

CLS Newsletter

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CLS Chair: Why I go to ALA

Note: This column takes the form of an e-mail to a recent M.L.S. graduate starting a first position as a librarian.

Dear Pat:

At lunch the other day you asked me about the recent ALA Midwinter Meeting in Washington DC - what I did and was it worthwhile. As I recall I responded quickly with, "Meetings, meetings, meetings," and, "Of, course." I'd like to take a few minutes to expand on my answers to your questions.

I do spend a good deal of time at Midwinter attending meetings of the College Libraries Section (CLS), but that is not the reason I go. If I wanted to attend meetings, there are plenty to choose from on campus. I go because it is important to meet colleagues with similar interests, to learn what's going on at other colleges, and to make contacts for myself and other colleagues. There are few truly unique situations: we all learn from the experience of others. Participation in the College Libraries Section provides me with the opportunity to do these things and more. Work on CLS committees has given me a good sense of accomplishment. I have shepherded projects to publications and helped plan conference programs. I have worked with librarians from all other the country and made long-lasting friendships. Through CLS I have been able to hone my leadership skills and to practice the art of directing the meeting of many disparate colleagues (often compared to herding cats).

Although I often come home exhausted from ALA Annual Conference or ALA Midwinter Meeting - and find at least 77 e-mail messages waiting - my perspective on libraries is refreshed and energized. And I might have better answers, or at least know whom to call for the answers, for many of the e-mail messages.

Good luck in your new position; I hope my experiences will encourage you to consider membership and participation in the College Libraries Section!

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Academic librarians to imagine learning library

"Imagining the Learning Library" will be the topic of the ACRL President's Program this year at the ALA Annual Conference in San Francisco. Rather than mounting a separate CLS program, the section is cosponsoring the ACRL program, along with five other sections. The program will begin at 2:00 p.m. on June 30.

Members of the Walt Disney Imagineering Team, along with a design architect and a public services librarian, will share their thoughts on how to realize the ideal of the learning library, a library whose purpose or "story" lies in inviting exploration and in presenting openings for learning and research. What would such a library offer, look like, and be? How can we shape services in ways that support the learning and research that lie at the heart of the academic and research library? How can our physical environments convey this mission? How do our buildings speak to our users? Answers to these and other questions will bring the concept of the learning library to life.

A "Showcase of Ideas," following the major speaker presentations, will highlight some of the innovative ways academic librarians are making this vision of the library a reality. This showcase will include presentations by several college librarians. Participants will include Maureen Sullivan (moderator), OMS organizational development consultant for ACRL; Betsy Baker, head of Reference Services at the Northwestern University Library; Barry Braverman, senior vice-president and executive producer for Walt Disney Imagineering; Peggy Van Pelt, development specialist for Walt Disney Imagineering; and Craig Hartman, senior architectural design partner at Skidmore, Owings & Merrill.

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Discussion group provides opportunities to share

Wonder how other college libraries are dealing with an issue you're facing? Want to talk with colleagues from other college libraries? The College Libraries Discussion Group is a wonderful opportunity to share your experiences, learn how other libraries are addressing the issues, and meet your colleagues. Anyone who works in college libraries, including support staff, is welcome to attend. Topics discussed at ALA Midwinter in Washington, DC, included the relationship between libraries and computing centers and space planning for college library buildings.

Our meeting at ALA San Francisco is on Sunday, June 29, 11:30 a.m.-12:30 p.m. Come join the discussion and share your ideas!

Please send any suggestions for topics you would like to see discussed to Jennifer Ross or Charlotte Slocum:

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Library-computer center relationships to be discussed

Are questions being raised on your campus about combining the administration of the Library and the Computer Center? Do you wonder how to respond to these questions? Do you wonder how such a situation works? What will your library gain or lose from such a merger? Will it be "Marriage, Good Friends, or the War of the Roses?"

Come to the College Leadership Committee's discussion at ALA Annual on June 29 and hear from colleagues who have experience with these issues. Larry Hardesty, College Librarian at Austin College will present an overview of the research he has been conducting on how considerations of library/computer center mergers affect the functioning of both units. Then Mark Cain (College of Mount St. Joseph) and Connie Dowell (Connecticut College) will discuss how a merger has worked on their campuses. Kathleen Murphy (Mount Aloysius College) and Damon Hickey (The College of Wooster) will talk about how the library and computer center function as separate entities on their campuses. The participants have been chosen for their different perspectives and opinions, so the program should provide much lively debate. There will be plenty of time for questions and discussion from the audience.

