

## Letters

### **C&RL News: Breath of fresh air**

To the Editor:

When recently leafing through the July/August 1992 issue of *C&RL News* to see if there were any new articles on the John Cotton Dana Public Relations Awards, I happened on a short piece by Phillip H. Young titled "Death of the book greatly exaggerated." I was thoroughly captivated by his vivid description of an estate auction and the book lovers who were willing to delve into cardboard boxes in the backyard on a very hot day, looking for treasures to buy for their own collections. How I wish I could have been there to see what was up for auction!

As the "curator" of a rather small staff development collection, I flip through many professional journals, most of them rather boring (if necessary to the profession). Your publication of this piece puts you out front of most—it was like a breath of fresh air to read about people who LOVE BOOKS.—*Nancy C. Woodall, Training Coordinator, Fairfax County Public Library, Virginia*

### **Librarians' role on accreditation teams**

To the Editor:

The perception of librarians' roles on accreditation teams described in Ralph Wolff's article in the July/August issue of *College and Research Library News*, "Rethinking the librarians' role on accreditation teams," closely parallels my own experience as a member of Middle States accreditation teams. I have often found it difficult to involve other team members in the assessment of library services. I agree with Mr. Wolff that the evaluation of the library clearly needs to go beyond looking at the library and talking with library staff, to determining how the needs of the faculty and students are being met. Furthermore, at least in institutions accredited by the Middle States Association, the team needs to determine whether information literacy is being achieved.

A study, recently completed by Peter Deekle and myself and soon to appear in the *Journal of Library Administration*, showed that many,

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## ALA Conference update

The committee's very successful (first) ALA Annual Conference program, "Getting Back to Basics," featured six discussion sessions. The sessions focused on: upward mobility, recruitment, library climate, coalition, diversity training, and library school curriculum. As a result of the discussions held on these topics, the committee will be sharing publications, recommendations, strategies, and ideas on these issues through this column. At the moment, one handout prepared for the program is available to interested librarians. The handout and session are described below.

### Implementing diversity

"Fostering a Climate for Diversity" was a session led by Kriza Jennings, diversity consultant with ARL. When pursuing diversity and/or minority recruitment activities in libraries there is a need for a work environment that values and welcomes differences. Five categories of questions need to be asked within the organization prior to implementing diversity activities. These questions need to be discussed throughout the organization to ensure a successful beginning; everyone must be focused on the same goals, vision, and direction. Exploration of the questions leads the organization into the identification of strategies for fostering a climate which is responsive to diversity.

Also included in the session was a listing of qualities needed to promote and support diversity in the workplace. It was stressed that a successful diversity program should be integrated within library operations, with an emphasis on providing diversity experiences at four levels: by the individual, within the department/division, within the library organization, and within the campus community. The group discussion following the presentation focused on how to implement diversity with

# Racial & Ethnic Diversity

Information exchange

Susana Hinojosa

budget constraints, and concern for gaining personal commitment to diversity from staff members. The two-page handout prepared for the session includes the five categories of questions and the listing of organizational qualities recommended for effective diversity programs. For a copy contact: Susana Hinojosa, Library, U.C. Berkeley, Berkeley, CA 94720; fax: (510) 643-7891; email: shinojos

@library.berkeley.edu.

### ARL's diversity project

The Association of Research Libraries' project "Meeting the Challenge of a Culturally Diverse Environment" has implemented diversity consulting, training, and presentation services. The services available include: presentations, papers, workshops, panel discussions, facilitation of small group discussions, and consulting for those involved with diversity planning and programs. The Office of Management Studies (OMS) is directing the project and has prepared an informational package on the project and services. The services are available to all types of libraries. For further information contact: Kriza Jennings, Diversity Consultant, Cultural Diversity Project, ARL/OMS, Box 815E, 1527 New Hampshire Ave., NW, Washington, D.C. 20036; (202) 232-8656. ■

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if not most, chief academic officers saw no role for the librarian beyond the library itself and few of them understood the term "information literacy." We must work towards changing this.

I would like to suggest an additional role for the librarian on accreditation teams. He/she should also participate in the review of computing resources, academic computing in particular, to determine whether appropriate new information resources can be made accessible to the campus community. It is time for academe to make the library the "heart of the university" in more than name only.—Ann de Klerk, director of library and instructional media services, Bucknell University ■

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Susana Hinojosa, University of California, Berkeley, is chair of the ACRL Racial and Ethnic Diversity Committee