

**AMERICAN LIBRARY ASSOCIATION ANNUAL CONFERENCE
JUNE 25-27, 2005
CHICAGO, ILLINOIS**

Report by Larry C. Wild
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Summary of Sessions Attended:

ACRL “Tenure and Continuous Appointment: Is it Worth It?”¹

A Library Director, a Catalog Librarian, and a Provost from different universities discussed tenure at their various institutions. Tenure policies and practices at the institutions varied, but included several features in common, including the requirement to publish in peer-reviewed journals. All three panelists concluded that tenure is, indeed, “worth it”, and citing several positive outcomes:

- The requirement to publish increases awareness of trends and ability to bring new ideas to the institution
- Tenure enhances peer-to-peer relationship with faculty from other departments
- Tenure allows full participation in faculty governance

LAMA –MAES “Making Data Come Alive: Crafting Strategic Messages for Transforming the Library”²

Bill Myers discussed the strategies used in convincing the university administration of the necessity to build a library storage facility. Key components of the strategy included:

- Focusing on the chancellor’s institutional goals of becoming a student-centered university and achieving recognition as a Top 25 public university
- Utilizing LibQual data
- Utilizing surveys of undergraduates, graduates, faculty, and staff

Denise Toll Covey provided a cautionary tale about an unsuccessful campaign to create an institutional repository, to store, organize, preserve, and provide access to digital scholarly information. In the end, Ms. Covey concluded that she failed to garner sufficient support from faculty before approaching the provost. Because the faculty did not communicate a felt need for an institutional repository to the provost, the project did not become a budget priority for the provost, and the project failed.

¹ Presenters: Margaret Mering, Principal Serials Catalog Librarian, University of Nebraska at Lincoln; Dale Canelas, Director of Libraries, University of Florida; Bob Smith, Provost and Vice Chancellor for Academic Affairs, University of Arkansas

² Presenters: Bill Myers, Director of Library Development, University of Kansas; Denise Troll Covey, Principal Librarian for Special Projects, Carnegie Mellon University

ACRL –CLS “Bits and Bytes: Using Technology to Train Academic Librarians as Coaches”³

Melanie Hawks and Julianne Hinz discussed the online *Coaching for Performance* course created by the Association of Research Libraries. Melanie Hawks co-created the course, and Julianne Hinz participated in the course. Kathryn Deiss and Sonia Bodi discussed the *Teach*Model*Coach* program developed by the Metropolitan Library System through an IMLS grant. Kathryn Deiss helped develop the program, and Sonia Bodi was a participant. Both *Teach*Model*Coach* and *Coaching for Performance* used an online course for instruction and community building. In addition, *Teach*Model*Coach* provided in-person training to experienced librarians, then paired them with librarians who had five or fewer years of experience. All presenters shared positive outcomes from the training, and concluded that the online training was effective.

New from Web/ACRL –IS “Teaching, Learning, and Leading: Key Roles for Librarians in the Academic Community”⁴

Ms. Weimer discussed five key aspects of learner-centered instruction:

- *The Role of the Teacher*
Instructional action should focus on student learning
- *The Balance of Power*
In ethically responsible ways, faculty share decision-making about learning with students
- *The Function of Content*
Instead of “covering” content, content should be used to develop content competence, teach learning skills, and develop user self-awareness
- *The Responsibility for Learning*
With students, faculty create a learning environment that motivates students to accept responsibility for learning
- *The Processes and Purposes of Evaluation*
Evaluation activities should be used to promote learning and to develop self- and peer assessment skills.

This was my first ALA Annual Conference, and I am grateful to LIBRAS for providing the opportunity for me to attend.

³ Presenters: Melanie Hawks, ARL/OLMS Program Officer; Julianne Hinz, Assistant Director for Public Services, University of Utah; Kathryn J. Deiss, Director of Strategic Learning at Metropolitan Library System; Sonia Bodi, Professor of Bibliography, Director of the Brandel Library, North Park University

⁴ Presenter: Maryellen Weimer, Professor of Speech Communications, Berks Lehigh Valley College of Pennsylvania State University. Notes are taken from handout provided by Dr. Weimer.