

CLS Newsletter

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Chair praises growth, vitality of section

Serving as Chair of the Section seems more analogous to a short relay race than a marathon. One has to start running even before taking the baton from the previous chair (Susan Campbell) and barely gets up to full speed before passing it on to the next chair (Pam Snelson). The College Libraries Section is a dynamic unit of ACRL and continues in numerous ways to advance college librarianship. Therefore, I find it difficult to highlight just a few of many activities. Readers, however, will find more information on many of these activities elsewhere in this *Newsletter*.

Perhaps the most exciting news is that the Section membership grew by more than 35% from February 1995 to February 1996 (from 2,230 to 3,011 members). I trust this growth is a confirmation that librarians view the section as fulfilling their needs. It also surpasses the approximately 10% growth of ACRL during this time.

One of the most important functions of the section is to provide members an opportunity to share practical and theoretical concerns such as through COLLIB-L, the section's newsletter, and the various discussion groups. COLLIB-L, the section listserv under the leadership of Larry Oberg, now has about 1,100 subscribers and continues to grow. The participation in the discussion groups also continues to grow. In addition to the longstanding College Library Directors Discussion Group (50 attended the ALA Midwinter meeting), the Section has recently formed the Medium-sized Libraries Discussion Group (31 attended at Midwinter), the College Libraries Discussion Forum (18 attended), and the Women's College Libraries Discussion Group (10). Another forum for discussion is the section's reception. Micheline Jedrey and Catherine Rod, members-at-large, are working hard to arrange it. The section's reception is scheduled for Sunday, July 7, 5:30-6:30 p.m. I congratulate the chairs of these various discussion groups and the members-at-large for their continued efforts to provide opportunities for discussion. I urge members to take advantage of these opportunities.

Reflecting the possibilities offered by new technology, Damon Hickey, editor of the *Newsletter*, brought forth at the Midwinter meeting a recommendation from the *CLS Newsletter* Committee that the committee's name be changed to Communications Committee. The renamed committee will have a broader mandate to include electronic as well as paper communications of the section. The editor of the section's newsletter, the owner of the section's listserv, and the

"master" of the section's web page would be ex officio members of this committee. John Montag has agreed to explore the possibility of establishing a section web page. The *CLS Newsletter* Committee will present a formal recommendation as to its title and charge at the next CLS Executive Committee meeting this summer.

Elizabeth Sudduth, chair of the *CLIP Note* committee, reports the *CLIP Notes* series continues its healthy sales with several topics under development. The Continuing Education Committee has made available through ILL from Bucknell University the videotape of the 1995 CLS Conference Program. Tara Fulton, chair of the committee, reports a constant waiting list. The evaluations of the videotape have been most positive.

The Research for College Librarianship Committee, lead by Mickey Zemon, held a discussion at Midwinter entitled "Topics, Tips, and Techniques for Submitting Papers and Panel Presentations in Nashville and Beyond." A summary of the discussion is included in this *Newsletter*. Regarding Nashville, Mary Ellen Davis, editor of *College & Research Libraries News*, informs me that the call for participants for the ACRL's 8th National Conference in Nashville, April 11-14, 1997, is available at <<http://www/ala.org/acrl.html>>. Remember, proposals are due by July 1, 1996. I hope that college librarians are well-represented as both participants and attendees.

Paul Coleman tells me that the Standards Committee is beginning to examine the role of input measures addressed by the standards. The Leadership Committee chaired by Carolyn Sheehy is exploring ways to continue the College Library Director Mentor Program since the Council on Library Resources will no longer fund it. I thank the council for four years of strong financial and moral support for the program. This program is near and dear to me, and I will make every effort to ensure its continuation.

Neil McElroy and his colleagues on the Program Committee have put together an excellent program for the section for the New York conference. The program is entitled "The Electronic Horizon for the College Library: Electronic Journals on Other New Technologies." The speakers will examine what is happening now with various leading-edge efforts among college libraries and will provide a glimpse as to where we might be heading. Please mark you calendar for Sunday, July 7, 9:30 a.m.-12:30 p.m.

The Nominating Committee, chaired by John Sheridan, has brought forth an excellent slate of candidates who are willing to stand for office. I believe the section will win no matter who might receive the most votes in this election. I encourage everyone to participate in the selection process by voting in the forthcoming election.