Mark your calendar for June 29, 9:30Ð11 a.m. in San Francisco. Room location will be announced on COLLIB-L as soon as it is available. Sponsored by the Leadership Committee of the CLS Section.

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CLS to cosponsor ILL preconference

How can I notice current needs and accommodate the present and future for the increased interlibrary loan activity? How has increased interlibrary lending/borrowing activity affected other library departments? Expect to find the answers at the ALA preconference, "The Ripple Effect: How Interlibrary Loan Affects Library Services and Operations," cosponsored by the College Libraries Section of ACRL, the ASCLA Interlibrary Cooperatives and Networks Group, and the RUSA MOPSS-ILL Group, Friday, June 27, 9:00 a.m.-3:00 p.m.

This preconference will be a discussion of the "ripple effect" that increased interlibrary lending has had on library services, budgeting, operations, acquisitions and retention of materials, and staffing. The program is aimed at library directors, staff, and planners who are dealing with the change in Interlibrary Loan. This will not be a "how-to-do-ILL" conference, nor a statistical retrospective; we all know that interlibrary lending/borrowing activity is rapidly increasing. The focus will be on what to do about adjusting services and resource allocation in the face of those increases.

For further information about the preconference, check the following Web page: .

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C.E. Committee focuses on user needs

College libraries strive to be responsive, and CLS committees strive to be responsive to the membership. The Continuing Education Committee has heard your request for more projects that can be brought right to your own library, or right to your consortial workshops and programs. This fall another videotape will be available for your use. During the San Francisco

conference we will be taping interviews with experts on four "Hot Topics in College Library Management": Web integration, user education in the electronic age, funding/budgeting for electronic information, and reorganization/restructuring. Check future issues of the *CLS Newsletter* and COLLIB-L for announcement of the videotape's availability.

After this project is complete, the committee will be looking at potential projects that would be of value for the continuing education of college librarians. Please send me your ideas!

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Deekle shares views on public, governmental relations

Public relations and the college library

Among the ten winners of the 1997 John Cotton Dana Library Public Relations Award, announced at the February 1997 Midwinter Meeting, were two academic institutions, Oklahoma State University and the University of Southern California. Why so few, I wonder, when the need for promoting understanding of college libraries' needs and purposes has never been greater?

As a member of the John Cotton Dana Awards Committee, I want to urge our academic community to take seriously the benefits of a formal public relations program, and to submit an entry for the next competition. Most college libraries already engage in a variety of public relations activities: preparing exhibits and displays, hosting speakers and programs (from book-discussion groups to thematic lecture series), publishing and distributing newsletters and electronic publications for user services or other outreach purposes, and many other individual and recurrent projects. Each of these activities helps to broaden the faculty, student, and administrative awareness of the college library's central and evolving role in the academy. We all confront competition on our campuses for funding and support, and these seemingly routine public relations activities take on a heightened importance.

I hope many college librarians will visit the John Cotton Dana Awards booth in the Exhibits Hall at the ALA annual conference in San Francisco this June. Winning entries will be displayed, and members of the awards committee will be able to advise you on how to prepare an entry for

your library. Meanwhile, please let me know if you have questions or comments about the awards or public relations for college libraries (pdeekle@wheatonma.edu). I look forward to hearing from you.

An eventful legislative term

This brief report from recent legislation carries a mixture of opportunity on the one hand, and heightened concern on the other. First, the concern for all of us relates to recent activity in several states to control minors' exposure to obscenity on the Internet. This local concern has, of course, become a highly visible item on the Supreme Court's agenda. Some of the public concern seems to target public library services that provide unrestricted access to the Internet. Members of our academic communities will likely not be exempt from expressions of concern about the content of information which our users access from our public workstations. I urge every college librarian to stay in touch with the ALA Washington Office's oversight of this important matter (call 1-800-941-8478 to learn how to subscribe to their electronic publication, ALAWON).

On a brighter note, the bipartisan Commission on Protecting and Reducing Government Secrecy (Sen. Moynihan, D-NY, chair) presented its report on March 4 to the president and Congress - criticizing current practices that keep too much confidential, while failing to protect the national security. The commission ended its work at the end of March; its report can be found at <http://www.access.gpo.gov/int/>.

Finally, from the Office of Educational Research and Improvement, U.S. Department of Education, comes a grant opportunity with an invitation (June 9, 1997 closing date) for applications (available on April 18) for the FY97 Field-Initiated Studies Grant Program. Approximately seven individual awards, averaging \$150,000 per year (for up to three years), will fund research proposals about academic, public, and school library services related to stated priorities. For more information, view the Federal Register notice at <http://www.ed.gov/legislation/FedRegister/announcements/1997-1/032097f.html>.

