
Excellence

in the

Black College:

Implications

for the

Library

*A Report on the
Fifth Annual Workshop
for SEF/Mellon Participants
Black College Library
Improvement Project
Atlanta, Georgia ■ August 28-30, 1991*

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Southern Education Foundation

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Southern Education Foundation/
Mellon Foundation Workshop
for BCLIP Participants

Funded by a grant from the Andrew W. Mellon Foundation, the Black College Library Improvement Project (BCLIP) is a comprehensive effort to address critical issues facing libraries at historically black colleges and universities. Through the effort, the libraries enhance their collections, participate in professional library staff development and improve services to students and faculty.

The workshop for institutions participating in the BCLIP was held August 28-30, 1991 at the Ritz-Carlton Hotel in downtown Atlanta. Representatives from each of the 20 institutions currently active in the project attended this year's session.

The Black College Library Improvement Project is made possible by the project's advisory committee: Dr. Charles D. Churchwell, Dr. Guy C. Craft, Ms. Francine Henderson, Dr. Deanna Marcum, Dr. Samuel N. Nabrit and Dr. Jessie Carney Smith. These individuals have been active in evaluating projects at the institutions, providing technical assistance to library staffs and planning and coordinating the workshop. For this, the Southern Education Foundation is grateful.

The following institutions are participants in the BCLIP:

Atlanta University Center
Benedict College
Bennett College
Bethune-Cookman College
Dillard University
Fisk University
Florida Memorial College
Hampton University
Lemoyne-Owen College
Paine College
Rust College
Saint Augustine's College
Johnson C. Smith University
Stillman College
Talladega College
Tougaloo College
Tuskegee College
Virginia Union University
Voorhees College
Xavier University

Pinnacles of Success

Opening Remarks ■ Keynote Address

It is unusual for a foundation to make a six-year commitment to a project such as the one currently underway to improve libraries at historically black colleges and universities, but that is precisely what the Andrew W. Mellon Foundation has done. So remarked Elridge W. McMillan, president of the Southern Education Foundation, at this year's annual workshop for participants in the Black College Library Improvement Project. In opening remarks at the workshop, the project's fifth, McMillan reminded the audience that Mellon had agreed to extend the original three-year, \$3.2 million commitment to six years and an additional \$3.5 million — and added that the Mellon Foundation might grant some flexibility to fund "variances" in library improvement efforts at the institutions.

In acknowledging the grant extension, McMillan underscored the theme of this year's gathering, "Excellence in the Black Colleges: Implications for the Library." He also paved the way for the workshop's keynote speaker, Tougaloo College President Dr. Adib Shakir, whom McMillan deemed "eminently qualified" to talk about excellence. At the outset of his speech, "Pinnacles of Success in Black

Academia," Shakir returned the favor: He described McMillan as a "tremendous facilitator."

The theme of the workshop may have centered around excellence, but it was that kind of congeniality that established the tone for this year's event, held August 28-30 at the Ritz-Carlton Hotel in downtown Atlanta. The business at hand was serious: HBCUs in this country continue to wage an ongoing struggle to build libraries and learning resource centers that reflect the excellence demonstrated in other aspects of their missions. But the manner in which the business was conducted was spirited, even convivial, at times, and it made this fifth annual session one to remember.

Shakir's message hit hard upon the idea that a paradigmatic shift is taking place in education — and that HBCU libraries had better deal with this shift if they are to attain three pinnacles of success. The pinnacles, as he defined them in the African-American context, are 1) the control and mastery over one's own thinking and 2) destiny; and 3) the intellectual and cultural liberation of African-Americans and "all of the human family." The libraries hold the key to black academia reaching these pinnacles of success. But, Shakir cautioned, "we cannot just carry out business as usual."

Instead, those in charge of libraries at HBCUs are the people with the power to diversify the paradigmatic base, to "transform what it means to provide a liberal arts education." There are many ways to accomplish that, Shakir said. He chose to focus on three

***"It is the current curriculum, the
'Back in 1492/Columbus sailed the ocean blue'
curriculum, that is the 'feel-good' curriculum."***

— DR. ADIB SHAKIR
Tougaloo College

areas in which an impact must be made: perspective, philosophy and pedagogy.

