Heritage Health Index

Heritage Preservation, Inc., in partnership with the Institute of Museum and Library Services (IMLS), is developing the Heritage Health Index. This index will be based on a nationwide survey to be repeated every four years and will provide accurate statistical information about the condition of collections held in U.S. libraries, archives, museums, and historical societies. Comprehensive data about the condition of our artistic, historical, and scientific collections will be valuable for guiding preservation and conservation planning, soliciting and allocating resources, and educating policymakers, as well as the general public. The Getty Grant Program has provided significant funds to support this project.

For more information, see the Heritage Preservation Web site at http://www. heritagepreservation.org/PROGRAMS/ HHIhome.HTM.

RLG-OCLC digital report

The Research Libraries Group, Inc. (RLG), and OCLC Online Computer Library Center, Inc., have published a draft report titled *Attributes of a Trusted Digital Repository: Meeting the Needs of Research Resources.* This 52-page document attempts to define "the characteristics of reliable archiving services for heterogeneous research collections."

The report proposes a definition, framework and certification for digital repositories, and discusses the challenges of creating such repositories in a distributed network environment. It also includes 16 recommendations for further action.

The draft report is available in pdf at http:// www.rlg.org/longterm/attributes01.pdf.

OCLC digital archive

In a related initiative, OCLC has begun development of a digital archive intended to preserve Web-based documents that exist only in electronic form. The project's goal is to create a service capable of identification, selection, capture, description, preservation, and providing continuing access to otherwise impermanent Web documents. The archive will use the Open Archival Information System (OAIS) framework of functions and features to develop its workflows. OCLC will work on development and testing of the archive with three other organizations: the U.S. Government Printing Office, the Connecticut State Library, and the Joint Electronic Records Repository (a partnership of the Technology Policy Group of the Ohio Supercomputer Center, the Ohio Historical Society's State Archives, the State Library of Ohio, and the Ohio Department of Administrative Services).

For more information, contact Nita Dean, OCLC, 6565 Frantz Road, Dublin, OH 43017-3395; phone: (800) 848-5878 or (614) 761-5002; fax: (614) 764-6096; e-mail: nita_dean@ oclc.org; URL: http://www.oclc.org.

Effects of exposure to light

The Getty Conservation Institute has published *Effects of Light on Materials in Collections: Data on Photoflash and Related Sources* by Terry T. Schaeffer. This 170-page report is intended to help preservation professionals determine the risk to collection materials from exposure to light. It comprehensively reviews scientific data about light and the nature of collection materials. The report particularly addresses risks from photoflash and reprographic light sources.

Copies are available for $30 from Getty Publications, Book Distribution Center, P.O. Box 49659, Los Angeles, CA 90049-0659; phone: (800) 223-3431; fax: (818) 779-0051; URL: http://www.getty.edu/bookstore/titles/ effects.html. ISBN: 0-89236-645-1.

Storing art on paper

The Graduate School of Library and Information Science of the University of Illinois at Urbana-Champaign has published *The Storage of Art on Paper: a Basic Guide for Institutions* by Sherelyn Ogden. It is a practical

Jane Hedberg is preservation program officer at Harvard University, e-mail: jane_hedberg@harvard.edu; fax: (617) 496-8344

Call for Participation

Association of College & Research Libraries
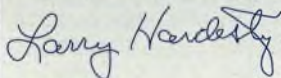## 11th National Conference
April 10–13, 2003

I am extending my personal invitation for you to join your colleagues in attending and participating in the Association of College and Research Libraries (ACRL) 11th National Conference in Charlotte, North Carolina, from April 10–13, 2003.

In the quarter century since its inception, ACRL's National Conferences have justifiably acquired the reputation as the place for academic and research librarians to come together to share their challenges and opportunities—and to leave re-energized to accomplish an enhanced sense of purpose.

Emphasis on active participation in programs from which participants "will take something home" is the challenge I have put forth to the co-chairs of the various subcommittees. They have responded with the exciting and provocative conference theme of "Learning to Make a Difference" and six conference tracks that reflect the dynamics and diversity of academic and research librarianship in the 21st Century.

