



**37th Annual Conference
Indianapolis, Indiana, April 16-21, 2009**

**Session/Meeting Name: Academic Library Division
Date, Time: April 18, 2009, 12:30-2:00pm**

**Moderators: Kathleen Lonbom & Greg Hatch
Recorder: Kathy Edwards**

Moderator Kathleen Lonbom called the meeting to order, introduced vice-moderator Greg Hatch, and opened the floor for announcements and other business.

Announcements

Heather Gendron, Art Librarian, University of North Carolina at Chapel Hill, announced that a paper she presented at the World Library and Information Congress: 74th IFLA General Conference and Council in Québec, Canada, in August 2008, was subsequently published in *Art Libraries Journal* 34:2, 2009. [<http://archive.ifla.org/IV/ifla74/papers/071-Gendron-en.pdf>, "Don't Fence Me In! Reconsidering the Role of the Librarian in a Global Age of Art and Design Research"]. Her subject was the challenges of instruction for studio research.

Heather also reported that the UNC School of Information and Library Science (SILS) will offer its arts specialization course, Art and Visual Resources Librarianship, in Spring 2010, and reminded division members of the SILS dual-degree master's program, with the UNC Department of Art, in library science/information studies and art history. [<http://www.lib.unc.edu/art/careers.pdf>]

Diane Sybeldon, Arts Librarian, Wayne State University, announced that the Library and Information Science Program at WSU is offering a new track in fine and performing arts librarianship.

Jennifer Friedman, Rotch Library, MIT, reminded members to submit session proposals for the 2010 ARLIS/NA Conference in Boston. (April 16-21). A deadline has not yet been announced.

Election of vice-moderator

At Kathleen's request, Greg provided a description of the vice-moderator's role in the coming year:

To assist the moderator in organizing the ALD business meeting in Boston, act as a co-advocate and developer of ALD sessions for the Boston conference, and assist in invigorating the ALD listserv.

Two candidates responded to the call for nominations from the floor by introducing themselves, their qualifications, and their interests:

Patricia Kosco Cossard - Architecture, Planning and Preservation Librarian, University of Maryland-College Park, and 2008-2009 moderator of the ARLIS/NA Architecture Section.

Patti asked, "What is a sustainable model in academic librarianship for balancing service and professional duties with scholarship and faculty obligations?" She is interested in stimulating discussion about professional concerns, especially as a means of providing guidance for new and early-career librarians.

Beverly Mitchell - Fine Arts and Dance Librarian, Southern Methodist University, Dallas. Beverly expressed an interest in how reference in an academic arts library differs from reference activities in museums, particularly in its dependence upon temporary, non-professional workers. What are 'best practices,' strategies, and technologies for training, managing, and communicating with student workers and library interns? She is also interested in the impact of spatial relationships on reference services, and how to configure space to facilitate access.

Patti Cossard received the majority of votes by show of hands and will be the incoming vice-moderator.

Open Discussion

Kathleen opened the floor to questions, 2010 session proposals, and other discussion.

Topic #1: New requirements for digital image collections

The State of Illinois Library Services and Technology Act now requires that all state grant funded image digitization projects comply with the Illinois Information Technology Accessibility Act by providing audio descriptions of each digitized image for people with print disabilities, and include both the audio files and their transcripts along with other standard forms of documentation. [<http://tinyurl.com/cpkf78>] Assuming that similar requirements will emerge in other states (or have already), [a librarian from Illinois] proposed a session exploring what this will mean in the practical sense of time and resources. How are we to revise our grant writing and project proposals to accommodate this added level of cost and effort?

Topic #2: Book dust jackets

A librarian from a state university expressed her feeling that "throwing dust jackets away is throwing away information about a title," and asked what other academic librarians do with book dust jackets. This elicited a lively exchange of comments.

A librarian from Pratt Institute felt that keeping jackets with books was particularly pertinent in a school of design. At Pratt, dust jackets are kept with the books, enclosed in mylar sleeves by student workers.

