MINUTES


The program committee has been meeting online throughout the fall to identify speakers for the program. This was the first nearly complete face to face meeting of the group.

We began by reviewing each speaker's proposal to determine the order of speakers. The committee agreed to the following order:

Barbara Valentine
Janet Cottrell
Maryann Hight
Rachel Cheng

Robin agreed to make opening remarks and introduce all speakers briefly. Speaker information will be detailed on a handout, which Isabella agreed to coordinate, in order to keep opening remarks brief. We were reminded that the business meeting would run from 9-9:30, leaving only 90 minutes for four speakers, introductions and questions.

Rationale for this order:

Barbara Valentine seemed like the logical lead speaker because her presentation was broad. She has conducted focus groups and web usability tests with undergraduates as part of her belief that a better understanding of student perspectives and research behaviors leads to more effective reference and instruction services. She stated in her proposal that “interviews with undergraduates writing research papers reveal that student perspectives on the value and purpose of academic work are often at odds with those of educators.” Her presentation will address student motivations, expectations and commitment to academic work, which is a good lead in to the topic.
Next in line is Janet Cottrell, who is director of information access in Kenyon College's merged library and computing services division. Janet has, as a distinctive part of her job description, to serve as a formal advocate for the student constituency. She will talk about a support model that begins by identifying students as a unique constituency and then focuses on devising a support structure specifically to meet their needs.

Maryann Hight will follow with a very practical snapshot of the Senior Thesis Writers Series she designed at Bates College, as a direct response to student needs. Maryann is the instructional services librarian at Bates and has also developed a parallel Faculty Update Series.

Rachel Cheng will conclude with another practical example, this time a consortium based model of response to student needs. Rachel is the Associate University Librarian at Wesleyan University will describe the 24/7 live reference service among a number of New England college libraries. Because Rachel will be the last speaker and is a committee member, she will lead into the question and discussion session at the end.

Remaining work was divided up as follows:

Publicity—Robin will write article for newsletter and send it to committee members to post on listservs. The committee will brainstorm a list of listservs in their next “online meeting” and decide upon the timing of posting. Room assignment will not be available until closer to conference.

Advertising on listservs: All committee members.

Date and time: Robin will verify that the program is from 9:30-11:00 on Sunday morning and that the business meeting for CLS will be held from 9-9:30

PowerPoint coordination: Lis will take all speakers presentations and put them into a seamless PowerPoint presentation. She will bring her laptop to the conference.
Introductory remarks: Robin
Question and discussion: Rachel
Get handouts printed: Isabella and Robin
Pick up handouts and bring to session: Ginny
Interface with CLS website to mount program information: Lis
Evaluation form: Lis

Check to make sure that we have a projector: not assigned, Robin said that she checked that box on the program proposal form but it came back to her as requesting a radio. She alerted Melissa Cast (no longer at ALA) who said that there had been a glitch in their program proposal form.

Submitted by Robin Wagner, CLS Program Chair, Annual 2002 meeting

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Mark Cain joined the committee to share as vice-chair his theme for the year and his vision for a program focused on recruitment to college librarianship. His interest lies in getting talent into the field, and he wants to take a pro-active look at issues and strategies related to recruitment. Mark does not want to try to protect the profession as an institution; in fact he believes that we should include a contrarian perspective among the speakers. We might also want to take a market perspective, include a library director, and perhaps someone from a library school. Mark suggested Blaise Cronin of IU and Evan Farber as people we might want to contact.

We agreed that for a CLS program we needed to focus on what is unique in college libraries, which we believe revolves around the feeling of belonging to the academic community as a whole. We want to look at the skills and attitudes needed in early 21st century college librarianship. We want to include both short-term strategies as well as speculation on the future of the profession and what those forecasts tell us about whom to recruit. We agree that the issue is a systemic one -- library schools are changing, the jobs are not there, we are unsure where the profession is headed. Mark recalled a frontispiece he saw about the medieval librarian, and he will try to find it, as he recalled the words being relevant today.

We definitely want a combination of practical and theoretical outcomes for the session. We want to explore four possible components to the two hour program.

1. A background speaker -- someone to set the stage. Chris Loring volunteered to work on this portion.
2. A practical set of handouts so attendees have concrete suggestions to take back with them. This might take the form of a matrix of strategies by rural/urban, size of school, or other factors. We could collect ideas on the listserv or by other methods. Rita Gulstad will work on this.
3. Case studies - We might try to videotape three individuals who are currently searching for college library positions, or were recently recruited to the profession. We can construct their stories so as to crystallize what the important elements were in their decision to pursue college librarianship.
4. Panel/debate and reaction session - We want some controversial and varied opinions on the topic. Tara will formulate some thoughts about how this might look.

Each of the volunteers agreed to formulate some ideas of what might be included in that part of the program, possible people to involve, and a timeline to complete that segment in time for the program in Toronto. These thoughts will be shared via email by spring break at the latest.