Learning to Make a Difference
Charlotte, North Carolina, April 10-13, 2003

Effective "learning" is an active verb—not a passive noun. Therefore, we invite you to submit proposals for programs encouraging active engagement and to come prepared to participate.

Please join your colleagues in charming Charlotte, North Carolina, April 10–13, 2003, to participate in a grand learning experience while enjoying gracious Southern hospitality and the region's lovely April weather. Come learn together to make a difference!

Larry Hardesty

Larry Hardesty
ACRL 11th National Conference Chair

Requirements

ACRL National Conference presenters will be required to:

- register for and attend the conference;
- grant permission for possible taping (audiocassette and video) and broadcast (Web) of their presentation;
- assign ACRL first publication rights as papers will be published as part of the ACRL conference proceedings;
- contributed paper presenters must provide completed papers in both hard copy and electronic versions by **January 15, 2003.**

Selection Criteria

The ACRL 11th National Conference subcommittees will evaluate the content of your proposal for relevance to the conference themes, clarity, originality, and timeliness. Proposals should be for original work that has not been previously published. Special attention will be given to proposals that:

1. encourage active learning (indicate how the audience will participate in the session instead of having them passively receive information),
2. generate ideas or materials that contribute to ongoing discussion about the future of academic libraries,
3. demonstrate innovative thinking,
4. contribute ideas for positioning academic librarians to be leaders both on and off campus,
5. present strategies for effectively implementing information and technology that enhance the teaching/learning process, and
6. explore "bleeding edge" information technology and services.

Program Proposal

Note: Proposals may be submitted in paper or electronic form.

1. **Presenter status** (check one only)
   - ☐ I am the sole presenter for this session.
   - ☐ I am the organizing presenter for this session.

2. **Presenter information.** Include at the end of your proposal letter the name and contact information for additional presenter(s) and/or moderator (if panel session).

   Name _____

   Title _____

   Institution _____

   Type of Institution: _____

7. **Proposal letter.** Attach a proposal letter (no more than three pages) that includes, in order, the following:
   - ◆ session title (subject to editing);
   - ◆ short session description (20–40 words maximum—subject to editing) for the conference program book, including the main points of your session and focusing on at least three learning outcomes;
   - ◆ full description of your proposed session outlining its main points, its relevance to attendees, how it is unique and different to others that may address the same topic, and the ways you will engage your audience. Describe any handouts you will provide;
   - ◆ name and contact information for all presenters.

   Stop here if you are submitting a poster session proposal.

Session Formats

CONTRIBUTED PAPERS

The Contributed Papers Committee invites research and position papers that challenge current assumptions and provoke conference participants to think creatively about issues facing academic librarians. Papers may report the results of completed research, describe research in progress, or present a position on a compelling problem or issue in one or more of the conference tracks. Research papers should present the problem, methodology, and conclusions. Position papers may propose theoretical models, present reviews, or describe strategies and innovations applicable to several libraries. Case studies of significant work at a single institution may be accepted as contributed papers; however, contributors of case studies at a single institution are encouraged to consider presentations as poster sessions. Conference theme tracks will provide a construct for organizing the papers into groups, but authors may propose works that cross tracks or present ideas not anticipated by the conference planners.

Papers will be paired and each paper must be delivered in about 20 minutes, allowing 10 minutes for questions within a 60-minute time slot for both papers. Completed papers should be 1,800–2,500 words and should be scholarly, well organized, clearly written, and rigorously argued. Completed papers must be provided no later than **January 15, 2003**. Please note that at the conference, presenters are expected to discuss their ideas rather than read their papers. All accepted papers will be published on the Web and as part of the print conference proceedings.

Selections will be made based on abstracts of 250–500 words. The deadline for abstract submission is **May 31, 2002**.

Student Paper Award: Up to two research papers authored by library school students will be selected for the ACRL Student Paper Award. Winners receive $500 and complimentary conference registration. Details about the award are on the Web at www.ala.org/acrl/charlotte/.

Submit completed program application and full description for paper proposals to:
Gloriana St. Clair, Director of Libraries
Carnegie Mellon University
Hunt Library   Phone: (412) 268-2447

PRECONFERENCES

Preconferences are half-day, full-day, or one-and-a-half-day programs that focus on a particular subject of interest to academic and research librarians. These programs should allow participants to develop skills on a specific topic and should focus on interactive learning using a variety of presentation styles. Preconferences that offer practical tips and cutting-edge techniques, as well as programs that address one or more of the conference's six sub-themes, are especially encouraged.