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Mentor Program praised by member of "class of '96"

I was recently teasing my daughter, a freshman at Wheaton College (Norton, MA), by telling her I was a "sophomore." Her blank look and horizontally-shaking head led me to explain that I meant I was in my second year as a college library director. She acknowledged that explanation and accepted my statement that sophomore status enables you to look back on that marvelous, mysterious, frequently bizarre first year - be it in college or in the hot seat of the college library. It is coincidental that my daughter's college is also the home of my partner from the Mentor Program - Peter Deekle. It is a small world, this land of college library directors, and it is chock-full of fine people.

My Class of '96 in the Mentor Program numbers thirteen. I feel we have a lot in common, and we go to each other for support and ideas. In addition to the networked effect, I imagine each of us has their two or three 'go to' colleagues for many questions. Personally, I have gained so much from the Program coordinated by Larry Hardesty. Ably supported by Mignon Adams and Evan Farber, Larry also utilizes local personalities on a rotating basis since the site of the Program's 'Pre-Midwinter Seminar' aligns with the location of the annual Midwinter meeting. I am sure I speak for all of us who have been through the Mentor Program when I say that the benefits of participation are virtually limitless. What you have here is our College Library Director's group giving its best to its newest colleagues.

Next year, as a "junior," I am sure I will be a bit more knowledgeable, carry a few more figurative scars, and be all the more eager to help some of the "freshman" class of '98. It is my hope that you new comers will chose to and be able to participate in this invaluable program and that you tried and true directors will continue to accept the call when a "frosh" arrives in your neck of the woods.

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Mentor Program "class of '97" bonds at seminar

Whether a person is promoted from within or is an "outsider," moving into the position of library director can be daunting. A newcomer has the added burdens of learning about the history and culture of the institution as well as getting acquainted with new colleagues and

mastering the complex procedures in the new environment. There is a sense of responsibility and isolation never before experienced in one's career. And while in the past peer library colleagues could be called upon for advice, consolation, and venting of frustrations, the new director faces stressful challenges without a familiar support network.

Enter the College Library Directors Mentor Program, founded by our section and now self-supporting. The program offers help in two ways: by matching the new director with an experienced director who serves as a formal mentor, and by sponsoring a four-day workshop where new directors can come together to share concerns and challenges.

Eleven new college library directors met this February at Marymount University in Arlington, Virginia, to discuss common issues such as budgets, electronic resources, the relationship between libraries and computing centers, and the politics of weeding. The seminar was organized by Mignon Adams, library director at Philadelphia College of Pharmacy and Science; Larry Hardesty, director of the Austin College Library; and Evan Farber, library director emeritus at Earlham College. In a setting of confidentiality and trust, we, the new directors, shared some difficult challenges and benefited from others' experiences and advice.

Alike yet different

One of the delightful things about the seminar was the sense of shared adventure. Everyone was a first-year director, and few had any elaborate sense of experience on which to draw, or any seasoned understanding on which we could rely. We were green recruits who had been at the front just long enough to know that we had a whole lot to learn about regular combat. This overarching sense of a common challenge made for good communication and an uncanny frankness.

At the same time, the seminar enjoyed a great deal of diversity, even though the group was rather selective and small. We were an unusually wide-ranging assortment hailing from the state of Washington to the city of Boston. In fact, one of our first group decision was to send a delegation to a nearby Staples store to purchase a U.S. map and some push pins! There were directors from small state colleges, denominationally-affiliated schools, and mid-sized liberal arts institutions. How could we not help but learn from each other and profit from our time together?

We quickly determined that most of us tended toward "introverted" and "judging" on personality tests, but we surprised ourselves by unveiling hidden thespian talents. Dividing into groups of three or four, we addressed some of the all-too-typical scenarios of librarianship with the aid of role-playing and the techniques of street theater. How, for instance, does a director manage a declining materials budget? What should be done with faculty who view technology with disdain or, conversely, see librarians as too wedded to books? Can a difficult Library Committee be handled effectively? When does deferred maintenance become a crumbling building? We came away with no ready-made solutions, but our productions were genuinely fascinating and wonderfully entertaining, and we learned a great deal about how others may see us and our problems.

A broader role

It comes as a shock to discover that, for the first time in our careers, our supervisors are non-

librarians with limited knowledge of our work. To help us understand this new perspective, Dr. Martin Larrey, vice-president for academic affairs at Marymount University, generously shared several hours with us. He spoke of the director's crucial role in educating the Deans' Council to the library's centrality in the teaching/learning process. Urging us to be change agents, he expects his staff to be advocates for the institution, not their own areas - in his mind, if we only express self-interest we become marginalized.

