ACRL at the Midwinter Meeting

Actions of the ACRL Board of Directors

During the 1998 ALA Midwinter Meeting in New Orleans, the ACRL Board of Directors took the following actions:

ACRL governance

Confirmed the following conference call votes:

To approve minutes from Annual Conference, San Francisco, June 28 and July 1, 1997.

To Adopt revised ACRL Bylaws (December 10, 1997). A second vote to adopt the revised bylaws will be taken before the 1998 ACRL spring ballot is mailed.

To approve 1998–99 ACRL priorities.

To approve 1998–99 performance indicators.

To approve minutes from Board conference call December 10, 1997.

Upon recommendation of the Con-stitution and Bylaws Committee approved:

Bylaws revision for AFAS consisting of changes in wording for Article VI, Section 3A.

Bylaws revision for EBSS changing the title of its newsletter editor to Chair of Publications Committee and adding the listserv moderator and Web page moderator to Article IV, Section (3g).

Bylaws revisions for IS to change Ar-ticle VIII Committees, Section 4 Appointments, and Article X Vacancies.

Extended Campus Library Services Section name change to Distance Learning Section. Change will appear on ACRL ballot for the 1998 ALA election for the ECLSS membership to ratify.

ACRL committees

Created an ACRL Web Task Force with a charge to recommend to the Board policy and procedures for the ACRL Web page.

Approved the Executive Committee's comments and recommendations to the Racial and Ethnic Diversity Committee report "Diversity Initiatives within ACRL: Recommendations and a Plan of Action," commended the committee for doing an outstanding job of preparing the report and asked that the Board's response be forwarded to the Racial and Ethnic Diversity Committee along with a paragraph that explains the history and origin of the report.

Approved a statement drafted by the In-stitutional Priorities and Faculty Reward Task Force that defined the kinds of scholarship for which academic librarians should be rewarded in promotion and tenure reviews and recommended that the Board work with the task force before the ACRL/AAHE forum in March to fine-tune word choices so that the statement speaks directly to the non-librarian academic community clarifying the academic quality of the scholarly contribution librarians make.

Legislation

Approved a legislative agenda for ACRL upon recommendation of the Government Relations Committee.

Adopted a resolution from the Copy-right Committee supporting the Ashcroft and Boucher/Campbell bills, "Digital Copyright Clarification and Technology Act" (S. 1146) and "Digital Era Copyright Enhancement Act" (H.R. 3048) encouraging ACRL to make a public expression of support for the legisla-

Whereas the proposed bills, "Digital Copyright Clarification and Technology Act" (S. 1146) introduced by Sen. John Ashcroft (R-Missouri) and "Digital Era Copyright Enhancement Act" (H.R. 3048) jointly introduced by Representatives Rick Boucher (D-Virginia) and Tom Campbell (R-California), present the best approach to updating the Copyright Act to meet the challenges of the digital environment while preserving the critical balance between copyright owners and users in the electronic age, and

Whereas the bills include provisions that are essential to libraries if we are to effectively serve our students, scholars, and researchers in the networked environment,

Be it resolved, that the ACRL Board publicly express its support for these pieces of legislation, and

Be it further resolved, that members of the ACRL Council of Liaisons bring this resolution to their cognate organizations for their consideration, endorsement, and active support.

Be it further resolved, that the ACRL Board encourages ACRL members and institutions to contact their local congressional representatives and encourage them to cosponsor the legislation.

tion and to call to action all ACRL members encouraging them to contact their local congressional representatives and asking them to cosponsor the legislation (see above).

Professional development
Approved proposal for RBMS 40th Pre-conference, June 21–24, 1999, Montreal, Quebec, Canada.

Approved proposal for an ACRL Regional Leadership Institute to be held in 1999.

Approved proposal from Leadership De-velopment Committee for an Interactive Leadership Workshop to be offered at the ALA Annual Conference, Washington, D.C.