A librarian from the University of California-Santa Barbara noted that many online catalogs now include dust jacket images in the book record, which doesn't help identify the book on the shelf once the cover's been removed.

Anna Fishaut said that Stanford University is adopting an increasingly methodical approach to keeping jackets with books, especially when the jacket conveys unique content.

Patti Cossard at University of Maryland-College Park browses stacks of dust jackets, after they're removed from books, as a way of keeping up with what's coming in via the approval plan and catching titles to pass to interested faculty. Otherwise, patrons are allowed to take the dust jackets they want; those that are left go to studio art students.

Librarian from the University of British Columbia: I don't see how we could keep them, realistically. The ideal would be to have the cover image and information accessible to all in the cloud computer environment Jim Neal talked about.

Sandra Brooke, Princeton University: There are books that come in boxes and other types of crafted covers -- books as objects. Removing these takes away an important sense of the object. We try to retain these but can't do it routinely.

At Williams College, keeping the dust jacket costs one to two dollars per book. Figuring out a way that doesn't involve additional cost would be very useful.

Greg Hatch, Utah: Our books come pre-sleeved in mylar from Blackwells.

A graduate student at Wayne State is working on a project scanning book jackets for a University of Virginia publication looking at 'para' text—a discourse on the history of how people have looked at books.

Special collections libraries always keep the book jackets.

Heather Gendron: UNC uses the CoLLibri cover system, which wraps the cover securely onto the books. Unfortunately, in hard times, this comes up as a too-handy expense to cut.

Jennifer Friedman, MIT: "We don't keep them, except to display. Then we throw them away. Our artists are interested in content, not the wrapper. If other places are keeping them, it doesn't pain me to throw them away." Perhaps there is a collaborative solution.

Nedda Ahmed, Georgia State University: Somewhere there must be a library of record for the complete book object. Does the Library of Congress keep books and jackets intact? Most book publishers don't keep even a single copy of their books, in the long run.

A public librarian: "We keep all the dust jackets. Most public libraries do. Send your patrons to us!"

Discussion of proposed session topics for 2010

Greg led a discussion of potential session topics for the Boston meeting, working from a list of twelve topics distributed before the meeting via the ALD listserv. [See appendix at the end of these minutes.] The majority of topics on the list developed out of discussion at the 2008 ALD meeting. Greg read each topic aloud for those present who were not list subscribers. At the end of the discussion, members were asked to choose, by show of hands, three topics to develop further.

The following topics generated the most discussion:

The changing role of the subject selector; cooperative collection development

Kathy Edwards, Clemson University, noted that the recently reconstituted Collection Development Special Interest Group is proposing a survey on current collection/selection practices and strategies, including potential areas for collaborative selection, as the basis for a session in Boston.

Kim Collins, Emory University, pointed to a recent session at ARL on the evolving role of the subject selector as evidence that "there's already a lot out there on that." She expressed an interest in practical approaches to collaborative selection, citing Jim Neal's plenary comments on the concept.

Another respondent asked for clarification of the topic ("What is the source of this change you refer to?") and cited shrinking budgets as a great motivator for change, necessitating an increasing emphasis on what will get used the most by the most people ("the biggest bang for the buck").

Patti Cossard suggested taking a historical view, examining where we are now and how we got there. She also agreed to be the advocate to further develop this topic as a session proposal.

Management of student workers.

Beverly Mitchell, Southern Methodist University: "I see this as a sharing opportunity, to learn from each other what best practices would be." Addressing how to train and manage student workers for reference and circulation duties, what management tools to use, what space solutions to adopt.

Greg suggested this as a topic more appropriate for the listserv, rather than waiting a year to address it.

Anna Fishaut, Stanford, suggested revising the topic to examine librarians as managers, since this is becoming an increasing aspect of our jobs.

Rina Vecchio, Washington University, reported that the Internship Subcommittee is exploring how best to manage student interns, make the best use of their time, and plan projects around their skills and service tenures.

Deborah Boudewyns suggested adding the mentor/mentee relationship to any discussion of student management, and perhaps having students report on their experiences. Greg requested that she be the advocate to further develop this topic as a session proposal.

