

DAIRL

A BIMONTHLY REPORT ON RESEARCH LIBRARY ISSUES AND ACTIONS FROM ARL, CNI, AND SPARC

LEARNING TO WORK TOGETHER—THE LIBRARIES AND THE UNIVERSITY PRESS AT PENN STATE

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The libraries and the press at Penn State have built a working relationship that has resulted in a number of joint projects in recent years. To date these projects have been modest in scope, but they have served the altogether important job of testing the waters of collaboration, establishing what we now take to be a solid basis for an ongoing library/press partnership—a partnership that we hope will grow into something more ambitious and far-reaching in years to come.

In this article we offer a brief overview of our partnership at Penn State, how it has evolved, where it may be headed, and the challenges we face as we look to the future. We do so not because we see our experience as the model that all libraries and presses should follow. Rather, we believe that there will be numerous models of successful library/press partnership, and ultimately we need them all if we are to rebuild the scholarly publishing system, which we all agree is broken.

The question of how libraries and presses might collaborate is not “merely academic.” Behind our efforts at Penn State has been a sense of urgency prompted by a few basic realizations. First and foremost we agree that university libraries and university presses have a shared stake in the future of scholarly communication. Without this belief, we would have little basis for partnership. At the same time, we understand that Penn State must be proactive if it wants to shape, and not simply be shaped by, the dramatic changes that are transforming the scholarly community’s information landscape. For guidance, we have looked to initiatives such as SPARC¹ and the Tempe

Principles;² in addition, journal projects such as Project MUSE³ and JSTOR⁴ have been models of technology and leadership. CIAO at Columbia⁵ and Romantic Circles at the University of Maryland⁶ have given us new ideas and inspiration. We have found projects with library and press involvement to be of particular interest, especially Project MUSE and the Electronic Publishing Initiative at Columbia (EPIC).⁷

The seeds of our working relationship at Penn State were actually sown back in the 1970s, when a librarian first began serving as a member of the press’s editorial board. The practice, which continues to this day, has proven to be invaluable in opening up dialogue between our two organizations. For librarians the give-and-take at meetings affords them an excellent opportunity to witness first-hand the editorial operations of a university press, and press staff members begin to see how their colleagues in the libraries view many of the same issues of scholarly communication from a different vantage point. In addition, the director of the press and various senior library administrators have frequently participated in joint discussions at the university level regarding intellectual property. And the director of the press and the dean of the libraries were instrumental in bringing together their counterparts at other Big Ten institutions for in-person meetings beginning in the early 1990s under the auspices of the Committee on Institutional Cooperation (CIC).

These modest personal interactions still served as valuable points of contact and created a basis for mutual understanding. Even though we may not always see eye-to-eye—for example, on issues of copyright—the fact that we now have a history of

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informed cooperation has been essential to overcoming our differences and fostering mutual respect. In the process, we have come to realize that we each have unique skills and abilities to bring to the table.

Two years ago, we decided to take on a project or two that might test and perhaps extend our ability to work together. Our idea was that if we could successfully collaborate on a few relatively limited endeavors, we would then have set the stage for more ambitious and systematic collaboration. Hence we chose projects that required little in the way of extra funding but that nevertheless forced each of us to move a bit beyond our usual comfort zones. In the process we began to better understand each other's strengths (and weaknesses) and simultaneously learned more about our respective institutional cultures.

One of our first partnerships involved a book and a companion Web site. The book, published by the press in 2003, is devoted to federally sponsored photographs of Pennsylvania from the 1930s and 1940s (*Times of Sorrow and Hope: Documenting Everyday Life in Pennsylvania During the Great Depression and World War II: A Photographic Record*). The libraries host a Web site that supports and expands the research value of the book.⁸ Whereas the book features a selection of 150 of the photographs along with descriptive essays, the Web site contains a complete bibliographic catalog of the more than 6,000 photographs taken in Pennsylvania during the Depression and World War II years. At present, the catalog is available on the Web site in Portable Document Format (PDF) files, but our goal is to move from PDFs to a full-fledged database that links directly to the Web site of the Library of Congress, which owns all of the photographs.

The book, of course, is something the press could have produced on its own. The innovative part of the project lies in creating the online catalog, which the libraries are much better prepared to undertake, as they have the technical expertise to create the Web site and the storage/archiving abilities to house it. At first, the press had discussed putting the catalog in the book, but we soon dismissed this idea: it added too many pages. Also, the catalog contains an enormous amount of data that may in fact require updating and revision over the years. The flexibility that an online database permits thus proved too attractive to resist.

It is worth noting that this one project led to a number of offshoot activities that further helped to deepen our partnership and build collegiality between our two staffs. We held a joint lecture and reception for the project in the libraries, which was well attended by the university community. In conjunction with this lecture we displayed a selection of the photographs and mounted an exhibit of Works Progress Administration-

era books from the libraries' holdings. The photographs are now traveling to other sites throughout the state, including the State Museum in Harrisburg, the Lancaster County Historical Society, and the Altoona Public Library.

Building on this experience, we have several more initiatives under way that promise to expand the library/press partnership in new directions. For instance, two of Penn State's engineering librarians recently co-authored a book (together with a Penn State professor of nuclear engineering) on the nuclear accident at Three Mile Island. The book, recently published by the press, draws extensively on the libraries' Three Mile Island Recovery and Decontamination Collection and Web site.⁹ The book and the Web site should bring attention to each other, especially this year, which is the 25th anniversary of the accident. We also plan to make the book available in electronic form as part of the libraries' growing e-book collection.