All preconference proposals should complete the program proposal form and include the following information: title; name of presenter(s) with biographical information and/or CV or résumé for each; purpose and goals; learning outcomes; type of audience; minimum/maximum enrollment; audiovisual equipment needed; room-set preferences (theater, classroom, or rounds); length of program; and program costs.

As preconferences have separate registration fees, please contact Margot Sutton at ACRL (312-280-2522; msutton@ala.org) during the development of your proposal so you can develop a budget for your session to accompany your proposal.

Submit completed program application and proposals by **May 31, 2002**, to:
Bill Miller, Director of Libraries
Florida Atlantic University
P.O. Box 3092
777 Glades Road
Boca Raton, FL 33431-0992

Phone: (561) 297-3717
Fax: (561) 338-3863
e-mail: miller@fau.edu

PANEL SESSIONS

Panel sessions are one-and-a-half-hour presentations by two to three presenters that allow the participants to address an issue of concern to academic or research librarians. The sessions will allow for multiple perspectives on an issue and should encourage active participation from the audience. The panel sessions format should be appropriate to the goal of the session. Format options may include a debate among panel members, a question-and-answer session, the presentation of formal papers, or a combination of approaches.

Conference Theme Tracks

Six theme tracks will explore the need for academic and research librarians to anticipate and prepare for transformations in the profession and should encourage innovative ways to create and implement change. *Note: Proposals that cover more than one theme track are encouraged.*

ASSESSMENT & ACCOUNTABILITY

Hardly a week, day, or even hour passes in academic libraries without some mention of one of the "A" words—assessment and accountability. From needs assessments to outcome measures, from employee expectations to institutional accreditation, from usability studies to fiscal accountability, the "A" words are integral aspects of how we learn to make a difference as well as how we measure the difference we can make as collaborators in the learning process. Presentations may reflect institution programs, best practices, collaborative efforts, and innovations in assessment and accountability. How these activities help in learning to make a difference through applications of the findings also can be explored.

As academic librarians, we learn from each other and this track offers the opportunity to examine, discuss, and assess how we address such matters as:

- Accreditation
- Benchmarking
- Standards
- Outcomes
- Needs Assessment
- Usability Studies
- Metrics
- Evaluation of Services

COLLABORATIONS & COMPETITION

Over the past decade, academic librarians have learned that they can meet challenges best when they collaborate with others. We have partnered with others on campus to develop information literacy programs and create new services, with other libraries for joint electronic ventures and purchases, and with other scholarly groups to explore issues of importance to academia. At the same time, we are facing real competition, not only for resources on our campus, but also

PEOPLE & PLACES

The demise of libraries and librarians has been greatly exaggerated. Libraries—the last we checked—are still actual entities, and many campuses are reporting them busier than ever. The people who work in these buildings have not gone digital either!

Topics are limited only by your creativity, but may include:

- Research on the profession—composition, salaries, trends
- Equipment, electronics, furniture, shelving—what's new and what works?
- Innovative staff and/or student worker training programs
- Recruitment and retention
- Design of new facilities
- Staff evaluation and motivation
- Unique library spaces
- Collaborative building usage
- Developing future leaders
- Alternative structures
- Diversifying the workforce
- Developing knowledgeable workers
- Team-building
- Challenging the library as place
- Management issues

TEACHING & LEARNING

The model of the "librarian as educator" is increasingly important as information literacy becomes incorporated into campus documents, accrediting standards, and employer expectations. Such a model calls for a robust toolkit of skills, strategies, and resources to be made available to all librarians. How can you help academic librarians add to their toolkit?

entirely. Creative approaches are needed for new forms of collaboration and for positioning ourselves on campus as the premier information source.