As a final note, Eugene Mitchell, secretary of the section, recently sent me the minutes of the Midwinter meetings. He reminded me that the Executive Committee endorsed a resolution at Midwinter regarding the updating of *Books for College Libraries*. The ACRL Board of Directors endorsed this resolution and forwarded it to Art Plotnik, editorial director of ALA Editions.

The year has been busy and exciting for the section. I encourage everyone to take advantage of the opportunities to participate and to help shape the future of college librarianship. If you have suggestions for further activities and wish to participate in them, please let me know.

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At the ALA Annual Conference in New York, the College Library Section will sponsor a program entitled, "The Electronic Horizon for the College Library," which will feature three electronic journal projects funded by the Andrew W. Mellon Foundation. The project reports will illustrate ways that college librarians are taking leadership roles in testing, adopting, and evaluating new technologies for the delivery of journals in a networked environment.

The program will begin with a talk by Richard Ekman, secretary of the Mellon Foundation, on its support of libraries and scholarly communications. Ekman will give particular attention to JSTOR (Journal Storage Project), funded by the foundation, to create an electronic database containing core scholarly journals published prior to 1990, with the goals of improving access and conserving storage space.

Project Muse, an initiative of the Johns Hopkins University Press to publish forty online journals, has been enthusiastically received by many libraries. The project and its reception by college libraries will be described by Willis Bridegam, librarian of Amherst College, and Connie Dowell, dean of information services at Connecticut College.

Richard Meyer, director of the library at Trinity University (Texas), will report on a new project of the thirteen libraries of the Associated Colleges of the South, comparing the cost of subscribing to a substantial collection of online journals through a serials vendor (e.g. Ebsco or UMI) with the cost of subscribing to the same journal collection in print form.

The program will conclude with remarks by Paul Gherman, director of libraries at Kenyon College, who will respond to the three project reports and provide an insight into the implications of these and related technological initiatives for the future of college libraries.

The program will be held Sunday, July 7, 9:30 A.M. until noon.

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Leadership Committee hosts discussions on becoming a director, campus leadership

So you think you might like to become a college library director? What are the pitfalls of seeking a directorship at a college where you are a staff member? How do you know whether a college to which you are applying is successful? What are colleges looking for in a library director? Why become a director? Are directors faculty or administration?

These questions provided the focus for discussion by seasoned and prospective college library directors following the meeting of the College Library Leadership Committee at ALA 95 in Chicago. The answers were as varied as the experiences of those present, and a number of practical suggestions emerged.

What are the pitfalls of seeking a directorship where you are a staff member? First ask yourself, "Can I live with not getting the job?" Realize that your relations with your coworkers will change. Press for clarification of institutional expectations from your administration. Have an alternative strategy; your college may prefer looking for someone from the outside. Consider especially applying for other directorships.

How do you measure whether a college is successful? Basic homework comes first, including a look at the *American Library Directory*, the latest figures for the college's endowment, what senior administrators have published, the college's catalog, annual reports for the past several years (if

available), impressionistic guides to colleges (such as Fiske's and the Yale guide), and the last accreditation report (if available). Other sources of helpful information include your network of friends and colleagues and people at other schools in the same consortia as the college to which you are applying.

Candidates were urged in applying to list a variety of references, including faculty, development people, and others. Consider also applying to more than one place in order to keep your options open and to provide a basis for comparison. If invited to interview, go the day before the scheduled day of arrival in order to look around on your own and to be rested for the interview. Bringing your spouse can yield valuable insights from a different perspective (be sure to offer to pay for the spouse's transportation and any extra costs of lodging, including the extra night), but do not expect the spouse to be included in the interview sessions (except possibly social occasions, but only if invited). Try to get interviews with people who may not be on the schedule, such as the people in charge of finances, development, and computing. Ask questions about the institution's cultural climate. Keep your emotional "antennae" out.

What are colleges seeking in a library director? The answer varies from place to place. Asking the question of different individuals and groups during the interview can be useful. Candidates should know their prospective institutions and look for a good "fit." Colleges may want development skills, evidence of scholarship, knowledge of library computing, public relations skills with faculty, managerial skill, or vision (especially regarding the future of technology) and the ability to articulate it. Candidates may want to develop a personal vision statement in advance.

Why become a library director? Again, the answers varied, including: to do something that cannot be done otherwise, to expand horizons, to have an impact within a smaller environment, to get into a different culture (especially after working for years in ineffective ways), to explore a new direction, and to help people (not to tell them what to do).