The Three Mile Island project has further emboldened the libraries and the press to explore a more ambitious e-publishing partnership. The press is looking more and more to use print-on-demand technology for its backlist books, and we hope to make a large percentage of these titles available electronically via the libraries' Web site. Using technology developed by the libraries, some titles will be accessible only to members of the Penn State community; others will be available to all users. A link to the press's Web site will make it possible for people to buy print copies of books directly from the press, and these titles will be printed "on-demand." Over time, we will gather data on sales and online usage in order to assess the effectiveness of this program.

Each of these projects has brought the press and the libraries closer, helping us understand our strengths and the areas in which we need to develop greater expertise. The press has considerable experience working with authors, managing the peer-review process, creating attractive and readable books, and marketing them to diverse audiences. The libraries bring expertise in digitization, knowledge of access mechanisms including indexing and metadata, and knowledge of user behavior and demands. Together, we are developing a core of shared knowledge about the economics of a successful business model, the intellectual property issues, and how to manage these complicated projects successfully.

Having taken such significant strides, we have just begun to explore an electronic publishing partnership on a larger scale, one that attempts to address the crucial problems facing scholarly communication in the humanities. Until very recently, the press published a distinguished monograph series entitled Penn State Studies in Romance Literatures. Books published in the series were well reviewed in scholarly periodicals and

often played a favorable role in tenure and promotion decisions for their authors. After 13 years and more than 20 books, however, the press was forced to discontinue the series: rising costs and declining sales made it no longer viable financially. In its place we are proposing an online Romance Literature series to be co-sponsored by the press, the libraries, and the departments of French and Italian, Spanish, and Portuguese. Again, the libraries will bring considerable expertise in e-technology, collection development, and electronic archiving to the project; the press will contribute its own expertise in peer review, content development, design and production, and marketing. And, of course, the academic departments will provide the scholarly "stamp of approval" in the form of an editorial board and the jurying process.

Some of the longer-term considerations we must evaluate are:

- Press use of electronic repositories hosted on the libraries' servers and network
- Digitization and joint access via the libraries' e-repositories for back titles of the press and digitized texts from the libraries, using a shared print-on-demand and e-commerce capability
- Online e-journals, a three-way partnership between faculty, the press, and the libraries

At Penn State, we've learned that building a collaborative relationship takes time. It takes the patience to "start small" and to move forward only as the partnership has matured sufficiently to provide solid footing for the next step. Of great importance is the encouragement and support of senior administrators. At Penn State we would not have been able to move forward without the backing of the Dean of University Libraries, the Director of the Penn State Press, the Vice President for Research, and the Provost. If, indeed, we in the scholarly community mean to ensure cost-effective and integrated access to the research we produce, we will need to initiate more and more of these partnerships throughout ARL institutions.

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¹ <<http://www.arl.org/sparc/>>

² <<http://www.arl.org/scomm/tempe.html>>

³ <<http://muse.jhu.edu/>>

⁴ <<http://www.jstor.org/>>

⁵ <<http://www.ciaonet.org/>>

⁶ <<http://www.rc.umd.edu/>>

⁷ <<http://www.epic.columbia.edu/>>

⁸ <<http://alias.libraries.psu.edu/ebooks/timesofsorrowandhope/>>

⁹ <<http://www.libraries.psu.edu/tmi/>>

RESEARCH LIBRARIES AND UNIVERSITY PRESSES DESIGNATE 2004 "THE YEAR OF THE UNIVERSITY PRESS"

The Association of American University Presses (AAUP) and ARL have announced the designation of 2004 as the "Year of the University Press." This yearlong focus on university presses is intended to celebrate the important role presses play in the scholarly communications process. The campaign is an outgrowth of a recent formal recognition by the two organizations of their complementary roles in the scholarly communications system and the need to work together in this time of economic and technological turbulence to ensure a strong system for the future.

Throughout 2004, libraries will seek to raise the visibility of presses on campus by featuring university press works in exhibits, inviting university press authors and publishing professionals as speakers, publishing articles about innovative library-press partnerships in library and campus newsletters, and fostering local and national discussions on scholarly publishing with press and library participation.

Through these activities, AAUP and ARL hope to:

- build an appreciation of the depth and breadth of works published by university presses;
- increase understanding among faculty, students, administrators, and librarians of the mission and function of university presses;
- stimulate serious discussion of the future of university presses within their institutions and in scholarly communication; and
- encourage innovative projects in scholarly communication among libraries and presses.

"This focus on university presses is a generous first step in what we hope will be a long-standing collaboration between AAUP and ARL," states Peter Givler, Executive Director of AAUP. "The understandings reached and discussions begun in 2004 should serve as a solid foundation for helping libraries and publishers achieve their mutual goal of helping to advance knowledge."

Duane Webster, Executive Director of ARL, notes, "As a key market for university press works, research libraries are delighted to help promote the value of presses to the academic community. Understanding the unique contributions presses make to scholarly communications is critical to ensuring effective partnerships in creating future systems."

The two organizations have created a campaign Web site to promote events, exhibits, and discussions of scholarly communications throughout 2004. The site, <<http://www.aaupnet.org/arlaaup/>>, currently offers information about many existing library and press collaborative projects, and also makes available materials to assist ARL and AAUP members in hosting Year of the University Press activities. News of such activities will be featured on the site regularly.

ARL RECRUITS MINORITY UNDERGRADUATES TO RESEARCH LIBRARIANSHIP

To recruit minorities into careers as research librarians, ARL is launching an outreach program focused on minority undergraduates. This new program includes building linkages with minority-serving institutions (MSIs) and pilot-testing a research library internship and mentoring program that encourages minority undergraduates to pursue graduate library education and prepares them for roles in research libraries.