When asked about effective team members, Dr. Larrey said the traits he values are service, accessibility (of both programs and people), and problem-solving skills. Fatal mistakes are untrustworthiness - a cardinal sin - and failure to design appropriate systems. As institutions grow and change, it is critical that their systems keep pace; otherwise lots of people work very hard but nothing really happens. Dr. Larrey, humorous and dynamic, was a breath of fresh air.

Meeting a legend

The crowning achievement of the seminar, however, was the presence of Evan Farber. He, along with our two other excellent facilitators, created an inspired setting for learning. Most of us consider Evan to be the godfather of bibliographic instruction, and, in a broader sense, of all functions related to librarian/faculty interaction. Library instruction, information literacy, collection development - all have at their core the collegial relationship between librarian and faculty who share the responsibility for the student learning environment.

Evan has been a personal mentor to several generations of librarians through his teaching, writing and presentations. During our brief seminar, he used numerous techniques to encourage discussion and reflection. A highlight was a role-playing demonstration between him and a Marymount faculty member. We were spellbound by the master at work. It was a dynamic reminder that endless discussions of personnel and budgets have a real purpose - and of the importance of the human element in establishing that link between students, resources and learning.

All work and no play...

The social, unstructured time was as valuable as our daily seminar routine. Conversations over breakfast, lunch, and dinner produced friendships that will continue well beyond the length of the formal program. Many of us seemed to have lucky charms in our pockets during our evening adventures. Whether it was finding a fine Italian restaurant offering discount prices that night or getting tickets to the National Symphony at the Kennedy Center, it was a charmed four days. Several actually shared a post-symphony dessert with an Alabama couple who just that morning had received the honor of having one of their clothing products accepted into the Smithsonian's collection. In short, we charged what we couldn't afford, braved the metro, and experienced Washington, DC, as many of us never had before. One of our few complaints about the seminar's organization was that we didn't plan to order theater tickets in advance!

To summarize the value of this program, we quote one of our classmates:

"Personally the entire week was therapeutic. I came desperately needing to be with like creatures - to be validated and understood. I needed to learn to translate and understand my new position within the larger framework of the institution. I came to my position at a very difficult time at my college. Of course I thought no one else would be experiencing similar problems but discovered several other fledgling directors were in the midst of trying situations

as well. Our conversations put our jobs into perspective and allowed us all some needed comic relief. We laughed a lot, both in class and out. I left Washington a refreshed person - no longer buried under worry, stress and self-doubt. I landed back home with fresh ideas and a new sense of humor and perspective. It was a week to remember."

Contributors: Janis Bandelin, Furman University; Daria Bossman, Morningside College; Kate Hickey, Elon College (editor and compiler); Steven McKinzie, Dickinson College; and Patricia Payne, Lesley College.

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CLS members publish

Carolyn A. Sheehy, ed., *Managing Business Collections in Libraries*. The Greenwood Library Management Collection. Westport, CT: Greenwood Press, 1996.

Christopher Millson-Martula and Mary Frances Watson. "Evaluating Students' Serials Needs: Effective Methodologies for College Libraries." *College and Undergraduate Libraries*, 3 (1996): 75 - 89.

Robert F. Nardini, Charles M. Getchell, Jr., and Thomas Cheever. "Approval Plan Overlap: A Study of Four Libraries." *The Acquisition Librarian*, 16 (1996): 75 - 97.

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Tentative Schedule of CLS Meetings at 1997 Annual Conference

Saturday, June 28

8:00 - 9:00 am	Medium-sized Academic Libraries Committee
9:30 - 11:00 am	Executive Committee
	<i>CLIP Notes</i> Committee
11:30 am - 12:30 pm	Standards Committee
	1997 Conference Program Committee
	1998 Conference Program Committee
2:00 - 4:00 pm	Communications Committee

Sunday, June 29

9:30 - 11:00 am	College Library Leadership Discussion Group
11:30 am - 12:30 pm	College Libraries Discussion Group
2:00 - 4:00 pm	College Library Directors' Discussion Group

Monday, June 30

8:00 - 9:00 am	College Library Leadership Committee
9:30 - 11:00 am	Standards Committee
9:30 am - 12:30 pm	Continuing Education Committee
11:30 am - 12:30 pm	Medium-Sized Academic Libraries Discussion Group

Tuesday, July 1

9:30 am - 12:30 pm	Executive Board
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The final schedule with room locations will be published on the COLLIB-L listserv and in the meeting program.

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