Perspective. "We must be able to clearly [establish] a view of reality that defines our aspirations while moving toward a global understanding of the world," Shakir said. This inclusive approach involves not merely teaching more black history, but figuring out "how we place African-Americanism at the center of discussions of the knowledge base." He noted Arthur Schlesinger's recent contention that African-Americans want to forge a "feel-good" curriculum. "It is the current curriculum, the 'Back in 1492/Columbus sailed the ocean blue' curriculum" he observed, "that is the 'feel-good' curriculum."

Philosophy. Those who seek to help students achieve the pinnacle of success must question their existing philosophy, Shakir maintained. "We must strive for answers that lead to questions," he said, adding that information should proceed from a philosophical base to stimulate inquiry. "If we are to be effective in nurturing students, we must move away from the objective nature of instruction and toward a kind of [subjectivity]."

Pedagogy. Currently, the term is used to describe nothing more than the strategies and methods of education, Shakir noted. Pedagogy should, however, "inspire a vision of how things should be," and that vision must be "lifted to a level of consciousness." Effective teaching also requires that students be equipped with the tools to learn in the world.

In closing, Shakir again emphasized the power held by those attending the workshop to contribute to students' ability to master knowledge. "Finally, [HBCUs] have moved beyond talking about access and toward intellectual transformation . . . Now we must use every minute of every hour of every month of every year to make a difference."

Three Stories

New Libraries in the SEF/Mellon Consortia

The process to build a new library on the campus of Paine College in Augusta, Ga., was a drawn-out and occasionally frustrating one, college librarian Millie Parker said. Original plans in the early 1980s called for a 75,000-square-foot learning resources center that would house 120,000 volumes and other materials, including computer terminals. After 18 months of fundraising, Parker recalled, the library was to be dedicated in October 1986.

A variety of circumstances led to alterations of the original plans as well as postponement of the intended schedule. The task force to bring a new library to Paine College reconvened in 1988, also the year in which the college welcomed a new president. Funding for the building was still slow in developing, and groundbreaking ceremonies were delayed twice. Finally, in October 1989, Paine College broke ground for its new library.

Construction was to commence in January 1990, but Parker noted, "nothing happened during the first few months. There would be a pile of dirt over here one day, and another pile over there another day." Some of the six engineering and contracting firms involved in the effort began pointing fingers at each other. The college attorney was called in.

Despite nagging discrepancies between design specifications and actual construction, the library building was finished in June 1991. The \$2.3 million, 35,000-square-foot building is now slated for dedication in October, and

Paine College has hired a firm to move books and materials from the old facility to the new one. When asked about the positive and negative qualities of the new building, Parker said it is spacious, beautiful and quieter than the former structure, but that problems remained with security doors, student areas and the alarm system.

A new library at Xavier University was long overdue, said head librarian Robert Skinner. The current library, a 19th century Gothic structure, was built in 1937 to accommodate about 500 students; in recent years, however, enrollment at Xavier has skyrocketed. "Even 20 years ago, this library was too small," Skinner said.

Part of Xavier's recent growth has come about through an arrangement with Tulane University to coordinate post-graduate offerings. The arrangement turned out to be instrumental in securing federal funding to build the new library, a six-story, 120,000-square-foot facility now under construction. At an approximate cost of \$6-7 million, the library will feature several amenities that are absent in the current facility, including a media center, graphic design studio and 24-hour study room. The top two floors will be wired but unfinished to handle future growth at the university.

***"There would be a pile of dirt over here
one day, and another pile over there
another day."***

— MILLIE PARKER
Paine College

Skinner offered several pieces of advice to institutions considering or planning a new library:

- *Start planning even if there is no administrative mandate to build a new library.* "That's probably jumping the gun," he said, but such planning allows a head start and can even prompt action. Be sure to involve students and faculty in the planning.

- *Be active in the design process.* "The thing that confounded us the most was running into what I charitably call an uncooperative architect," he said. The firm hired by Xavier, Skinner said, consistently omitted elements that should have been incorporated into the design. He also cautioned the group not to let the architect's vision overrun theirs.

- *Encourage the hiring of a consultant.* Some U.S. library consultants have seen many libraries built, he reminded. They have a critical eye.

- *See what has worked elsewhere.* "We found visiting model libraries to be very helpful," Skinner said.

- *When planning a building, be flexible.* "I don't think anyone realized in 1937 that Xavier was going to be what it has become," he said.