The U.S. academic and research library workforce has not kept pace with the nation's changing demographics. In spite of institutional and national recruitment efforts to build diversity within research library staff, the *ARL Annual Salary Survey 2003–2004* reports that minorities comprise only 12.8% of the professional staffs in major U.S. academic libraries (Asian/Pacific Islanders 5.8%, African Americans 4.3%, Hispanics 2.5%, and American Indian/Native Alaskan 0.3%).¹ Combined with the low numbers of minority librarians, librarianship is facing an aging workforce that will shrink due to retirements unless new librarians continue to be recruited into the profession. According to a report prepared for ARL by Stanley Wilder, 25 percent of the professional staff working in ARL libraries in 2000 was age 55 and over.² And Wilder notes that "new professionals should be the population's primary source of young people...but the increased age of library school students led to a comparable increase in the age of new professionals in the ARL population. From 1986 to 2000, the percentage of new professionals age 45 and over rose from 9 percent to 16 percent."³

This new initiative will allow ARL member libraries to aggressively and strategically address minority recruitment and retention. By attracting undergraduate minority students into librarianship, this approach will allow young librarians to impact the library community not only as minority librarians but also by expanding the age range of M.L.S. students. As the target population will most likely complete their M.L.S. by the age of 23, this model will have an impact on the overall age of the profession and will expand the years of their service to the profession.

The foundation for this new effort involves building relationships between the ARL Diversity program and MSIs to raise awareness of librarianship as a career at these institutions. In *Stop Talking and Start Doing: Attracting People of Color to the Library Profession*, authors Reese and Hawkins state,

"If your goal is to successfully provide a service or deliver a message to [a minority] community, you must go to and become involved in [that] community. You must take time to learn the culture and lifestyle of the minority population with which you are attempting to make contact."⁴ Acting in this spirit, ARL is developing a targeted marketing program that will include face-to-face visits and one-on-one conversations with students at MSIs as well as professionals in the campus career centers and libraries of those institutions. The agenda for the visits includes an introduction to what it means to be a research librarian and the resources available to those pursuing this as a career, including those resources available from ARL.

A New, Expanded Model for Minority Recruitment and Retention

Adding this focus to recruit from undergraduate age groups complements and extends the ARL Diversity program's current portfolio of offering stipends to minority students for library graduate education and offering leadership training for those who successfully demonstrate potential during their first five professional years. This new model for minority recruitment and retention provides for five stages when ARL and/or one of its participating member libraries will have structured contact with an actual or potential candidate. The initial contact begins as early as a candidate's junior year and extends through their graduate education and well into their years as a professional in an ARL library.

Stage I: Librarian Internship Program

ARL will pilot a Librarian Internship Program at Washington University in St. Louis in June 2004. The Librarian Internship Program is a 10-week comprehensive internship for minority undergraduates from Lincoln University—an 1890 land-grant historically black university in Missouri—who are interested in pursuing careers in research libraries. Interns will learn about the day-to-day responsibilities of a librarian, which will include working in public and technical services, and include such duties as planning and executing the move of a collection. Librarians at Washington University will mentor this



ASSOCIATION OF
RESEARCH
LIBRARIES

Diversity Program

Minority Recruitment
and Retention Model



LIBRARIAN
INTERNSHIP PROGRAM
*Recruit minority junior-year
undergraduates into ARL
Librarian Internship Program,
which occurs the summer
between junior & senior year.*

pilot group of students during the internship program.

ARL is proposing to add a leadership component to the internship program in future years. This leadership component will take place during the summer, when the interns will attend an ARL-sponsored National Leadership Summit (NLS), held in conjunction with the American Library Association (ALA) Annual Conference, where students will experience librarianship at the national level. They will have an opportunity to meet library leaders, attend minority caucuses and meetings, and meet a mentor. Mentors will be drawn from previous classes of the ARL Leadership and Career Development Program and from pools of other interested ARL librarians who can commit to the program and offer students a genuine mentoring relationship.

Students and mentors will develop a detailed one-year plan, which will document a timeline to guide the students through the selection of graduate schools, including the application process. At the conclusion of their summer internship experience, students will return to their home institutions for their senior year and work as library aides in their campus libraries. The internship will give each student an opportunity to work in two different academic libraries, exposure to librarianship on a national level, and a mentor to help navigate the options available for a graduate degree in library science.

Stage II: Applying to Graduate School

During their senior year, students will continue to be in contact with their mentors, who will guide them through their structured plans created during the internship. Mentors will encourage students to apply to a minimum of two ALA-accredited M.L.S. programs.

Stage III: Funding and Mentoring during Graduate School

Upon being accepted into an M.L.S. program, mentors and ARL will encourage these students to participate in ARL's Initiative to Recruit A Diverse Workforce, which offers stipends to minority students to help them attend ALA-accredited M.L.S. programs. ARL and mentors will continue to work with students and encourage them to

apply to other professional leadership and/or scholarship programs for minorities. Students will be encouraged to participate in student chapters of library associations while in library school. ARL will encourage participants to submit their résumés to the ARL M.L.S. Graduate Student Résumé Database and to search for positions on the ARL Career Resources Web site.⁵ More importantly, mentors will advise the students in their search for their first professional jobs in research libraries.

Stage IV: Developing a Career Plan

After earning the M.L.S., new professionals and mentors will continue their relationship to develop career plans and discuss opportunities for publishing, professional development, and participation in professional associations. Mentors could promote involvement in new leadership and development programs for minorities. Also, new professionals are encouraged to mentor undergraduate students entering at Stages I and II. During Stage IV, new professionals will discuss their careers with their mentors and map out career plans covering the first five years of their professional experience. These conversations should include post-M.L.S. training, certificate programs, and being a generalist vs. a subject specialist. Mentors will stress the importance of new professionals finding ways and time to stay in tune with the current trends, issues, and needs of the profession.