Approved proposal from Government Relations Committee to present a program covering NGI and Internet 2 issues at the ALA Annual Conference, Washington, D.C.

Requested that the Racial and Ethnic Di-versity Committee develop a proposal to offer at least ten scholarships for ALA Annual Conference registration to minority librarians who are ACRL members, have been in the profession less than five years, and have not attended an ALA Annual Conference.

Approved ten non-member scholar-ships at $210 each to enable academic librarians from developing countries to attend the ALA Annual Conference in Washington, D.C., June 25–July 2, 1998, upon the recommendation of the International Relations Committee.

Financial actions
Upon recommendation of the Budget and Finance Committee, approved the following changes to the FY 1998 budget:

Reduced allocation for the higher education legislation/policy initiative by a sum of $35,000.

Established budget for Instruction Section 1998 Preconference "Learning to Teach," with revenues of $10,728 and expenses of $10,438.

Increased by $22,383 the FY 98 allo-cation for Planning the National Information Literacy Institute.

Revised budget for FY 98 Leadership Institute, revenues $30,975 and expenses $30,108.

Increased the Sections budget by $698 to accommodate a request from the Extended Campus Library Services Section to print and distribute the Uniform Statistical Data Form to campuses with distance education programs.

Amended the ACRL *C&RL News* and *Choice* magazine budgets to include expenditure increases resulting from the increased Unrelated Business Income Tax (UBIT) rate, *C&RL News,* $12,189, and *Choice,* $50,083.

Commended ACRL staff for a very successful financial year for 1996–97.

Standards and guidelines

Commended the Extended Campus Library Services Section for doing an outstanding job to revise the guidelines and requested that the section explore the problem of institutions that deliver distance learning programs without making adequate provisions for library services to students enrolled in these programs and inform the Board at the 1999 Midwinter Meeting on their plan for studying the problem and recommend whether there are steps that ACRL can take to address it.

Approved revised Guidelines for Extended Academic Library Services upon recommendation of the Standards and Accreditation Committee.

Librarians value service most

A CRL President Lee Hisle's Midwinter discussion forum "Enduring Values for the New Millennium" began with attendees selecting service as the most important value to academic librarians. At the discussion forum, attended by approximately 80 people, Hisle outlined why he selected values as his ACRL presidential theme.

Next Stan Campbell (Centre College) described several recent situations in which large university systems made decisions based on economic and technological factors. These developments, including outsourcing entire computing and information technology units on campus, have the potential to compromise values held important within higher education.

Katherine Branch (Anne Arundel Community College) briefly covered trends within academic libraries, including increased web access and censorship attempts, that bring up questions about values. The majority of the forum was devoted to small group discussion of the following two questions: (1) what is the most important value to you as an academic librarian? and (2) What can we do as individuals and institutions, and what can ACRL do, to champion these values?

At the beginning of the program, attendees were asked to indicate the three most important values to them as academic librarians, using a checklist of 11 values. Of the 55 usable responses, service to clientele was selected by 49 percent as the most important value. Intellectual freedom was ranked first by 20 percent of the respondents and diversity of opinion first by 7 percent of the total. The values of professional neutrality, confidentiality, and cultural diversity were ranked consistently low or were not selected. Although the poll was small, unscientific and informal, the results open the door for further discussion and debate about the relative importance of specific values.

The discussion phase

The discussion phase of the forum allowed attendees to explore the theme of values in more depth. The points below are only a few of the fascinating responses that attendees had to the question of the importance of values:

• Truth, justice, and integrity are values, but perhaps the themes under discussion (service to clientele, intellectual freedom, etc.) are value-laden concepts.