Are librarians faculty or administration? Either or both, depending on the institution. There was general agreement that, whatever one is officially, it is important in a college for the library director to be seen as academic.

Once you become a new library director, consider applying for the New Library Directors Mentoring Program (sponsored by the CLS College Library Leadership Committee), and look at the suggestions for what to do in your first year in *Lyle's Administration of the College Library*.

At the Annual Conference in New York, the Leadership Committee will host a second discussion, this time on the topic, "College Librarians As Campus Leaders." That discussion will take place on Monday, July 8, 11:30 a.m.-12:30 p.m.

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New CLIP Notes feature allocation formulas, user surveys, reference training

Allocation Formulas in Academic Libraries, compiled by Jane H. Tuten and Beverly Jones, and *User Surveys in College Libraries*, compiled by Mignon Adams and Jeff Beck, have been published during the 1995-96 academic year and are available for purchase from ACRL. *Reference Training in Academic Libraries*, compiled by Kimberley Robles and Neal Wyatt, will debut at ALA in July. *CLIP Notes* on tenure and promotion, displays and exhibits, and search and hiring procedures are in progress.

The committee is looking for proposals for prospective *CLIP Notes*. Prospective compilers are encouraged to contact the committee chair to make a proposal or for additional information.

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Researchers share tips on developing conference papers

"Topics, Tips and Techniques for Submitting Papers and Panel Presentations in Nashville and Beyond" was the subject of a discussion led by the CLS Committee on Research for College Librarianship at ALA Midwinter in San Antonio.

Mickey Zemon, chair of the CLS Committee on Research for College Librarianship, opened the session with a brief description of the research agenda that was developed by the committee and approved by ACRL at the 1995 Annual Conference of ALA. The agenda was published in the July-August issue of *C&RL News*. Zemon noted that it was not meant to be inclusive or prescriptive, but would change over time as issues in college librarianship change. The committee is following up on its work on the agenda by developing a guide to publishing opportunities for college librarians.

The first speaker, James Kusack, associate professor of library and information science at Southern Connecticut State University, spoke on "How You Can Translate the Agenda into a Viable Research Project." Kusack noted that a major problem for new researchers is that new projects appear huge. The first step is to cut the project down to a manageable size. For example, the topic, "What resource sharing arrangements are most effective?" can be broken down into kinds of sharing arrangements (e.g., local versus national). "Effective" can be measured in terms of "speed" and "cost." In looking at the overlap between these two sets of variables, the researcher has a viable research project and can develop a problem statement showing the relationship between them.

Barbara MacAdam, chair of the Contributed Papers Subcommittee for the Nashville conference and undergraduate librarian at the University of Michigan, spoke on "How You Can Succeed in Having your Paper or Panel Accepted for ACRL's 8th National Conference in Nashville (April 1997)." MacAdam noted that some of the most exciting things in the profession are happening in college libraries. She urged college librarians to contribute to the program track on social responsibility, equity, and diversity at the Nashville conference. She outlined the guidelines for submission and the selection criteria, and suggested that potential contributors submit abstracts even if their research is still in progress, and that they not diminish the work they have done already. Abstracts should be tight and focused. They should address the "who, what, where, when, and why." The subcommittee is looking for proposals that will generate new ideas and for projects that will help reposition libraries. MacAdam announced a web site for the Nashville conference: <<http://library.tufts.edu/www/McDonald/acrlhome.html>>

Larry Oberg, university librarian at Willamette University, spoke on "How You can Survive and Enjoy the Research Experience." Oberg believes that listservs are fertile breeding grounds for print articles.

Librarians, he believes, should publish because librarianship is a profession and a primary need of a profession is to build a body of literature on which it can depend for growth and change. He urged that promotion and tenure committees focus on quality, not quantity, of publication by librarians and that administrators devote funding and release time as ways of encouraging such activity. Manuscripts are often rejected because

- they are not generalizable
- they are written poorly
- they display poor scholarship
- they do not fit the journal
- their statistical work is poorly done
- they fail the "so what?" test
- they under-analyze data or draw timid conclusions

Oberg urged that librarians, in deciding to do research for publication, chose meaty topics - topics that matter.