Stage V: Leadership and Career Development Program

After their first five years in the profession, ARL will encourage professionals who demonstrate aptitude to apply to the Leadership and Career Development Program (LCDP), which prepares midcareer minority librarians for leadership roles. LCDP participants will receive a new mentor at the director's level, and begin to develop ideas and concepts around leadership, management skills, upward mobility, scholarly publishing, and career development. Upon completion of the LCDP, professionals will begin mentoring graduate students and new professionals by teaching them the very skills they learned from their own ARL mentoring experiences.



APPLYING TO GRADUATE SCHOOL

During senior year, students and mentors work together to accomplish students' goals. Mentors prepare students for graduate school.

FUNDING AND MENTORING DURING GRADUATE SCHOOL

In graduate school, mentors encourage students to apply to ARL Initiative to Recruit A Diverse Workforce and guide them in professional job search.

DEVELOPING A CAREER PLAN

Mentors guide new professionals in career development process. New professionals begin mentoring students entering at stages I & II.

LEADERSHIP AND CAREER DEVELOPMENT PROGRAM

After five years experience, professionals with aptitude are encouraged to apply to the ARL Leadership & Career Development Program.

Ultimately this minority recruitment and retention model will enhance the success of research libraries. As Reese and Hawkins note, "Combining mentoring with the issue of increasing diversity in a profession only makes good sense....The properly mentored employee is able to make the transition from outsider to insider more easily, to become initiated into his or her job more quickly, to establish new interpersonal skills more effortlessly, to discover his or her role in the organization more clearly, to find congruence between self-evaluation and organizational evaluation of his or her work performance more accurately, and to resolve conflicts more readily."⁶ The success of this program will depend on volunteer mentors from many levels within research libraries. ARL will offer resources to help prepare librarians to develop these mentoring relationships. Some stages of this expanded model for minority recruitment and retention are still in the early phase of design. While each stage will develop further with experience, the foundations are being built for an outreach program with significant long-term potential for increasing the number of young minorities pursuing careers in research libraries.

To learn how you or your library can participate in any of these programs, please contact Jerome Offord, Jr., at <jerome@arl.org> or (202) 296-2296.

¹ Martha Kyriellidou and Mark Young, *ARL Annual Salary Survey 2003-2004* (Washington, D.C.: ARL, 2004): 8.

² Stanley J. Wilder, *Demographic Change in Academic Librarianship* (Washington, D.C.: Association of Research Libraries, 2003): xiv.

³ *Ibid.*, xv.

⁴ Gregory L. Reese and Ernestine L. Hawkins, *Stop Talking and Start Doing: Attracting People of Color to the Library Profession* (Chicago: American Library Association, 1999): 37.

⁵ See the ARL Graduate Student Résumé Database <<http://db.arl.org/careers/res/submit.html>> and ARL Career Resources Web site <<http://db.arl.org/careers/>>.

⁶ Reese and Hawkins, *Stop Talking and Start Doing*, 23 and 26.

FACES OF A PROFESSION @ YOUR LIBRARY

The Association of College and Research Libraries (ACRL) and ARL joined forces to create a recruitment video to promote research librarianship. The ACRL/ARL video, "Faces of a Profession @ Your Library," can be used as a recruitment tool and is available as a video stream and/or downloadable file. This video is a product of the ACRL and ARL Joint Task Force for Recruitment into the Profession. For more information about ACRL and ARL's recruitment and outreach efforts, please visit their respective Web sites at <<http://www.acrl.org/>> and <<http://www.arl.org/careers/>>.

ARL PARTNERS WITH NAACP TO COMMEMORATE BROWN VS. BOARD

It was 1951 and the United States was simmering with racial tension. African American children were forced to attend segregated schools that were poorer in resources, more crowded, and often further away from their homes than schools designated "whites only." An African American man named Oliver Brown attempted to enroll his daughter in a neighborhood school, considered for whites only, but was denied because of their skin color. Frustrated, Mr. Brown contacted the local chapter of the National Association for the Advancement of Colored People (NAACP) and lodged a complaint. Mr. Brown and 15 other parents decided, on behalf of their 22 children, to file a lawsuit against the Topeka, Kansas, Board of Education, challenging the "separate but equal" rule set by the *Plessey vs. Ferguson* case as unconstitutional. This case grew into the landmark civil rights case known as *Oliver L. Brown, et al. vs. the Topeka, Kansas, Board of Education*. On May 17, 1954, the Supreme Court unanimously declared school segregation unconstitutional and struck down the "separate but equal" doctrine of *Plessey* for public education.¹

In celebrating the 50th anniversary of the *Brown vs. Board of Education* ruling, the NAACP and Amnesty International will launch a commemorative toolkit on May 17. The toolkit can be used to move individuals toward advocacy as well as help individuals learn more about the *Brown vs. Board* decision. It will include an annotated bibliography compiled by ARL librarians that can be used to identify resources for educational programs to commemorate the landmark ruling. The development of the bibliography illustrates a new outreach initiative launched by the ARL Diversity program to promote research librarianship in minority communities by building linkages between libraries and organizations like the NAACP and Amnesty International. The bibliography project was spearheaded by Jerome Offord, Jr., ARL Program Officer for Training and Diversity, along with Roland Barksdale-Hall, Managing Editor, Newsletter of the Black Caucus of the American Library Association, and Janet Sims-Woods, Assistant Chief Librarian, Moorland-Spingarn Research Center, Howard University. The bibliography will be available on ARL's Web site; the complete toolkit will be available from the NAACP.

¹ NAACP, *Brown 50 Years and Beyond: Promise and Progress* (2004), <<http://www.naacp.org/BvBE/>>.