Top values selected by forum attendees

(Percentage selecting as 1st, 2nd, or 3rd choice)

Value	1st	2nd	3rd
Service to clientele	49%	13%	4%
Intellectual freedom	20%	20%	11%
Diversity of opinion	7%	7%	4%
Information literacy	5%	13%	18%
Preservation	3%	11%	22%
Literacy	2%	9%	2%
Cultural diversity	0%	2%	4%
Equitable access	0%	13%	16%
Copyright/fair use	0%	9%	4%
Confidentiality	0%	2%	4%
Professional neutrality	0%	0%	2%
Other	7%	0%	2%

Award-winning essayist, fiction writer and critic William Gass will present the keynote address at the 1998 ALA Annual Conference ACRL President's Program, "The Value of Values: Changes and Continuities as We Face the New Millennium" that focuses on the core values of academic librarianship. Gass will talk about his future book *Body, Book, and Building*, as well as topics such as intellectual freedom and libraries as cultural institutions.

The program also features a video of academic librarians discussing issues such as intellectual freedom, the importance of the fair use doctrine, literacy, and service to clientele. A question and answer session with a discussion panel of Ree De Donato (Columbia University), John Ulmschneider (North Carolina State University), Deb Gilchrist (Pierce College), and Peter Hernon (Simmons Graduate School of Library and Information Science) will complete the program. The program will be held on Monday, June 29, 1998, 2:00–4:00 p.m., in Washington, D.C.

• Libraries serve as cultural institutions, to preserve the records of humankind.

• New technologies cannot interpret information as well as librarians.

• The library has a role in the life of the mind.

• How should librarians handle situations when personal and organizational values conflict?

• Should each library develop a set of shared values?

• Are academic librarians giving up one of our unique roles, that of preservers of the cultural record, by focusing on access not ownership?

• Are libraries losing part of the value of the physical record by digitizing it?

• Do academic librarians have an obligation to provide information and service for our non-immediate clientele?

Participants stated that creating ACRL workshops on clarifying and supporting values, disseminating news about activities from our campuses that highlight values, moderating an online conference on values, incorporating values statements into the ACRL strategic plan, and personal mentoring of new librarians would be useful methods to champion values.

Next steps

The 1998 ACRL President's Program Committee intends to follow up on a suggestion from the forum that the format and step-by-step guidelines on replicating the values discussion forum be posted on the ACRL Web page.

Additionally, *C&RL News* will feature columns addressing values questions throughout the spring 1998.—*Katherine Branch, director, Anne Arundel Community College Library, kabranch@mail.aacc.cc.me.us*

Strengthening librarian teaching/learning partnerships

More than 50 librarians discussed "Looking Ahead: Strengthening Librarian Partnerships in Campus Teaching and Learning Initiatives" at the Midwinter Meeting of the ACRL Alliances for New Directions in Teaching and Learning Discussion Group (Alliances).

As libraries and librarians begin to explore the educational potential of the Internet regarding the ways we organize and deliver instructional services, a number of higher education associations such as the American Association of Higher Education (AAHE), the Coalition for Networked Infor-

mation (CNI), Educom, and the CAUSE LIB/IT Partnerships Constituency Group are already working on issues surrounding the integration of information technology into campus teaching and learning initiatives. The Alliances Discussion Group was established to provide a venue for librarians to exchange ideas and get involved with non-library organizations.

Why is this important to librarians?

For one, these organizations are creating and implementing policies on a national level (i.e., the National Learning Infrastructure Ini-

tiative and the Digital Library Initiative) that will very likely be affecting our futures. Some topics currently under discussion are merging libraries and IT departments and having libraries report to Chief Information Officers who do not have the MLS.

A second topic is preparing academic and research librarians to play increasingly significant roles in higher education and to inform these groups of the value and role of the library in the teaching/learning and the scholarly process, continues to be a high priority and strategic goal for ACRL. However, third, and perhaps most importantly—librarians need to become involved so that their thinking is part of the future of information management.

A brief overview of CNI, Educom, and AAHE, with emphasis on the specific goals of the various organizations, opportunities for professional development and involvement, upcoming conferences/programs, and publications of interest to librarians was also provided. (To learn more about these meetings, forums, and publications, we strongly urge you to visit the Web sites; see sidebar for URLs).