Possible topics for presentations may include, but are not limited to, the following:

- Cooperation with other campus departments
- Partnerships
- Campus visibility
- Organizational policies
- Community collaboration
- Digital partnerships
- Scholarly communication
- Portals
- Fundraising and grantsmanship

- Advocacy for libraries
- Intellectual property and ownership
- Librarian/vendors
- Branding
- Resource-sharing
- Global/international partnerships
- Marketing
- Information literacy
- Consortia

INNOVATIONS & INNOVATORS

Academic librarians must be increasingly resourceful, imaginative, and creative in all aspects of our responsibilities in confronting the challenges of the 21st century. Occasionally we must step back to reconsider some of our most basic and cherished values and to implement some absolutely radical ideas that no one else thinks will work. This track is to encourage the sharing and discussion of bold ventures, far-reaching prophecies, and stimulating insights. So here is the opportunity for the more inspired among us to take a chance and really challenge us with daring innovations and provocative visions.

Presentations may explore topics such as (but we expect the innovators out there to surprise us with others):

- Transformational changes and trends
- Alternative roles for the library/ librarians
- Big ideas (major trends, issues, etc. impacting academic librarianship)
- Learning

- Entrepreneurial ventures
- Rethinking librarianship
- Values
- Scholarly communication
- New technology
- Leadership

- Collaborating with faculty, IT, and administrators
- Scholarship of teaching and learning
- Teaching partnerships
- Information literacy and ethics
- Learning styles and pedagogy

- Critical thinking
- Instructional technologies
- Instructional design
- Trends in higher education
- Distance education

TECHNICAL & ACCESS SERVICES

Changes in the format of information, document delivery, vendor relationships, and preservation have made a tremendous difference in providing access to information. What is the best way to build/organize/navigate the digital collections? Rent or purchase e-book acquisitions? How does the flat MARC record express full digital content? Design workflow without a physical piece or a bib record, e.g., metadata? How has e-Bay changed the perception of the value of things, or the likelihood of a family donating their archives to institutions? How does document delivery software/technology change service? Will there be digital reformatting, preservation standards, and registries?

Areas of possible presentation include both digital and traditional aspects of:

- Collection building and management
- Managing access
- Outsourcing
- Reformatting
- Standards
- Acquisitions
- Preservation
- Services for distance learners
- Digital collection organization
- Cataloging
- Budgets
- Systems issues

- ADA requirements
- Government information
- Disaster recovery
- Registries
- Archiving
- Web site navigation
- Licensing
- Bibliographic control
- Metadata
- Vendor relationships
- E-books

Pittsburgh, PA 15213-3890   e-mail: gstclair@andrew.cmu.edu

POSTER SESSIONS

Poster sessions are informal presentations featuring successful solutions to problems and unique and innovative library-based projects with important lessons for the academic and research library community. Posters may use graphics, tables, charts, and handouts. Laptop computers and visual display devices may be used if they are provided by the presenter and do not exceed the space provided on a standard 6-foot table. These interactive sessions will be scheduled in a single time block. Each poster session presentation should last about ten minutes, including time for questions from the audience. All presenters should be prepared to repeat their presentation several times. Poster sessions will be located in the conference exhibits area. Full descriptions of poster-session presentations may be published on the Web.

Submit a completed application indicating whether you will need electricity for a laptop computer or similar device by **November 4, 2002,** to:

Lynn Scott (Scottie) Cochrane, Director of Libraries
Denison University   Phone: (740) 587-6215
Box I.   Fax: (740) 587-6285
Granville, OH 43023   e-mail: cochrane@denison.edu

ROUNDTABLE DISCUSSIONS

Informal, small group discussion sessions will give attendees the opportunity to network, share information, and solve common problems. Volunteers are sought to identify and develop a topic, facilitate discussion, and ensure a core group is in attendance to deliver useful content.

Submit your topic idea(s) with a brief full description of topics to be covered and their importance to academic libraries (a completed program application is not necessary) by **January 7, 2003,** to:

Rhoda K. Channing, Director
Z. Smith Reynolds Library
Wake Forest University   Phone: (336) 758-5090
P.O. Box 7777   Fax: (336) 758-3694
Winston-Salem, NC 27109-7777   e-mail: channing@wfu.edu

Sessions will be selected for presentation at the conference based on the clarity of the issue, the appropriateness of the topic, the relevance to the conference themes, and the contribution to an overall balance in coverage of the conference themes. Full descriptions of the panel sessions will be published on the Web.