OLMS INFORMATION SERVICES

Lee Anne George, Publications Program Officer

NEW SPEC KITS FROM ARL/OLMS

SPEC Kits Exchange Information

Designed to examine current research library practices and policies and serve as resource guides for libraries as they face ever-changing management challenges, each SPEC Kit contains a summary analysis, survey questions with tallies, pertinent documentation from participating libraries, and a reference list for further information on the topic. ARL/OLMS published the following six SPEC Kits in fall 2003.

SPEC Kit 274, *Data Mining and Data Warehousing*

Barbara Mento and Brendan Rappale • July 2003
• ISBN 1-59407-606-5 • 77 pp.

This SPEC survey explores the extent to which data mining technology is being used by ARL member institutions, researchers, libraries, and administrations. While the major activities in data mining reside in academic departments and involve academic research, there is awareness of and enthusiasm for the possibilities of data mining as a tool for ARL libraries. Moreover, a few libraries discuss a growing vision of how they can use data mining technology as an effective resource to facilitate scholarly research as well as administrative processes.

SPEC Kit 275, *Laptop Computer Services*

Myoung-ja Lee Kwon and Aline Soules • August 2003
• ISBN 1-59407-607-3 • 126 pp.

Over the last several years, many libraries have developed laptop lending programs in an ever-expanding effort to provide users with the tools they need to combine their library research with other work. They are also providing network access for laptops that is as ubiquitous as technology permits. In order to understand the nature of these services, this SPEC survey gathered information on the types of laptop services currently offered, how the services are provided, how they are funded, the benefits and challenges of the services, and changes since inception.

SPEC Kit 276, *Recruitment and Retention*

Jen Stevens and Rosemary Streatfeild • September 2003
• ISBN 1-59407-608-1 • 126 pp.

The recruitment and retention of qualified librarians is a pressing concern in academic libraries. These intertwined issues have been the topic of professional conversations for the better part of a decade. This survey gathered information about recruitment and retention concerns and techniques that have been used successfully by academic and research libraries to attract and hold on to librarians. The survey also explored strategies that libraries might use to encourage individuals to seek the M.L.I.S. in order to enter progressively more responsible positions in academic or research libraries.

SPEC Kit 277, *Library Public Access Workstation Authentication*

Lori Driscoll • October 2003 • ISBN 1-59407-609-X • 110 pp.

In reaction to the events of September 11, 2001, as well as several widely reported misuses of campus computer networks, computer systems administrators have re-examined network access policies. While systems administrators have moved to restrict access to information assets, librarians have worked to support barrier-free access that protects users' privacy. This survey gathered data on how users at public access workstations are authenticated; what is driving IT policy changes in libraries; who is involved in policymaking; how access controls have affected services; and other questions.

SPEC Kit 278, *Library Patron Privacy*

Peter E. Murray • November 2003 • ISBN 1-59407-610-3 • 126 pp.

The protection of patron data from disclosure has a long history in the ethics of the library profession. Recent legislation, such as the USA PATRIOT Act, not only conflicts with the profession's ethics but also tests the specific practices of libraries in regard to patron privacy. In addition to legislation, law enforcement agencies have numerous other mechanisms for requesting access to library data that specifically identifies patrons and their library use patterns. This SPEC survey focused on privacy policies and procedures—and staff and patron awareness of these—in preparation for an institution's review and update of their current policies and procedures.

SPEC Kit 279, *Evaluating Library Instruction*

Francine DeFranco and Richard Bleiler • December 2003
• ISBN 1-59407-611-1 • 134 pp.

Libraries and librarians have been involved in the teaching process since the 19th century when Melvil Dewey introduced the concept of librarians as educators. Library instruction has evolved to support changes in information formats, student differences, programmatic changes, and library services. For libraries seeking to enhance or develop effective evaluation strategies, it is helpful to identify whether libraries evaluate library instruction, how assessment is conducted, and what is done with the information gathered. This SPEC Kit provides quantitative and qualitative answers to these questions.

The table of contents and executive summaries from these SPEC Kits are available online at <http://www.arl.org/spec/speclist.html>. The complete print publications are available for purchase individually or by subscription from:

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Martha Kyrillidou, Senior Program Officer

ARL SALARY SURVEY HIGHLIGHTS

by Mark Young, Research Assistant for Statistics and Measurement

The recently published *ARL Annual Salary Survey 2003–04* reports that ARL librarians' salaries appear to be rebounding from the slowdown suggested by the 2002–03 data. The combined median salary for U.S. and Canadian ARL university libraries rose to \$53,000—a 2.6% gain over the past year, doubling the 2002–03 rate of increase. This figure outperformed inflation both in the U.S., where the Consumer Price Index (CPI) rose 2.1%, and in Canada, where the CPI increased 2.2%. The median nonuniversity library salary increased 7.2% to \$70,048, the highest increase for that figure in five years.

Median *beginning* salary increases have slowed after some sharp jumps in the late 1990s and early 2000s. For the second consecutive year, the median beginning salary in ARL university libraries increased by exactly \$1,000 to \$36,000 (a 2.8% gain). ARL nonuniversity libraries saw their median beginning salary hold at \$34,739—the first time in more than a decade that figure has not changed from one year to the next.

As the Canadian dollar rebounded against the American dollar during the fiscal year, so did Canadian librarians' salaries rebound against their U.S. counterparts. The exchange rate used to convert Canadian salaries into U.S. dollars declined for the first time in four years, to Can\$1.51023 = \$1 U.S.¹ For FY 2003–04, Canadian university libraries recorded a median salary of \$45,310, more than 6% greater than last year, although still 15% less than the U.S. universities'

median of \$53,859. The last time the Canadian median salary converted to U.S. dollars exceeded the U.S. median salary was in 1996–97.