Other comments:

Might we open the discussion to include volunteers?

Barbara Prior at Oberlin has done work on this topic.

3) Third edition of "Postcards from the Edge." (These are heavily bibliographic, hands-on research and resource review workshops on specific topics.) Several members pointed out that Barbara Prior has offered similar sessions for several years now, under the 'brand' "Things They Never Taught Us in Library School."

By the end of the discussion, the following topics had been proposed. [They are listed here in the order of most interest, based on a straw poll during the meeting.]:

- Garden history
- Landscape design
- Historic preservation
- Architecture
- City planning
- Graphic design
- Music
- Modern dance/ballet
- Film studies (2006 edition of "Postcards...")
- Interior design
- Fashion design
- Theatre/drama (2007 edition of "Postcards...")

Following Greg's request that the discussion be continued on the ALD listserv, the meeting adjourned at 2:00 p.m.

Respectfully submitted,

Kathy Edwards
Arts and Architecture Librarian
Clemson University

Appendix: Greg Hatch's topics list, circulated on the listserv:

"Below are notes of our discussion at last year's ALD meeting (with some embellishment and a few new additions), which present ideas that are not represented--to my knowledge--in sessions at the 2009 Indianapolis conference.

Co-sponsor a program with VRD on the issues of merging slide collections: Art & Art History departments, Architecture departments, Museums' education departments, media centers, special collections and archives, and Fine Arts libraries.

Changing role of the "subject selector": transitions to patron-driven collection development, course-integrated instruction and co-teaching, community outreach and marketing, developing expertise in scholarly communication, copyright, and grant-writing.

Securing funds to travel to conference, workshops, and buying-tours. Grant-writing and fund-raising, working around vacation schedules, learning from academic faculty and researchers, building in administrative overhead funds when departments develop new courses, revamp curricula, or create entirely new degree programs.

How do we best support "research and publication" for arts and architecture faculty? Is it more "interdisciplinary" now? How/Do we support non-arts-related academics? Museum staff? Ourselves?

What about scholarly communication issues, like retaining copyright?

Interfacing with faculty: How do you draw in new (and established/reluctant) faculty to use library resources? Ex. attending/presenting at new faculty orientations; look at their research publications/dissertation, analyze the citations, let them know what we own in their research area; ask them for input on "what can we do to support you?"; find out if they are arriving with research monies or negotiate in their contract to get institutional money to buy library resources in their area (the department can make this part of the incentive package).

Other interfacing topics: receptions at the library; "library orientation" training sessions pre-semester; get on selection committees; attend faculty meetings; influencing curriculum and assignment design; ALA Read posters featuring faculty!

Doing more with your ARTstor institutional membership: selecting and uploading institutional image sets, successes in cross-promotion of ARTstor to non-art-related departments.

3rd edition of "Postcards from the Edge" workshop series. Possible topics: Graphic design--systems, products, interaction, and service. Fashion and Interior Design. Architecture and Urban Planning. Dance and Ballet.

Further adventures in Web 2.0 technologies: Meebo, SecondLife (How does this work with Art Libraries? Copyright and IP issues, Access: open or invitation only, Outreach:

university community and global community), MySpace/Facebook, RSS feeds, Blogs, Twitter, Wimba, Google Analytics, etc. Successes and Assessments. When does it go too far?

Possible collaboration with RISS (Reference and Information Services Section): Roving reference (getting out from behind the desk), new adventures in virtual reference (cell phones, Meebo, SecondLife, Twitter)

Outreach to the non-university community: What are the opportunities? Success? What are the differences for public institutions versus private?

Supporting distance education: Arts-related? Non-arts-related? Copyright issues? Digitizing collections to meet the needs of online courses?

Management of student workers and library interns: training methods, management tools and communication. (Thank you, Beverly Mitchell!)

Please feel free to expand upon these ideas and send your own topic ideas to the ALD listserv. I will start this part of the ALD meeting by asking you to vote for your top three, which will give us an idea of where to begin the discussion and focus our attention for proposal development."