Proposals will be evaluated on the basis of full descriptions that should be 250–500 words long. The deadline for submission of proposals is **May 31, 2002.**

Submit completed program application and full description for panel sessions to:
Damon Hickey
Director of Libraries   Phone: (330) 263-2483
The College of Wooster   Fax: (330) 263-2253
Wooster, OH 44691   e-mail: dhickey@acs.wooster.edu

WORKSHOPS

Workshops provide three contact hours (with a mandatory one hour break to visit the poster sessions, so workshops are scheduled over a four-hour period) for active and in-depth learning. Participants will engage an issue, learn a new skill, develop an action plan, or other activity where hands-on learning is integral. Only a small number of workshop proposals will be accepted. Proposals will be selected for the conference based on timeliness of the topic and the degree of active learning. Sessions will be limited to 60 participants unless otherwise specified in the proposal. Please include space requirements and maximum number of participants. The deadline for submission is **May 31, 2002.**

Submit completed program application and full description to:
Susan Richards, University Librarian
Seeley G. Mudd Library
Lawrence University   Phone: (920) 832-7353
P.O. Box 599   Fax: (920) 832-6967
Appleton, WI 54912   e-mail: susan.l.richards@lawrence.edu

ACRL   Association of College & Research Libraries
A Division of the American Library Association

☐ Community College ☐ College ☐ University

☐ Other _____

Address _____

City, State, Zip _____

Phone _____

Fax _____

E-mail _____

3. **Is this proposal being submitted by an ACRL unit?**

   ☐ Yes   ☐ No   If yes, specify unit _____

4. **Session title:** _____

   _____

5. **Session format**
   ☐ Contributed paper   ☐ Panel session   ☐ Workshop
   ☐ Preconference (☐ half-day ☐ full-day ☐ one-and-a half days)
   ☐ Poster session   ☐ Roundtable discussion

6. **Program track** (Please refer to the tracks described in this document to identify the appropriate category(s) for your program.)
   ☐ Assessment & Accountability
   ☐ Collaborations & Competition
   ☐ Innovations & Innovators
   ☐ People & Places
   ☐ Teaching & Learning
   ☐ Technical & Access Services

8. **Audiovisual equipment.** (Note: A head table, lectern, table microphones, and floor microphone will be provided in each meeting room.)
   Check all that apply (subject to availability; ACRL cannot provide computers):
   ☐ No equipment needed
   ☐ Overhead projector and screen
   ☐ Video projector and screen
   ☐ Slide projector and screen
   ☐ LCD projector and screen
   ☐ Laser pointer
   ☐ Flipchart and markers
   ☐ Other. Please attach specific requirements.

ACRL will make every effort to accommodate equipment needs. We recommend that you provide a laptop if you are planning a session using data projection, since software is the responsibility of the presenter; and it must be installed by the presenter immediately before the session. ACRL is unable to guarantee an Internet connection, so if this is part of your presentation, please prepare a simulation as a backup.

9. **Program costs**

   Speaker expenses (only nonlibrarians are eligible for funding)

   Fees $_____

   Travel $_____

   Per diem _____ (number of days; current ALA rate will be used)

   Photocopies $_____

   Other $_____ (please explain on attached sheet)

In accordance with ALA practices, ACRL members cannot receive honoraria nor have expenses reimbursed for presenting conference programs. Participants are required to pay for conference registration fees, travel, and other expenses.

Four Steps for Submitting Your Program Proposal

1. Identify a topic and select the conference program track most appropriate for your proposed program. *Note:* Proposals are not limited to specific issues mentioned in the program track descriptions and combinations of the themes are encouraged.

2. Complete the program proposal application form.

3. Attach a 2 to 3-page Proposal Letter that clearly identifies the focus and learning outcomes of your presentation.

4. Mail (two copies) or e-mail your completed proposal to the appropriate subcommittee chair indicated at the end of each session description. **Important:** If you e-mail your proposal, use the subject line: "Your Last Name" proposal submission. If you send an attachment use your last name to name the file.