As an example, he pointed to trenches, or troughs, that are being placed in the concrete floors to accommodate additional wiring in the future.

Following Skinner's presentation, Dr. Earl Bean took a few moments to talk about his experiences at Hampton University, which may open its new library as early as January 1992. "In terms of planning," he said, "we just cut across all of the [talk]. The administration just said, 'Build this library.'" As for funding the \$12-13 million facility, Bean said, "We were given a blank check, if you will."

The new Hampton University library will be a five-story, 125,000-square-foot, U-shaped structure featuring a lobby atrium, two glass elevators, satellite dish and 24-hour study area. Automation has been incorporated into the design, and the top floor will remain unfinished to allow the university flexibility in meeting space needs.

Selected Bibliography on Library Planning, Design and Construction

- ☐ *Planning Academic and Research Buildings*, by Keys Metcalf (1986)
- ☐ *Library Building Planning*, by H. M. Edwards (1990)
- ☐ *Planning Library Buildings and Facilities (from concept to completion)*, by R. M. Holt (1989)
- ☐ *Selecting Library Furniture: A Guide for Librarians, Designers and Architects*, by C. Brown (1989)
- ☐ *Planning and Design of Library Buildings*, by G. Thompson (3rd edition, 1989)
- ☐ *Planning Library Facilities: A Selected Annotated Bibliography*, by M. S. Stephenson (1990)

SOURCE: Robert Skinner, Library Director, Xavier University



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Taking Stock

Multi-Media Inventory of African-American Collections in SEF/Mellon Institutions

Gaining a full understanding of the extent and nature of African-American collections is an enormous and important task, according to Dr. Jessie Carney Smith, of Fisk University. Smith opened the session with an overview of the state of African-American collections at HBCUs. "We have been raped of our music, art, literature and other cultural forms," she said, "but we have found a way to hold on to our materials, these precious commodities."

Historically black institutions have been working for a half century or more to build special collections, and today HBCU libraries are making more plans. The challenge, Dr. Smith told the group, lies in tracking and acquiring the various resources. On tracking: "The only index to special collections is outdated, so the whole field of indexing is incomplete. We need to do something about that." On acquisition: "Our difficulty is not that we've lacked pride, but that we've lacked space and funds to build collections."

A rallying cry of sorts to overcome the challenges facing the development of African-American special collections was issued by Dr. Howard Dodson, Chief of The Schomburg Center, a public research library. In his address, Dodson called for unity among HBCUs in making special collections a priority.

First, he presented an overview of the mission of The Schomburg Center. The Center's singular focus is on the African-American experience, and it makes an effort to preserve as well as collect materials. Finally, the Center views collections as a means to an end and is not interested in gathering materials for the sake of collecting. "There are research libraries that are proud of the fact that they have books which have never been opened," Dodson observed.

Today, The Schomburg Center has 3.5 million manuscripts, 8,000 art pieces, 300,000 photographs and 120,000 books. But such numbers, Dodson said, do not make the Center the possessor of a complete body of material on the black experience. "Rather than have the potential of being the single institution that has everything needed, we are one of a series of institutions to preserve some part of that," he said.

Advances in technology have held out the hope that HBCUs will be able to preserve and access more artifacts in special collections.

"There are research libraries that are proud of the fact that they have books which have never been opened."

— DR. HOWARD DODSON
The Schomburg Center

First, however, the institutions must get together to bring about change, Dodson said. That will involve moving from a "grant-making strategy" to a "legislative-making strategy." In other words, HBCU educators should now concentrate on investing their energies into enlisting more support collectively, rather than individually. "We need a substantial amount of money to ensure that this material is preserved," Dodson said, "and the [best] way to do that is through legislation to make this a national priority."

A good start rests with the Higher Education Act, which is under reauthorization this year. The Schomburg Center is currently working with a Washington, D.C. lobbyist to incorporate language into the act to make African-American preservation as a priority. "I'd like to see this set of concerns put on an agenda until the year 2000," Dodson said, adding that the Center would like to work with HBCUs and the Southern Education Foundation to coordinate preservation and provide for sharing of materials through technology.

