pennsylvania*



"Hey, this is no MLS—It says HEAVY EQUIPMENT OPERATOR!"
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Nominating Committee Seeks Suggestions

Your input would be appreciated as the 1993 Nominating Committee begins its work. Forward your suggestions for candidates for the offices of Vice-Chair/Chair-Elect, Secretary, and Member-at-Large to:

SARAH PEDERSEN
*Dean of Library Services
Library L2300, Evergreen State College
Olympia, WA 98505*

Standards Committee Plans Revision

The CLS Standards Committee, chaired by Diane Parker of Western Washington University, is working on a revision of the 1986 Standards. The revision project was approved by the CLS Executive Committee on June 29, 1991.

Useful to the revision process are the results of an opinion survey collected from over 500 libraries currently using the standards. David Walch of California Polytechnic University, former chair of the committee, reported the findings of the survey at the ACRL National Conference on April 13. Parker led a discussion of the results of the survey following Walch's presentation.

The Committee is interested in hearing from individual CLS members on how extensive the revision of the standards needs to be, whether it needs to be quantitative or qualitative in nature, what new topics need to be addressed, and related matters. Readers' opinions are welcome and encouraged.

Other members of the committee include Barbara Bryan, Fairfield University, Connecticut; Paul Coleman, Adrian College, Michigan; Dalia Hagan, St. Martin's College, Washington; Claudette Hagle, University of Dallas, Texas; Ada Jarred, Northwestern State University, Louisiana; and Norma Yueh, Ramapo College, New Jersey.

For further information contact: Ada D. Jarred, Watson Library, Northwestern State University, Natchitoches, LA 71497, (318) 357-4403.

—DIANE PARKER
*University Librarian
Western Washington University*

National Advisory Council Is Alive and Well

Thirty National Advisory Council (NAC) representatives, representing 20 ACRL chapters, met on Monday, January 27, during ALA Midwinter 1992. Agenda items included:

- Review of the important role NAC representatives play in communicating CLS plans and programs to college librarians in their areas, as well as communicating the concerns and ideas of those librarians to CLS leadership;
- An overview of CLS activity since ALA—Atlanta as reported by CLS officers, committee chairs, and liaisons at the first CLS Executive Committee meeting;
- A presentation by Sherman Hayes of the CLS Planning Committee;
- Planning a social event for college librarians at the ACRL Conference—Salt Lake City and a **HOT TOPICS DISCUSSION** at ALA—San Francisco.

NAC Coordinator, Elizabeth Kaschins, distributed copies of the new CLS brochure, "CLS Strategic Plan," and program ideas from the 1990 NAC Survey. NAC representatives were asked to become familiar with the Strategic Plan, to consider how NAC fits CLS's goals and objectives, and to forward suggestions for items that could be added or deleted. NAC representatives were also asked to prioritize and update the NAC survey's program ideas; the results will be forwarded to CLS leadership prior to the Executive Committee meetings in San Francisco.

NAC Membership

A fully constituted NAC should consist of 82 representatives, two from each of the 41 ACRL chapters. At the time of Midwinter 1992, 25 chapters had designated representatives; 16 had not. ACRL chapter presidents have been contacted again and it is hoped that an even larger group can meet in San Francisco. Questions about the NAC membership process should be addressed to Elizabeth Kaschins, NAC Coordinator, Preus Library, Decorah, IA 52101. Kaschin's E-mail address is Kascheli@Luther.uni.edu; Voice: (319) 387-1196. Fax: (319) 387-1657.

The focus of the NAC Meeting at ALA—San Francisco, Monday, June 29, 1992, 11:30 A.M. to 12:30 P.M., will be the **HOT TOPICS DISCUSSION**; topics

will be announced when we gather. Thanks to NAC representatives Colleen Conway (Hope College), Larry Oberg (Albion College), and Robert Murdoch (Utah State University) for organizing this forum. Refer to the announcement below.

—ELIZABETH KASCHINS
Senior Reference Librarian
Luther College

Conference Announcements

CLS Programs at ALA— San Francisco

PART I:

Sunday, June 28, 1992

9:30 A.M. to 12:00 P.M.

"Alternatives to Collection Ownership: College Library Implications and Applications"

Speakers

Ralph Alberico, University of Texas
Undergraduate Library

Nancy Taylor, Earlham College

Robert Adams, Wesleyan University Library

Paul Peters, Coalition for Networked Information

PART II:

Tuesday, June 30, 1992

9:00 A.M. to 12:30 A.M.

"Alternatives to Collection Ownership: Costs and Budgeting Issues"

Presented by LAMA-LOMS Financial
Management Committee

National Advisory Council Meeting

Monday, June 29, 1992, 11:30 A.M.

A choice of topics of current interest to college librarians will be offered at the meeting.
All college librarians are welcome to attend!



This newsletter is printed on recycled paper.

CLS Meeting and Program Schedule 1992 Annual Conference

Friday, June 26, 1992

9:00 A.M. to 5:30 P.M. Standards Committee

Saturday, June 27, 1992

8:00 A.M. to 9:00 A.M. CLS orientation for new Executive Committee members

9:30 A.M. to 12:30 P.M. CLS Executive Committee

11:30 A.M. to 12:30 P.M. 1992 Program Planning Committee—San Francisco

2:00 P.M. to 4:00 P.M. Standards Committee

2:00 P.M. to 4:00 P.M. Planning Committee

2:00 P.M. to 4:00 P.M. Newsletter Committee

2:00 P.M. to 4:00 P.M. CLIP Notes Committee

Sunday, June 28, 1992

9:30 A.M. to 12:00 P.M. CLS Program—"Alternatives to Collection Ownership: College Library Implications and Applications"

2:00 P.M. to 4:00 P.M.

Library Directors' Discussion Group

2:00 P.M. to 5:30 P.M.

Standards Committee

4:00 P.M. to 6:00 P.M.

CLS reception

Monday, June 29, 1992

8:00 A.M. to 9:00 A.M.

College Library Leadership Committee

8:00 A.M. to 9:00 A.M.

Fringe Benefits Study Committee

9:30 A.M. to 11:00 A.M.

College Library Planning Program Committee

9:30 A.M. to 12:30 P.M.

Planning Committee

11:30 A.M. to 12:30 P.M.

National Advisory Council

11:30 A.M. to 12:30 P.M.

1993 Program Planning Committee—New Orleans

Tuesday, June 30, 1992

9:30 A.M. to 12:30 P.M.

CLS Executive Committee

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