The Pacific, New England, and Middle Atlantic regions again had the highest average salaries in the United States. The gap between salaries in private U.S. ARL university libraries and those paid in publicly supported U.S. university libraries was 6.7%, slightly higher than the 6.4% gap in 2002–03. Libraries with more than 110 staff have the highest average salary, \$60,451, compared to \$59,763 for libraries with between 75 and 110 staff. Libraries with staff of 50–74 professionals paid an average salary of \$55,100 and those with staff between 22 and 49 paid \$55,420. The difference in salaries between the highest paying cohort and the lowest paying cohort is \$5,351, about 4% smaller than last year's gap of \$5,583.

The gender gap in ARL university salaries still exists, even though ARL university libraries have remained approximately 65% female since 1980–81. The average salary for men at all ARL academic institutions was \$59,670, while women's salaries averaged \$56,330—94.4% of the men's average salary, compared to 94.1% in 2002–03. Average salaries for men surpass those of women in 19 of the 27 job categories that ARL tracks, compared to 18 in 2002–03. As in past years, differentials in experience do not explain this phenomenon; there are several categories in which women average more experience but lower salaries, including Director of Libraries, Associate Director, and Assistant Director. This pattern is also repeated in minority librarians' salaries: the average salary for minority men is higher than that for minority women in seven of the ten experience cohorts,

ARL ACADEMIC LIBRARIANS, FY 2003–04*

	Men	Women	Combined
Total Filled Positions	2,852	4,942	7,794
Average Salary	\$59,670	\$56,330	\$57,552
Average Years Experience**	16.8	17.0	16.9
Total Number of Minorities (U.S. only)	286	607	893
Minority Average Salary (U.S. only)	\$55,331	\$54,075	\$54,477
Minority Average Years Experience (U.S. only)**	13.6	15.2	14.7
Total Number of Directors	54	60	114
Average Salary of Directors	\$155,172	\$151,081	\$153,019
Average Years Experience of Directors (filled positions)**	29.3	30.8	30.1

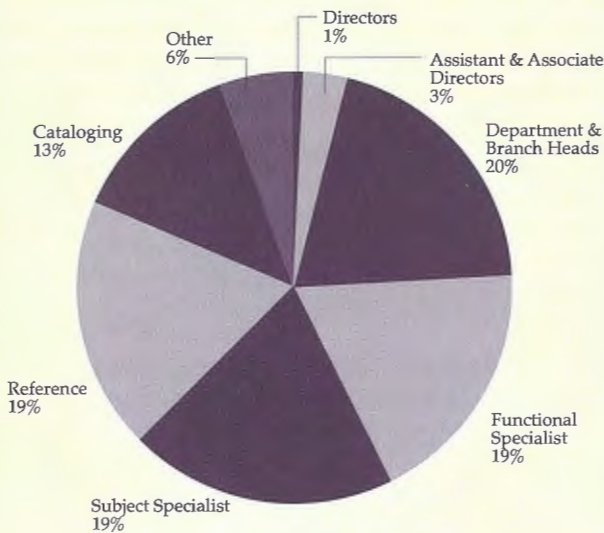
* Excludes law and medical libraries.

** Excludes those cases with missing years of experience.

despite the fact that women comprise 68.7% of minority staff. The average salary for male university library directors (54 men out of 114 directorships reported) surpassed that of female directors by 2.6%.

The 2003–04 survey reports a total of 9,492 professional staff positions for 114 ARL university libraries (including law and medical libraries), and 3,877 staff members for the 10 nonuniversity ARL libraries. Of the university positions reported, 8,581 are in U.S. institutions and 911 are in Canadian institutions. In U.S. ARL university libraries, 1,100 staff members reported that they belong to one of the four non-Caucasian

MINORITY PROFESSIONALS IN U.S. ARL ACADEMIC LIBRARIES BY POSITION, 2003–04



categories that ARL tracks.² Although that amounts to 12.8% of U.S. professional academic staff, minorities comprise a lower percentage of every managerial or administrative category; for example, 8% of all U.S. ARL academic library directors and 7% of associate/assistant directors are minorities. Among all minority professionals in U.S. ARL academic libraries, only 1% are directors and 3% are associate/assistant directors. See the accompanying pie chart for the distribution of minority professionals in U.S. ARL academic libraries by position.

The ARL Annual Salary Survey 2003–04 is available for \$60 to member libraries and \$120 to nonmembers (plus shipping and handling), and is available on standing order. To order online, visit <<http://www.arl.org/pubscat/order/>>. For more information, contact ARL Publications at <pubs@arl.org>.

¹ This is the monthly noon exchange rate published in the *Bank of Canada Review* for the period July 2002–June 2003.

² Black, Hispanic, Asian and American Indian/Alaskan Native.

LIBQUAL+™ 2004 SURVEY OPENS

As of March 30, more than 140 of 209 participating libraries have launched their LibQUAL+™ surveys, and nearly 60,000 responses have been collected from users. Late March and early April are typically the peak times for the survey, so these numbers represent the midpoint of another busy survey cycle. The 2004 LibQUAL+™ survey period will end on May 21, with results distributed to participants as soon as possible thereafter. For more information, visit the LibQUAL+™ Web site <<http://www.libqual.org/>> or contact Amy Hoseth, LibQUAL+™ Communications Coordinator, <amyh@arl.org>.

UPCOMING LIBQUAL+™ WORKSHOPS

LibQUAL+™ Process Management

June 28, 2004, in Orlando, Florida

During the 2004 ALA Annual Conference, learn more about the LibQUAL+™ survey instrument and how to best maximize its effectiveness for your library. Choose one of two meetings to attend: 9:00 a.m.–12:00 noon or 1:00p.m.–4:00p.m.

