

2:00–4:00 p.m.; Tuesday, July 12, 2:00–4:00 p.m.
Nominations: Saturday, July 9, 8:00–9:00 a.m.*
Performance Measures: Sunday, July 10, 2:00–4:00 p.m.
Standards Review: Friday, July 8, 1:00–4:00 p.m.; Sunday, July 10, 2:00–4:00 p.m.; Monday, July 11, 2:00–4:00 p.m.
Standards Review—Hearings: Sunday, July 10, 8:00–10:00 p.m.

Western European Specialists Section

Program: Monday, July 11, 9:30 a.m.–12:30 p.m.
Executive: Saturday, July 9, 2:00–4:00 p.m.; Tuesday, July 12, 2:00–4:00 p.m.
Classical, Medieval, Renaissance: Saturday, July 9, 2:00–4:00 p.m.
College Libraries and European Studies: Sunday, July 10, 4:30–5:30 p.m.
Conference Program Planning—Dallas, 1989: Sunday, July 10, 9:30–11:00 a.m.
Continuing Education: Tuesday, July 12, 8:00–9:00 a.m.
Directory: Tuesday, July 12, 11:30 a.m.–12:30 p.m.
European Conference: Tuesday, July 12, 8:00–9:00 a.m.

Germanists: Sunday, July 10, 8:00–10:00 p.m.
Membership/General Discussion Group: Monday, July 11, 2:00–4:00 p.m.
Newsletter: Sunday, July 10, 11:30 a.m.–12:30 p.m.
Nijhoff Study Grant Jury: Sunday, July 10, 9:30–11:00 a.m.*
Nominating: Sunday, July 10, 8:00–9:00 a.m.*
Publications: Tuesday, July 12, 9:30–11:00 a.m.
Research and Planning: Sunday, July 10, 2:00–4:00 p.m.

Women's Studies Section

Program: Saturday, July 9, 9:30 a.m.–12:30 p.m.
Executive: Friday, July 8, 2:00–4:00 p.m.
Membership: Monday, July 11, 9:30–11:00 a.m.
Communications: Monday, July 11, 11:30 a.m.–12:30 p.m.
Conference Program Planning—Dallas, 1989: Monday, July 11, 11:30 a.m.–12:30 p.m.
Conspectus: Saturday, July 9, 8:00–10:00 p.m.
National Conference: Monday, July 11, 11:30 a.m.–12:30 p.m.
Nominating: Monday, July 11, 11:30 a.m.–12:30 p.m.*
Technical Services: Monday, July 11, 11:30 a.m.–12:30 p.m. ■■

Hearings on academic status and certification

*Guidelines to be reconsidered at Annual Conference in
New Orleans on July 10.*

At the American Library Association Conference this July, the ACRL Academic Status Committee will be sponsoring a hearing on two new statements. In order for you to have time to read and think about them, they are printed here in their entirety.

The membership of the Association of College and Research Libraries adopted on June 26, 1971, "Standards for Faculty Status for College and University Librarians." However, many college and university librarians do not hold faculty status; instead they have academic status. These librarians

have, for a long time, felt the need for guidelines which would support them and guide administrators in dealing with them. The Academic Status Committee has wrestled with this issue, recognizing on the one hand that the standard for college and university librarians is faculty status and on the other, that the current standard is not appropriate for many college and university librarians. The current statement, "Guidelines for Academic Status for College and University Librarians," is the result of several years of work on this issue.

In some states there is a move to certify all librarians, including college and university librarians. The Academic Status Committee opposes this process as it feels that the master's degree from a program accredited by the American Library Association is the appropriate entry point into the profession. The "Statement on the Certification and Licensing of Librarians" would provide a formalized statement of ACRL on this issue.

Guidelines for Academic Status for College and University Librarians

Many institutions of higher education recognize librarians as being part of the teaching faculty and have therefore accorded faculty rank and status to academic librarians. In 1974, the Association of College and Research Libraries (ACRL) adopted the ACRL Standards for Faculty Status of College and University Librarians in support of this practice. ACRL continues to support faculty rank and status as the appropriate designation for librarians and has developed the following guidelines in support of this concept:

Creativity in the workplace: From conception to application

In keeping with the theme of fostering creativity and innovation, this year's ACRL President's Program is entitled, "Creativity in the Workplace: From Conception to Application." The program will examine the concepts underlying the creative process and provide hands-on experience with techniques that can be used in library settings. The speakers will be Scott Isaksen, director of the Center for Studies in Creativity, in Buffalo, New York, and Susan Jurow, program officer for training at the Association of Research Libraries' Office of Management Studies.

In order to make the applications portion of the program as relevant as possible, the problems used to demonstrate techniques will be those commonly experienced in academic and research libraries. If there is a particular problem you would like to see treated, send your suggestion to: Creative Solution Needed, c/o Mary Ellen Davis, ACRL, 50 E. Huron St., Chicago, IL 60611.

1. *ACRL Guidelines and Procedures for Screening and Appointment of Academic Librarians* (1977).

2. *ACRL/AAUP/AAC Joint Statement on Faculty Status of College and University Librarians* (1974).

3. *ACRL Model Statement of Criteria and Procedures for Appointment, Promotion in Academic Rank, and Tenure for College and University Librarians* (1987).