The group also discussed the report on the 1997 National Conference on Higher Education, Learning, Technology and the Way We Work prepared by Marilyn Myers, head of the Collection Development and Bibliographic Services at Arizona State University. AAHE sponsors conferences and workshops that deal with practical tools for increasing teaching/learning effectiveness in specific settings. Current topics that would be of interest to librarians include: 1) The AAHE Assessment Forum, which is looking at "outcomes assessment" in all aspects of

Example projects needed

ACRL's Alliances for New Directions in Teaching and Learning Discussion Group is seeking examples of innovative projects developed by librarians that integrate new technologies in campus teaching and learning programs. To share your story, contact the discussion group chair, Mari Miller, at the University of California, Berkeley at e-mail: mmiller@library.berkeley.edu.

higher education; and 2) developing new models of information delivery based on collaborative learning and faculty/librarian partnerships, to mention a few.

Katie Margolis, director of Academic Information Resources and Training at Cornell University, reported on the CAUSE LIB/IT meeting that occurred Dec. 2–5, 1997, in Orlando, and encouraged participants to attend the December 8–11, 1998, meeting that will be held in Seattle. CAUSE is an organization of college and university professionals, which unites academic librarians and computing professionals into one organization. The big news this year is that CAUSE and Educom have merged to form THETA (The Higher Education Technology Association) [Ed. note: See C&RL News, September 1997].

Margolis acknowledged that many of us are challenged by the growth of IT organizations on our campuses and may be fearful of the long-term prospects for libraries. "The format of information is changing, ownership is less important than access, budgets are shrinking, and the rate of change often seems to overtake our ability to learn new processes. We need to look our fears squarely in the face and take an active role in planning the inevitable metamorphosis of our profession—organizations such as THETA, Educom, etc., will enable us to do that. We can't wait to be asked to the dance. We need to stand up and shimmy!"

The virtual library
A second purpose for the Alliances Discussion Group is to provide a forum for librarians who are working on integrating IT into campus teaching and learning projects to report on their experiences—their successes, obstacles encountered, lessons learned, and challenges ahead for the "Virtual University" and the "Virtual Library."

Schelle Simcox, library instruction coordinator at California State University at Monterey Bay, described the plans, programs, and progress there, a campus that opened its doors in 1995 and is designed entirely around the educational potential of the Internet. The library was designed with a heavily wired infrastructure, which allowed librarians to emphasize electronic resources and lifelong learning skills. After explaining the basic conditions underlying the original

organization, Simcox described how time, experience, and their particular environment created new paradigms for both the organization, as well as instruction. For example, they are now looking more closely at creating an extensive distance education program with a more structured, progressive skills program, as well as Web-based instruction and future library-based credit classes. Another interesting development is the possibility of the library separating from the IT

unit and becoming part of Academic Affairs, as the next step in their evolution. Simcox attributes this to the fact that all their librarians are teaching faculty, providing instructional services in centers outside the library, as well as possessing a wide variety of technological expertise. They participate in many campus planning committees, making faculty/librarian partnerships a reality at this campus.

If you are interested in building alliances with higher education organizations, join us at the ALA Annual Conference in Washington, D.C. Future topics will be published in *C&RL News*. But don't wait until then—accept the "challenge" and start making connections today!—*Mari Miller is chair of the ACRL Alliances for New Directions in Teaching and Learning Discussion Group and reference/instruction librarian and general science selector for the University of California, Berkeley Library; e-mail: mmiller@library. berkeley.edu.*

ULS activities at Midwinter

A message from the ULS chair

The University Libraries Section (ULS) has been hard at work creating the draft vision and set of strategic directions that we present here for your comment. Needless to say, it is an exciting time to be chair of ACRL's largest section. We have active and dedicated leaders and members working on ULS who are already moving this vision forward through committee work and programming for our membership. Two successful and well-attended discussion meetings hosted by the Current Topics Planning Committee and the Librarians in Higher Education/Campus Administration Discussion Group at the recent Midwinter Meeting in New Orleans exemplify our efforts to bring timely and relevant issues and ideas to university librarians. We are also reaching out to collaborate with other groups. We are cosponsoring our Annual Conference program with the Science and Technology Section. Also, our past-chair, Don Frank, spearheaded efforts to propose a change in the structure of ACRL Activities Section Council to include the type of library sections, thereby improving our opportuni-

ties for interaction and coordination with all ACRL sections.