New Ways of Listening to Users : Tools for Measuring Service Quality

October 1–2, 2004, in Washington, D.C.

Learn about the development of the LibQUAL+™ program and how to use it in your library. Presenters will explain the development of LibQUAL+™ from its foundations in SERVQUAL through four successive years of iterations. Presenters will also review the process for running the survey, discuss recent survey results, and provide examples of how libraries have applied LibQUAL+™ results in the local setting.

Analyzing and Interpreting Your LibQUAL+™ Data With SPSS

October 18–19, 2004, in Washington, D.C.

This workshop is designed for LibQUAL+™ participants who want to learn how to analyze their data with SPSS. It includes a basic introduction to data analysis with a focus on LibQUAL+™ SPSS data files. Other topics of discussion include exploratory analysis and basic descriptive statistics, group comparisons, and validity and reliability analysis. This is a hands-on, computer-lab experience that covers basic statistical concepts and training in the application of these concepts using SPSS.

For more information about these workshops and to register, see <<http://www.libqual.org/events/>>.

Prudence S. Adler, Associate Executive Director

ARL JOINS IN AMICUS BEFORE U.S. SUPREME COURT ON ACCESS TO GOVERNMENT RECORDS

ARL participated in an amicus brief filed before the U.S. Supreme Court on March 11, 2004, concerning the case of access to information about, and concerning the records of, the White House National Energy Policy Development Group (NEPDG). The “friend of the court” (amici curiae) brief argues that the Supreme Court should “reject the government’s claim that it may conduct the public’s business in secret.”

The case concerns the request by the Sierra Club and Judicial Watch, filed originally in separate suits, for disclosure of who, outside of the government, participated in the Energy Task Force convened by Vice President Cheney under the Federal Advisory Committee Act (FACA). The Vice President has refused to make public the records of the NEPDG. The White House asserts that the courts and Congress have no right of access to this information. The two cases, now combined, argue that the NEPDG sought advice from nongovernmental officials associated with energy firms such as Enron. The Sierra Club and Judicial Watch have prevailed in both the lower court and the U.S. Court of Appeals for the D.C. Circuit. In December 2003, the Supreme Court agreed to hear the case at the request of the White House.

Of key importance to the amici, including the library community and others in the public sector, is how and when the public may gain access to information provided by advisory groups relating to federal policies. This case has major implications well beyond the NEPDG deliberations. Tom Susman of the law firm Ropes & Gray notes, “While this is not a typical Freedom of Information Act (or even a typical FACA) case, the underlying integrity of the FACA—and hence the issue of public access to minutes and materials of advisory committees—is at stake.”

In addition to ARL, the amici joining this brief are the American Association of Law Libraries, the American Library Association, the Center for American Progress, Common Cause, the National Security Archive, OMB Watch, People for the American Way, the Society of American Archivists, and the Special Libraries Association. The amicus brief was prepared by David Overlock Stewart, Thomas Susman, and Thomas Brimers, of Ropes & Gray. Excerpts follow.

Summary of the Argument

Petitioners [Richard B. Cheney et al.] strain to conjure a constitutional collision among branches of government from an unremarkable discovery dispute of the 2001 proceedings of the National Energy Policy Development Group (“NEPDG”). In so doing they demand a broad executive prerogative to defy both the Federal Advisory Committee Act (FACA) and judicial

orders that require disclosure of formalized private participation in domestic policy making. Because the Vice President has refused to participate in discovery even to assert executive privilege, this unprecedented assertion of executive prerogative arises virtually in the abstract, with neither an adequate factual record nor any meaningful consideration by the courts below of petitioners’ insistence that the public has no right to know how its business is conducted.

This Court should not abandon for this case its ordinary standards for deciding constitutional questions, certainly not to serve petitioners’ goal of making government less accountable.

The Constitutional Structure Is Based on Open Government

The Constitution incorporates the idea that representative democracy can succeed only if information about government is broadly available....The public’s right to know, inherent in any system of self-governance, is reflected in the structure of the Constitution. Refusing to grant absolute power to any office or person, the Framers [of our Constitution] chose a system of balanced tension among the branches of government.

The Separation of Powers Is Based on Checks and Balances, Not Executive Primacy

By dividing the federal government into three branches, each with its own sphere of powers and interests and each with some means of checking and balancing the others, the Framers sought to prevent the exercise of arbitrary power.

...

Each branch is accountable to the others and to the people in some significant fashion—an accountability that is powerfully reinforced by the open government policies of FACA.

...

Indeed, viewing secrecy in government as an instrument of tyranny, the Framers insisted that representative government must be open to public observation....Thus the separation of powers was first and foremost a reaction against the concentration of power. Congress enacted FACA to ensure public oversight of executive functions....

FACA Aims to Prevent Private Groups from Exerting Secret Influence on Public Programs

With FACA, Congress pulled aside the veil of secrecy, opening “to public scrutiny the manner in which government agencies obtain advice from private individuals.”...The statute improves the ability of citizens and their representatives to participate in public discussions concerning government policy and to hold officials accountable for their decisions.

...

FACA ensures that the deliberations and conclusions of...advisory committees are subject to public scrutiny and inform public debate.

The full text of the amicus brief *Richard B. Cheney, Vice President of the United States et al., vs. United States District Court for the District of Columbia et al.*, is available on the ARL Web site <<http://www.arl.org/info/Amicus.pdf>>.