Stephanie Bangert, dean for academic resources, Saint Mary's College of California, presented a research case study that is currently in progress. Her project comes directly from the research agenda: "In what way are the values expressed in the mission statements of college libraries fundamentally different from those expressed in the mission statements of large academic libraries?" She described her methodology, her findings to date, and some of the difficulties she is encountering in analyzing her results.

In the ensuing discussion, Larry Hardesty suggested that one good way to discover the value of what you are writing is to pass on your manuscript to colleagues for comment before submitting it for publication.

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Re-engineering medium-sized libraries discussed

"Re-engineering the Medium-sized Academic Library," was the topic addressed by the Medium-sized Academic Libraries Discussion Group at Midwinter in San Antonio. More than thirty people engaged in a lively interchange, ranging from considerations of the psychological aspect of change, to outsourcing, to the involvement of students in the process. By the end of the discussion, nearly everyone had participated. There seemed to be a consensus that re-engineering is inevitable given the influence of technology on today's library. But different libraries will respond in very different ways, depending not only on existing personnel but also on the available resources and the abilities of the library.

administration to introduce it.

To be notified about the discussion topic for the Annual Conference in New York, contact

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Speakers praise library-computing mergers

Two northeastern colleges have put their library directors in charge of computing. Connie Vinita Dowell, dean of information services and librarian of the college at Connecticut College, and Micheline Jedrey, vice president for information services and college librarian at Wellesley College, joined others from their institutions at ALA Midwinter in San Antonio to discuss "Libraries and Computing Unite for Service in the Next Century."

Lynn A. Brooks, vice president for financial affairs at Connecticut, said that a strategic planning process, which Dowell chaired, led the college to the conclusion that a single campus locus for technology was needed and that Dowell was the one to lead it. Underlying the move was the college's conviction that technology is a tool, not the goal. A librarian was chosen in part because libraries are an "enduring concept" where expertise in how to access, organize, and retrieve information is to be found. Dowell also had the necessary qualifications, both managerial and technological. As a result of the change, the college is doing cross-training of library and computing people and emphasizing teamwork in order to develop a seamless approach.

Dowell reports to vice presidents of both academic and financial affairs. She finds that she no longer does a lot of library things that she used to do, such as collection development, reference work, and professional reading. User and donor relations now occupy most of her time. She finds herself under continuous pressure for upgrades of everything, and is expected to deliver service to users more than she did as library director. The library has benefited through better relations with computing people and with the administrative "side" of campus, more influence on the allocation of college resources, greater visibility, and more opportunities for staff development. The negatives, which have been less significant than expected, include the cultural differences with computing people and somewhat diminished access by library staff to the director. The merger has been slow and gradual, marked by joint projects, meetings, social events, and little signs of collaboration. On the whole, Dowell believes the change is desirable because it is helping the campus to use all its information resources well and to chart the direction for the future better.

Wellesley's merger resulted from an evolutionary process that began with a merger of academic and administrative computing, followed by the library. Micheline Jedrey described the move as the right time (for both her and the college) and place (a smaller institution with a history of cooperation) in which both areas (computing and libraries) were supported strongly, with no weak partner. A librarian, she said, was appropriate to take the leadership because her responsibilities were not narrowly-defined, she had experience of both administrative and academic responsibilities, and she was viewed by faculty

as an academic person. Unlike Dowell at Connecticut, a dean reporting to two vice presidents, Jedrey is a vice president reporting to the president.

Jedrey found that her new responsibilities created a steep learning curve for her. She had trouble sometimes connecting her new responsibilities with librarianship. But she believes the merger helps librarians to think more broadly about the changes that technology brings and makes possible. She welcomes the opportunity to be part of the senior staff where big decisions are made.

Jedrey sees the merger as a continuing evolution in which trust is built. There has been no attempt to bring everyone together physically. The staffs are cooperating fully on new projects, such as the digitizing of images. Everyone is engaged in training and staff development as reorganization is underway. Audiovisual, for example, has been eliminated as a separate department and its functions redistributed. One quarter of the positions in the merged offices have been reviewed and revised resulting in the advancement of several people.

In conclusion, Eleanor Lonske, director of information services at Wellesley, urged that the person in charge of a merged operation have clout at the highest level. She wondered whether the Connecticut model of having a dean of information services reporting to two vice presidents would develop the problems inherent in trying to "serve two masters." She advised building on success, both in each area involved in the merger and in the relationship between them. Trying to strengthen a weak partner by merging it with a strong one or trying to overcome a bad relationship between two offices by merging them will not work well. The best relationship is one in which system and information expertise are brought together in a climate of mutual respect. Finally, she urged that colleges merge those aspects of services that have something in common to begin with. Mergers, Lonske said, offer opportunities for continued growth. However they begin, they will change. A heightened sense of the ridiculous, she suggested, is a big asset.