We invite your comments on this draft document which we hope to finalize at the Annual Conference this summer. We are continually looking for new ways to communicate to our membership and welcome your suggestions.—*Lori Goetsch, ULS chair and associate director of libraries for public services at the University of Maryland, e-mail: lgoetsch@utk.edu*

Desktop delivery of library resources

The ULS Current Topics Discussion Group and the LITA Internet Resources Interest Group cosponsored a discussion in New Orleans on "Push and Pull on the World Wide Web: A New Paradigm for Desktop Delivery of Library Resources." Push technology, also called *Webcasting*, is a process by which content providers send information to the computer desktop. This information can be viewed immediately by the user. Ideally, the technology is event-driven rather than update-driven. Push has been developed to meet the growing de-

ACRL University Libraries Section's vision

The University Libraries Section (ULS) will strengthen the ability of university libraries to provide superior services, and will prepare university library personnel for increasingly significant roles in higher education. ULS will develop guidelines and standards for university libraries and promote continuous learning for library staff.

ULS will provide leadership in shaping information and scholarly communication policy through ACRL and ALA, and in partnership with other higher education and information technology groups. ULS will foster the recruitment and retention of highly qualified and talented people by university libraries, individuals who reflect the diversity found in American society.

1. Provide excellent programming for constituents at both the national and regional level.

Strategic directions:

1.1 Sponsor programs at conferences and other forums.

1.2 Extend programming and continuing education opportunities to the local and regional level. ULS will also:

—Provide information on successful programs for possible implementation at the local and regional level.

—Encourage the use of teleconferencing and other new technologies to disseminate programs widely.

1.3 Provide support for creative and effective program planning.

1.4 Devise methods to assess the evolving needs of the membership for continuing education.

2. Seek cooperative relationships within ACRL and ALA, and with other library organizations.

Strategic directions:

2.1 Work with other ACRL sections to develop joint programs of interest to university library personnel.

2.2 Work with other ALA divisions to develop joint programs.

2.3 Encourage the establishment of liaisons from ACRL to other library organizations to promote increased collaboration.

2.4 Increase involvement in the ACRL Activities Section Council.

3. Promote participation in the development of information policy at the national level.

Strategic directions:

3.1 Keep ACRL informed of issues related to information policy that are of particular concern to university libraries, so that they receive prompt attention at the national level.

3.2 Seek means to communicate with ULS membership to encourage more involvement with legislative and other leaders.

3.3 Explore the use of appropriate electronic means of delivering information on policy issues to ULS membership.

4. Foster cooperation with university administration and teaching faculty on issues of mutual concern.

Strategic directions:

4.1 Identify issues of mutual concern.

4.2 Provide ULS members with opportunities to begin or contribute to dialogues with university administrators and faculty on these issues.

4.3 Increase interaction with national scholarly associations on these issues through collaborative programs, joint publication, and other means.

4.4 Promote efforts to ensure recruitment and retention of a diverse workforce within universities and their libraries.

5. Promote awareness and provide support for university libraries in dealing with the challenges that are unique to them.

Strategic directions:

5.1 Identify the major challenges facing university libraries, such as support of graduate and professional programs and research collections in an era of rising costs and evolving technologies.

5.2 Consider the establishment of task forces to address these issues and report their findings to the Executive Board.

5.3 Assist library schools in developing academic programs to prepare librarians to meet and anticipate the needs of university libraries and their patrons.

mand for modular and customizable information. It is designed to eliminate the need for users to research for information and to obviate the need for the user to do anything overtly to get information.