Preserving, maintaining and sharing African-American special collection materials is important for a number of reasons, and here Dodson echoed the sentiments made by Adib Shakir in his keynote address. The research questions being asked in the next decade or two will be much different from those asked even 10 years ago, and next year's celebration of Columbus' 1492 voyage should bring inquiries into the African-American historical context. To illustrate the point, Dodson

reminded the audience that 6.5 million people survived the Atlantic passage — one million of which were Europeans. The remainder were African-Americans.

Asked what HBCUs can do to make their thoughts known about the Higher Education Act, Dodson said he soon would be sending the institutions surveys and information on drafted wording for the Act. He and Smith also encouraged the group to work with local churches to help them preserve artifacts and special materials.

High-Tech Wonder

The Concept and Design of Afrocentric Multi-Media

"No technical presentation," began Bruce Lincoln, "is without bugs." So began a demonstration by the historian, media designer, educator, writer and "Mr. New York City" of an experimental project on which he has been working for two years — and which could change the ways in which people learn about African-American history and personalities.

Lincoln's presentation did have its share of bugs, but it was nonetheless captivating and visionary. Using a Macintosh IIsx computer and a HyperMedia software program (reminiscent of the Macintosh HyperCard program), he demonstrated how children and adults could learn about black inventors by interacting with the computer. The effort, titled the "Black Inventors Continuum," featured images, narrative and music about black inventors. It had a side benefit as well: "With this technology, we can make information available from special collections," Lincoln explained.

Lincoln, who heads the Black Inventors Children's Television Workshop, graduated from Princeton in 1978 and started his own school a few years later. It was about that time that he had a vision for a multi-media, interactive learning environment, in which teachers might capitalize on students' interest in computers and images to communicate their lessons. "At the time, people thought I was crazy," he recalled.

Among the thoughts and future possibilities emanating from Lincoln and his efforts:

- By writing programs and building on HyperMedia, HBCUs can make the technology work for African-Americans and fulfill their needs. Materials from collections could find a new home in the technology. "Ultimately what we'll see is an information infrastructure. It's important that we get in on the ground floor," he said.

- One day, the multi-media technology could be broadcast into people's homes through television — thus creating interactive television. Moreover, the technological phenomenon called "virtual reality" might allow students to travel back in time to Harlem, Africa and elsewhere. Children could use the skills they have developed in video arcades for something instructive and constructive.

- Such technological work on the part of African-Americans is valuable from a standpoint of pride as well. "It points to black people as being information movers. We're really getting at the core of our culture and stripping away the nonsensical notion that we're inferior."

- Other important African-American-related efforts on technological lines include the Harlem Historical Project, the project on World Civilization Origin and the HyperText Encyclopedia on African-American History.

- "Most people view schools, libraries and museums as places of dead information. This brings it to life."

"Start today," someone called out from the audience.

"I can do that," Calaluca answered.

A Good Deal

African-American Resources on CD-Rom

Since the 1980s, Chadwyck-Healey Inc. has been a major publisher of library reference materials pertaining to a number of African-American topics. Now there are efforts to develop some references on CD-Rom, said Eric Calaluca, a vice president with the Alexandria, Va.-based company. "We believe very strongly that the future of African-American study resources should go beyond traditional sources, such as microfiche and texts," he told the gathering.

While pointing out that CD-Rom is the most effective way to manage data, Calaluca conceded the expense associated with CD-Rom. "Unfortunately, the institutions that stand to benefit most from the resources are the ones least able to afford them," he said. "What can one do?" He suggested a couple of things:

1. HBCU libraries should plead their case to the publisher — perhaps as a coalition — in an effort to get costs reduced.

2. Share resources, wherever and whenever possible. "Chadwyck-Healey clearly wants to see the resources used. Networking offers the best way to do that." He recommended acquiring copies of CD-Rom discs at a lesser cost.

Calaluca was asked how Chadwyck-Healey might make products available to less affluent institutions, and he said the company could always adopt a policy by which price was based on a library's acquisitions budget.

"Start today," someone called out from the

audience.

"I can do that," Calaluca answered. "As long as [acquisition budget] norms could be established, I don't see a problem. Nobody's ever asked us to do it before."

Calaluca said the direction Chadwyck-Healey would take in the future concerning African-American reference materials depended in large part on input from scholars and librarians at HBCUs and other institutions. He did say the company "will continue to publish in this area. Intensely."