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ALA takes initiative on telecom legislation

To keep its members and staff informed, a new ALA Web site has been created for information supplied by both the ALA Washington Office and the Office for Information Technology Policy. The site provides current information about telecommunications legislation, lobbying regulations, copyright and intellectual property issues, etc. : <<http://www.ala.org/>>. Choose "Office" and either "Washington Office" or "Office of Information Technology Policy."

In February ALA led a broad coalition of 22 organizations (including the Association of Research Libraries, Coalition for Networked Information, and Special Libraries Association), called the Citizens Internet Empowerment Coalition, in a lawsuit challenging provisions of the Communications Decency Act of 1996. The lawsuit expresses particular concerns about possible constraints on how we communicate in the 21st century and whether the information available will fulfill the incredibly diverse needs of all people or "...only an elite few..."

ALA President Betty Truock convened a technology summit on February 20 ("A Nation Connected") that has been summarized in the April 1996 issue of *American Libraries*. The summit participants discussed how the information superhighway is changing the concept of democracy and the role of libraries in assisting Internet user access.

On March 19 ALA began seeking comments on the "Notice of Proposed Rulemaking on Universal Service." At issue are over 130 points that could affect the core library services necessary to develop a new definition of universal service. An extension of the April 8 comment deadline has been requested by ALA, and a new web site on universal service proceedings has been prepared. (Contact the ALA Washington Office, 202-628-8410, for more information.)

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C.E. Committee seeks hot topics for teleconferences

The CLS Continuing Education Committee is looking into the feasibility of using teleconferencing to provide workshops at the regional level. They would like to provide model programs on hot topics in college librarianship that could then be used as modules for professional development activities locally. There are openings on the committee as well, and volunteers are urged to contact the chair.

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Mentors are mentored too in program for new directors

I have been a library director for twelve years, and had increasingly, and smugly, thought I had become rather self-sufficient in my work. However, during the past three years I have served as a mentoring librarian with the ACRL's program administered by Larry Hardesty. The benefits of such a program for a new director are obvious. Yet, as I worked with three new directors from three very different school settings, I found also that the program was fostering my own growth as a library director. In these three years I have been made much more aware of the role a library director plays on a campus and the difficulties inherent in the position.

The beginning of a library director's tenure can be most difficult. When a staff librarian is hired, generally there are job descriptions, written guidelines, or at least a supervisor to help with orientation and to get the work moving. But for the directors, there are assumptions that such guidance is unnecessary. Certainly for the librarians I worked with in the mentoring program such guidelines and descriptions would have been helpful. In one instance, the dean hired the director and promptly took a year's sabbatical, leaving no one in the campus administration who could provide guidance. In another,

the new director was forced into the position on the sudden death of his predecessor. A third new director's predecessor had been dismissed and the position had been vacant for some months.

The need for making clear the duties of the position - and all library positions - has become very clear to me in the past three years. Not all situations are as perilous as those cited above, but generally the library director has minimal supervision from an academic dean or provost, and with sometimes minimal supporting records, or directions - especially if following a long-term director. For some of my mentoring partners, a director's memory or the campus culture had often served in lieu of records. "Am I supposed to be responsible for this, too? Nobody said anything about that when I interviewed!" (In one case the omissions included a branch library which had operated autonomously for years.)

The most gnawing lack of documentation was typically in the area of personnel. What exactly was the role of this staff member who clearly was no longer responsible for the duties implied by the job title? The effect of this poor communication has been to make the new directors more tentative about changes and more uncertain of the new territory than might have been the case.

There is an annual pattern to the academic year on a campus and the documentation of that pattern as a regular way of working can help tremendously in the event of change in the library director's position. While experience gradually makes a director accustomed to these conditions or able to discern the pattern of the work, the chief benefit of the mentoring program is in overcoming these difficulties more quickly or learning to deal with them for the first year.

For those of us who have served as mentors, there are other, no less important benefits. Some are concrete and immediate. From my observations of the poor communication found by the new directors, I have resolved to bring all such records up to date in my own library, to have staff members complete all departmental manuals, policies, program descriptions, etc. - just in case I get hit by a beer truck some morning.