ARL ACTIVITIES

Kaylyn Hipps, ARL Editorial and Research Associate

BREWSTER KAHLE HONORED BY CNI, ARL, AND EDUCAUSE

Brewster Kahle, founder and chairman of the board of the Internet Archive <<http://www.archive.org/>>, was named the recipient of the 2004 Paul Evan Peters Award. The award—named for CNI's founding director and sponsored by CNI, ARL, and EDUCAUSE—honors Kahle's rare combination of strategic vision, technical innovation, and humanitarian outlook. It also recognizes his lasting achievements in the creation and use of information resources and services to advance scholarship and intellectual productivity.

A long-time proponent of the transformative power of digital libraries for human culture, Kahle founded the Internet Archive in 1996 to provide "universal access to all human knowledge." In cooperation with institutions such as the Library of Congress, the Smithsonian Institution, and the National Science Foundation, the Archive preserves and provides access to Web sites, movies, music, and more—currently some 30 billion pages of information—that might otherwise disappear forever from the ever-changing digital universe.

For more information, see <<http://www.educause.edu/awards/pep/>>.

HONORS

Tom Kirk, Library Director and Coordinator of Information Services at the Lilly Library of Earlham College in Richmond, Indiana, won the 2004 ACRL Academic/Research Librarian of the Year Award.

Clifford Lynch, CNI Executive Director, was named the 2004 recipient of the ALA Lippincott Award for distinguished service to the profession of librarianship.

North Carolina State University Libraries won the 2004 Gale Group Award for Excellence in Reference and Adult Services awarded by the Reference and User Services Association, a division of ALA.

University of Washington Libraries won the 2004 ACRL Excellence in Academic Libraries Award for programs that deliver exemplary services and resources to further the educational mission of the institution.

Jerome Yavarkovsky, University Librarian, Boston College, won the 2004 ACRL Hugh C. Atkinson Award for significant contributions in the area of library automation or management and for notable improvements in library services or research.

ARL TRANSITIONS

Brown: Merrily Taylor will resign her position as University Librarian in May to become University Librarian at Washington & Lee University.

Illinois at Chicago: Mary M. Case, Director of the ARL Office of Scholarly Communication, was named University Librarian effective July 1.

Oklahoma State: Sheila G. Johnson, Assistant Dean of Libraries, was appointed Interim Dean of Libraries effective March 1.

Southern California: Lynn O'Leary-Archer was named the USC representative to ARL effective January 2004. She is Director of the USC Libraries and an Executive Director in USC's Information Services Division. She succeeds Jerry D. Campbell who continues his responsibilities at USC as Dean of University Libraries and CIO for USC.

OTHER TRANSITIONS

National Endowment for the Humanities:

George Farr announced plans to retire as Director of the NEH Preservation and Access Division during the summer of 2004.

ARL STAFF TRANSITIONS

Katharine Carter was named ARL Receptionist/Office Assistant on March 8.

Mary M. Case will resign her position as Director of the ARL Office of Scholarly Communication effective May 28 to assume her new role as University Librarian, University of Illinois at Chicago.

MaShana Davis assumed the position of LibQUAL+™ Junior Technical Applications Developer on March 1. She was previously Receptionist/Office Assistant for ARL.

Anne Mahlum was named Federal Relations Research Associate on March 3.

IN MEMORY: DANIEL J. BOORSTIN, 1914-2004

Daniel J. Boorstin, prize-winning author and Librarian of Congress from 1975 to 1987, died February 28, 2004, in Washington, D.C. Dr. Boorstin wrote more than 20 books, including a trilogy on the American experience and one on world intellectual history. *The Americans: The Democratic Experience* (1973), the final book in the first trilogy, received the 1973 Pulitzer Prize in history. He was also a lawyer and university professor. During his term as Librarian of Congress, Dr. Boorstin established the Center for the Book to encourage reading and literacy. He also spearheaded the renovation of the 1897 Thomas Jefferson Building of the library. Dr. Boorstin served as Librarian of Congress Emeritus from the time of his retirement in 1987 until his death. For more information, see <<http://www.loc.gov/homepage/boorstin.html>>.



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ARL CALENDAR 2004

<<http://www.arl.org/arl/cal.html>>

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|--------------|--|------------------------|--|
| May 4–5 | National Diversity in Libraries Conference
<i>Atlanta, Georgia</i> | September 28–October 1 | Library Leadership for New Managers Program: Leadership Institute
<i>Washington, D.C.</i> |
| May 11–14 | ARL Board and Membership Meeting
<i>Tucson, Arizona</i> | October 1–2 | New Ways of Listening to Users: Tools for Measuring Service Quality
<i>Washington, D.C.</i> |
| May 17–21 | Service Quality Evaluation Academy
<i>San Antonio, Texas</i> | October 12–14 | ARL Board and Membership Meeting
<i>Washington, D.C.</i> |
| June 8–9 | Library Project Management
<i>Washington, D.C.</i> | October 12–15 | Library Management Skills Institute II: The Management Process
<i>Los Angeles, California</i> |
| June 14–16 | Advanced Licensing Workshop
<i>Victoria, British Columbia, Canada</i> | October 18–19 | Analyzing and Interpreting Your LibQUAL+™ Data with SPSS
<i>Washington, D.C.</i> |
| June 28 | LibQUAL+™ Process Management
<i>Orlando, Florida</i> | November 8–9 | Human Resources Symposium
<i>Washington, D.C.</i> |
| July 12–14 | Library Management Skills Institute I: The Manager
<i>Chicago, Illinois</i> | | |
| July 26–27 | ARL Board Meeting
<i>Washington, D.C.</i> | | |
| August 16–18 | Facilitation Skills Institute
<i>Salt Lake City, Utah</i> | | |

ONLINE LYCEUM

Can't make it to our in-person events? Take a look at our Online Lyceum Web-based course offerings at <<http://www.arl.org/training/lyceum.html>>.

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