Recognizing that not all academic librarians are awarded faculty rank and status, ACRL has developed the guidelines for academic status listed below to ensure that the rights, privileges and responsibilities of librarians in all institutional settings continue to reflect that these professionals are an integral part of the academic mission of the institutions in which they serve.

1. *Professional responsibilities.* Librarians should be assigned general responsibilities within their particular area of competence. They should have maximum latitude in fulfilling these responsibilities. Their performance of these responsibilities should be regularly and vigorously reviewed by committees of their peers as well as by supervisory personnel. Review standards should be published and uniformly applied; reviewing bodies should have access to all appropriate documentation.

2. *Governance.* Librarians should participate in the development of policies and procedures for the Library, and in the hiring, review, retention, and continuing appointment processes for their peers. Because the library exists to support the teaching and research functions of the institution, librarians should participate in the development of the institution's educational policy, have a role in curricu-

LAMA program

Librarians spend a lot of effort and resources training personnel. Too often the skills we teach and learn in a classroom or workshop are never used on the job. How can we get better results from our training investment? The key is to adopt strategies that ensure the transfer of training.

The LAMA Personnel Administration Section's Staff Committee will sponsor a conference program on "Training That Sticks: Transferring What You Learn to What You Do" on Sunday, July 10, 9:00 a.m.-12:30 p.m. The program will be cosponsored by CLENE, JMRT, OLPR, and the ACRL Personnel Administrators and Staff Development Officers Discussion Group.

Mary Broad will conduct a "workshop within a workshop" where participants will learn how to apply the principles of transfer to the concepts covered in the program. Broad is a manager, consultant, researcher, and professor in the area of human resource development.

lar planning, and be a part of the institution's governance structure.

3. *Contracts.* A librarian's appointment should be by written contract, agreement, or letter of appointment which states the terms and conditions of service. After a probationary period of no longer than seven years and through a process which includes peer review, librarians should be granted continuing employment if they have met the appropriate conditions and standards.

4. *Compensation.* The salary scale and benefits for librarians should be the same as for other academic categories with equivalent education, experience, or responsibility.

5. *Promotion and Salary Increases.* Librarians should be promoted on the basis of their professional proficiency and effectiveness. A peer review system should be an integral part of procedures for promotion and decisions on salary increases.

6. *Leaves and Research Funds.* Librarians should be eligible for research funds within the University, and encouraged to apply for such funds from sources outside the University. University and library administrations should provide leaves of absence, sabbaticals, and other means of administrative support to promote the active participation of librarians in research and other professional activities.

7. *Academic Freedom.* Librarians must have the

protection of academic freedom. Library resources and the professional judgment of librarians must not be subjected to censorship or abuses of civil liberties.

8. *Dismissal of Nonreappointment.* Dismissal of librarians during the terms of appointment may be effected by the institution only for just cause and through academic due process. Nonreappointment should involve adequate notice, peer review, and access to a grievance procedure.

9. *Grievance.* Grievance procedures should be accessible to librarians and should include steps to be completed within specified time limits, effective safeguards against reprisal by the institution, or abuse of the procedures by the grievant, and must be consistent with applicable institutional regulations and contracts.

Statement on the Certification and Licensing of Librarians

The Association of College and Research Libraries, having affirmed that the master's degree from a program accredited by the American Library Association is the appropriate terminal professional degree for academic librarians, opposes the certification of licensing of academic librarians, either by state agencies or by state or local professional associations. ■■

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News from the Field

Acquisitions

● Brenau College, Gainesville, Georgia, has acquired a 200-volume collection of assorted works from the Institute for Humane Studies at George Mason University, Fairfax, Virginia. The transfer was made in memory of the late John L. Snare, a friend of the institute who taught at the college. Titles in the collection range from Adam Smith's *Wealth of Nations* and *Theory of Moral Sentiments* to modern works such as Charles Murray's *Losing Ground*, Richard Epstein's *Takings*, and Rosenberg and Birdzell's *How the West Grew Rich*.

● Harvard University's Loeb Library, Cambridge, Massachusetts, has received the professional papers of architect Hugh A. Stubbins Jr., chairman of The Stubbins Associates, Cambridge, and an alumnus and former faculty member of the Graduate School of Design. Stubbins also donated funds to catalog, conserve and store the materials. Comprised of correspondence, plans, drawings, sketchbooks, photographs, color transparencies,

artwork, and memorabilia, the collection spans Stubbins' more than 50 years in professional practice. Stubbins was a member of the GSD faculty for 12 years during the 1940s and '50s, and chaired it briefly following Walter Gropius' retirement in 1953. He left Harvard the following year to enter private practice but has maintained a close relationship with Harvard ever since. Among the university buildings designed by The Stubbins Associates are the Loeb Drama Center (1960), the Countway Library of Medicine (1965), and the Pusey Library (1976).

● The Library of Congress, Washington, D.C., has acquired an unusual collection of sound recordings, motion pictures and other materials pertaining to the South Sea islands of the Pacific from Margaret Fahnestock of Great Mills, Maryland. Together with her late husband, Sheridan Fahnestock, and his brother Bruce, Mrs. Fahnestock sailed throughout the region in the early 1940s on an expedition sponsored by the American Museum of Natural History. The collection includes 143 16-