Check for conference updates at:

http://www.ala.org/acrl/charlotte/

Deadlines and Important Dates

May 31, 2002   Proposals due to contributed papers, panel
                       sessions, workshops, and preconference
                       subcommittee co-chairs

November 4, 2002   Proposals for poster sessions due to poster
                       sessions subcommittee co-chair

January 7, 2003   Proposals for roundtables due to roundtable
                       discussions subcommittee co-chair

January 15, 2003   Completed papers due to appropriate
                       subcommittee members

February 7, 2003   Early-bird registration deadline

March 5, 2003   Advance registration deadline

April 10–13, 2003 ACRL 11th National Conference

**Association of College
& Research Libraries**
50 E. Huron Street, Chicago, IL 60611
(800) 545-2433, ext. 2522
acrl@ala.org; www.ala.org/acrl/charlotte/

ACRL
Association of College
& Research Libraries
A Division of the American Library Association

opposite ends of the earth's orbit. But this is not a static tale of instruments and dry calculations; Hirshfeld brings the pioneers of parallax to life, portraying them as enthusiastic innovators with human flaws and aspirations. Today we take for granted that the stars are millions of miles away, but reaching that conclusion and proving it was no simple task. $23.95. W. H. Freeman. ISBN 0-7167-3711-6.

A Question of Manhood, Volume 2: The 19th Century, from Emancipation to Jim Crow, edited by Earnestine Jenkins and Darlene Clark Hine (482 pages, May 2001), continues the analysis of black masculinity begun in volume 1 for the pre-Civil War period. Culled from various history journals, the 20 essays focus on what it was like to be an African-American man during Reconstruction and the years immediately following. Topics include black politicians in Reconstruction South Carolina, black policemen in New Orleans, black cowboys and convicts, black lawyers and physicians in the New South, black soldiers in the Spanish-American War, and the real man behind the legendary Stagger Lee. A well-referenced, fine-tuned selection. $59.95. Indiana University. ISBN 0-253-33924-3.

Women of the Book: Jewish Artists, Jewish Themes, by Judith A. Hoffberg (96 pages, March 2001), is the catalog of a traveling exhibition of works of art in book form created by 90 Jewish women artists. Curated by artist-book expert Hoffberg, the exhibition featured themes on family rituals, traditions, and liturgy; the Holocaust; the integration of Jewish culture into art; humorous takes on being "Jewish"; cultural memory; and the celebration of festivals. $23.95. Florida Atlantic University Libraries, P.O. Box 3092, Boca Raton, FL 33431-0992. ISBN 0-9706189-0-5. ∎

they illustrate a few ways that trust can be built between librarians and departments (here, both faculty and students). It is crucial that librarians find creative ways to keep the library relevant to campus life.

Conference presentations indicate a groundswell of interest on the topic of liaisons and campus partnerships.[2] Creative ideas for collaboration are all around us; we simply need to find new ways of telling our library stories across campus.

Librarians at Gettysburg don't just visit the departments and send out new book lists. Librarians attend classes, go on field trips, serve as research assistants, vote on committees, sing in choirs, and participate in labs. As a result, our liaison program is becoming more vital every year.

The stories we have shared are replicable. Show some interest! Get out, get active, and get involved. For many of us, it's the best and most rewarding part of being a college librarian.

Notes

1. Visit http://www.npr.org/programs/specials/vote/list100.html for NPR's list.

2. ACRL's 10th National Conference, Crossing the Divide (Denver, March 15–18, 2001), included several programs on this topic, including: Susan Sykes Berry, Trisha Mileham, and Joan Ruelle, "Playing Well with Others: Ideas to Increase Your Campus Library Partnerships," panel presentation (Denver, ACRL 10th National Conference, March 16, 2001); Susan Ariew et al., "Creating Successful Librarian-Faculty Collaborations: The State of the Art," panel presentation (Denver, ACRL 10th National Conference, March 17, 2001); and Terri Holtze, "50 Ways to Reach Your Faculty," poster session, (Denver, ACRL 10th National Conference, March 17, 2001). ∎

guide to choosing easy and relatively inexpensive storage enclosures and locations that will preserve this type of art.

Copies are available for $8, plus shipping, from the GSLIS Publication Office, UIUC, 501 E. Daniel St., Champaign, IL 61820; phone: (217) 333-1359; fax: (217) 244-7329; e-mail: puboff@alexia.lis.uiuc.edu; URL: http://www.lis.uiuc.edu/puboff. Prepayment is required. ∎