Push technology not new

Amira Aaron, Electronic Services product manager of Blackwell's Information Services, led the discussion with an overview of the different definitions of Push technology, the major developers of Push, and some possible applications for library services. Aaron began the talk by challenging its title. Push technology is not a "new paradigm," she claims.

Librarians have been pushing information to users for a long time. However, the technology is new and offers expanded possibilities for library services. Major Push developers, such as BackWeb, AirMedia, and Marimba's Castanet are using the technology for such things (in addition to the ubiquitous sports and stocks updates) as virtual software updates, customer service updates, and gathering information about clients.

Participants broke into small groups for the final segment of the discussion to consider the issues and implications of Push technology for their own libraries. Some were apprehensive about the possible invasion of patron privacy while others worried that Push can all too easily become Shove. However, most participants found positive library applications for Push, such as new title alerts, overdue and availability notices from circulation systems, and publisher dispatch data.

Librarians wear many new hats

This winter, the ULS Librarians in Higher Education Discussion Group continued dialogue, which began at the Annual Conference in San Francisco, considering the diversity of new roles librarians have on the university campus. Tom Fry, associate director for Public Services at the University of Denver, moderated the session, observing that librarians are "breaking out of the box" in increasing numbers and taking on administrative responsibilities completely outside the library structure.

Elaine Didier, associate dean of the Graduate School at the University of Michigan, shared her experiences of life "outside the box." In addition to associate dean, she has served the University of Michigan campus as adjunct as-

sociate professor in the School of Management and interim director for Academic Outreach. Didier suggested several strategies for preparing oneself for expanded administrative positions. Recognize and explore the breadth and diversity of your institution, study its "corporate culture," and volunteer in the community. These activities help to establish a network inside and outside the library that will lead to a perception that you are not "just" a librarian. Didier noted that "participation begets influence" and one thing will lead to another. As her activities and experiences diversified, she was perceived by the administration as a viable candidate for the associate dean position.

Learning a new language

The first challenge many of these positions bring is the need to immediately master a new and unfamiliar "language" and set of values. Sarah Watstein, assistant director for Academic User Services at Virginia Commonwealth University, discovered this to be true during her two-year tenure as interim director of University Computer Services. While savvy about applications, she was not technically savvy and, even worse, she was "Dilbert-illiterate." Nevertheless, she was tapped for the responsibility of coordinating computer services because of her history of consensus-building activities, her ability to balance issues with sensitivity, and her drive to garner respect on campus for user services. Despite the steep learning curve, Watstein found that she had much to offer in this unfamiliar terrain, as libraries and computing centers are both fundamentally service and support organizations operating in rapidly evolving environments.

Like the other speakers, Bill Welburn, assistant dean of the Graduate College at the University of Iowa, was offered his position without prior campaigning on his part. Again, this is due in part to his involvement in campus activities and his position as adjunct professor in the library school. Although he admits there is a potential for drift and isolation in positions outside the library, Welburn believes we must seize these opportunities as they offer unique challenges that can only be beneficial in the long run.

All agreed that the risks associated with this type of venture are real. There may be no

Build Your Leadership Toolkit!
An ACRL Leadership Institute

Get the practical leadership skills needed for the next millennium. At this institute, you will develop a personal leadership toolkit of techniques, tactics, and strategies for:

* negotiation/persuasion

* implementing change

* motivating and managing a team

* making public presentations

* running effective meetings

Plenary Presentations

Robert Wedgeworth, University Librarian at the University of Illinois at Urbana-Champaign, will look at leadership issues and what librarians should do to be successful leaders on campus.

Cliff Lynch, Director, Coalition for Networked Information, will address leadership roles for managing technology.