Others are more long-term. I have learned to question those very procedures and policies. During the mentoring process many questions are asked. These often seem simple - "How do you do this?" - but trying to explain or justify an unclear process is a humbling experience. The questions that begin, "Why do you do this...?" are even more difficult and humbling. The naive questions force us to re-examine what we do and value, and to make us confront old ideas that need revisions.

As an experienced director, I find it increasingly difficult to appraise my own shop with a fresh eye. We have invested ourselves in our libraries and in the new programs we installed when we were younger and fresher. But these are now our old programs. How do we stop defending or applauding them and renew ourselves and re-vitalize our work? The mentoring process has indeed had something of this effect on me. The visits of the new directors to my library have been times when I have had colleagues who have been frank and unbound by any need for discretion and could ask things even seasoned employees might not ask.

I have also visited the home libraries of my mentoring partners. While these visits have had the primary purpose of letting me learn their situations better in order to be able to give better advice, my visits to their libraries have also permitted me to spend enough time to find a basis for comparison with my own. I have gained insights into the role of architecture and building design in providing or hindering library service. I have seen what good design can do. I have picked up several solutions to problems I had been wrestling with at my own campus. I have sometimes found that there are more alternatives to problems than the solution I might have considered.

An unexpected benefit of the program has been the Internet discussion group. An exchange in the group typically starts with one director facing a problem and asking for information or advice. The discussions have ranged widely - choosing a security system, reserve materials use guidelines, outsourcing cataloging, technology and managing change, electronic journals, computers for faculty use, budgeting formulas, networking issues, etc. Often several responses come back to the same question. As with the library visits, these responses provide perspectives I might not always have and thus keep prompting the self-evaluation that can make any director grow. These are issues library directors are concerned about and discuss when we meet. But, unfortunately, we sometimes go for months without meeting. Yes, we all have our listservs to let us feel as if we are in touch with the wider world, but this discussion group has been somewhat different in its willingness to take on the role of reciprocal

mentoring to one another.

I believe all of us have contributed to and benefited from the contact and mutual support in our relative isolation. The great difficulty of the new - or experienced - library director is that he or she has no equal on any campus. Everyone is either an employee, a supervisor (the dean, the president), or a client - a library user to whom we owe a responsibility for service. Having no equal means to some extent having no colleagues, no one completely disinterested in our success or failure. The mentoring atmosphere helps to overcome the climate of isolation inherent in the directorship. Priests and ministers have long had such mentoring relationships; psychologists and social workers often are encouraged to pursue such links. For the stresses and demands of our field and the ability to survive and prosper, I would advocate not only the continuation of the mentoring program but also a widening of the idea throughout the academic libraries of the country.

At present the future of this program is in doubt. The Council on Library Resources, which had funded the mentoring program, has decided that it can no longer provide funding for the coming year. However, Larry Hardesty hopes that the program can continue with increased funding by the participating institutions. Some of us certainly would continue to work with the program without reimbursement for the benefits we have received. For my own part, it would be my desire to have others discover colleagues such as I have known these past three years.

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Tentative Schedule of CLS Meetings at 1996 Annual Conference

Saturday, July 6

8:00 - 9:00 am	Medium-sized Academic Libraries Committee
	<i>CLIP Notes Committee</i>
9:30 - 11:00 am	Executive Committee
11:30 am - 12:30 pm	New York Program Committee
	Nominating Committee
	San Francisco Program Committee
	Standards Committee

Sunday, July 7

9:30 am - 12:30 pm	CLS Program: "The Electronic Horizon for the College Library"
4:30 - 5:30 pm	College Library Directors Discussion Group
5:30 - 6:30 pm	CLS Reception

Monday, July 8

8:00 - 9:00 am	Leadership Committee
	Women's Colleges Discussion Group
8:30 - 11:00 am	Research for College Librarianship Committee
9:30 - 11:00 am	<i>CLS Newsletter</i> Committee
	Continuing Education Committee
	Standards Committee
11:30 am - 12:30 pm	College Libraries Discussion Group
	Leadership Committee Discussion: "College Librarians As Campus Leaders"
	Medium-sized Academic Libraries Discussion Group

Tuesday, July 9

9:30 am - 12:30 pm	Executive Committee
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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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