Toolkit Presenters

Michael Butler, Executive Director, OHIONET
Margo Crist, Director of Libraries, University of Massachusetts
Elaine Didier, Director, Residential and Research University
Programs, University of Michigan
Thomas Michalak, Executive Director, Harvard Business
School Library
Linda Wallace, Director, ALA's Public Information Office

April 30–May 1, 1998
The Tremont Hotel, Boston
cosponsored by ACRL's New England Chapter

Registration is $175 for ACRL and ACRL/New England Chapter members; $225 for ALA members, and $275 for nonmembers. To register, complete the form available on the Web at http://www.ala.org/acrl/leadweb3.html and send to ACRL.

To reserve a room, contact the Tremont Hotel at: 800-331-9998 and specify you are attending the ACRL Institute.

Questions? Contact Tanga Morris, (800) 545-2433 ext. 2514; e-mail tmorris@ala.org

been acquired by the Ohio State University (OSU) Cartoon Research Library. The collections, approximately 150,000 pounds of boxes and files, were previously housed in the San Francisco Academy of Comic Art (SFACA). The academy's well-known book editing and writing projects will continue at an accelerated pace, focusing on books featuring the work of Elzie Segar and George Herriman. OSU Libraries intend to maintain the intellectual coherence of the SFACA materials through its computerized cataloging system while the various works are housed in disperse units in order to place them with existing groups of similar materials.

Transcripts of the Westmoreland vs. CBS

trial were presented to the Texas Tech University Library's Vietnam Archive. Larry Berman, a professor and political science department chairman at the University of California at Davis, donated the papers to the archive. In a CBS Television special, which aired on Jan. 23, 1982, CBS Anchor Mike Wallace told how, in CBS' view, the American military conspired to suppress and alter military intelligence about the North Vietnamese military. "The special implicated Gen. William Westmoreland in the conspiracy and cast doubt on his military honor," said James R. Reckner, director of the Vietnam Center and a professor of history at Texas Tech. "Having sought, and not received, an apology from CBS, Gen. Westmoreland sued the network to regain his honor. Later CBS settled the case and apologized to Gen. Westmoreland," said Reckner. Berman served as a consultant to CBS Television, and at the end of the trial obtained the complete transcript of the trial and supplementary materials. These original documents comprise 48 banker's boxes of materials detailing the U.S. involvement in the Southeast Asian conflict.

Leon Uris, renowned author of *Battle*

Cry, Exodus, and *Trinity,* announced that the Harry Ransom Humanities Research Center at the University of Texas at Austin is to be the archival repository of his literary manuscripts. In addition to the novels, Uris has written screenplays, coauthored photography books, and contributed stories and articles to many magazines and anthologies. "Uris is one of the most popular and widely read novelists America has produced," said Thomas F. Staley, director of the Ransom Center. "His extensive contextual research gives his novels a sense of living presence and authority achieved by few contemporary authors." ■

immediate colleagues or mentors and no safety net if administrative priorities change. But the participants also agreed that the rewards, such as increased autonomy and responsibility, the opportunity to develop new skills, and the chance to become a "citizen of the university," make the risks worth taking.

Performance measures

Moderator Betsy Wilson led the well-attended ULS Public Services Heads of Large Research Libraries Discussion Group. Mary Jackson and Shirley Baker first briefed the group on the ILL/DD Performance Measures Study. The study has succeeded in identifying "best practice" libraries: those libraries whose interlibrary loan practices have experienced a high rate of success in timeliness, accuracy, and patron satisfaction. The study also raised several questions. Why, for example, does the average turnaround time for ILL remain close to the same rate achieved ten years ago?

Workshops to examine what libraries can do to improve their ILL practices will be held after the final report is published this winter. Wilson then acquainted the group with developments regarding the proposed National Information Literacy Institute. This immersion program, funded in part by ACRL, will focus on the practical and theoretical issues of teaching information literacy. Other topics under discussion included performance measures, assessment initiatives, and a review of the types of Web support currently offered in academic libraries. Assessment initiatives will again be under consideration at the ALA Annual meeting in Washington D.C.—*Anne Garrison, reference librarian, Georgia Tech Library; e-mail: anne.garrison@ibid.library.gatech. edu* ■