African-American Sources Published by Chadwyck-Healey, Inc.

- ☐ Black Literature, 1827-1940. 200 microfiche per year for five years
- ☐ Black Biographical Dictionaries, 1790-1950. 1,068 microfiche
- ☐ Black Biography, 1790-1950: A Cumulative Index. Three cloth-bound volumes
- ☐ Newspaper Clipping File of the Joint Center for Political and Economic Studies, 1970-1989. Approximately 3,500 microfiche
- ☐ Schomburg Clipping File. Part I: 1924-1975, 9,500 microfiche. Part II: 1975-1988, 4,500 microfiche
- ☐ Hampton University Newspaper Clipping File. 790 microfiche
- ☐ Papers of the Congress of Racial Equality. 49 reels of microfilm
- ☐ Joe Louis Scrapbooks. 304 microfiche
- ☐ A People at War: Civil War Manuscripts. Five annual units of 30 microfilm reels each
- ☐ America 1935-1946. 1,574 microfiche
- ☐ The Papers of Charles Sumner. 85 reels of microfilm
- ☐ African Official Statistics, 1867-1982. 2,330 microfiche
- ☐ Annual Report of the World's Central Banks, Africa. Microfiche
- ☐ Great Britain: Board of Trade/Overseas Department Economic Surveys, 1961. 90 surveys on 107 microfiche
- ☐ Government Organization Manuals, 1900-1980, Africa. 784 microfiche
- ☐ Schomburg Clipping File, Africa. 1,362 microfiche

SOURCE: Chadwyck-Healey, Inc., 1101 King Street, Suite 380, Alexandria, Virginia 22314.

The HBCU Library Report Card

CONTINUED FROM PREVIOUS PAGE

- *CEOs report that they have the responsibility for assessment on their campuses.* Nearly three-fourths (71 percent) have campus planning officers, and eight out of 10 have institutional research officers who report to cabinet officials.

- *Institutions are making use of the information they find in assessment.* Of the respondents, 94 percent have written planning documents (and all of them say the documents are used in accreditation reviews); 80 percent have the approval of their documents by their governing boards; and 92 percent indicate presidents use planning in making decisions.

This last finding, Fullwood said, is particularly significant. "Assessment of institutional effectiveness can be accurate only if the chancellor or the president of an institution provides the active leadership — and if faculty and others take the effort seriously." He included libraries in the "others" categories and said they assume a critical role in whether an institution is doing its job well. "An academic library inadequate in relevant books, materials, services and leadership seriously jeopardizes the credibility, integrity and effectiveness of the institution it serves," he said.

As a result, Fullwood recommended some changes on campuses to help ensure the proper role of libraries in the assessment process. Among them:

1. Libraries should carefully examine their mission statements so that the statements "generate outcomes to keep the institution on course in its own mission."

2. Libraries must conduct their own assessment and document the results in addition to participating in assessment of the institution's effectiveness. "The question is not how effective is the academic library, but rather, does the academic library know *how well* it is accomplishing its mission? Assessment of library effectiveness separates fact from fiction."

3. Libraries must help lead, rather than merely participate in, assessment. "The academic library cannot be viewed as a follower or as an academic support service," Fullwood said. "It is a full, bona fide leader. Students are its patron and product."

4. To help lead the way, library directors must take on a greater administrative role on campus. "Chief librarians must become senior administrators on the same level as the chief academic and chief business officers," he maintained. "The library is not some sub-entity of the college. It is the heart of the institution."

Fullwood's remarks prompted some spirited questioning by the audience. Ben Bailey, of Tougaloo College, affirmed Fullwood's contention about the role of library directors, saying, "One of the things we must do is convince our presidents that the library needs

"The U. S. government is the largest publisher in the world."

— MARCIA CROSS-BRISCOE
Atlanta-Fulton County Public Library

to be moved up in the hierarchy." In circulating library assessment efforts, Shirley Wilkins, librarian at Johnson C. Smith University, recommended that library directors share their results: "It helps to disseminate documents beyond the vice president for academic affairs. It is very, very wise to 'cc' just about anybody."

Herman Reese and Elridge McMillan indicated the Southern Education Foundation would be willing to consider supporting Fullwood's work on a periodic basis.

Forgotten Resource

Stepchild of the Library World: Government Document

When it comes to acquiring resources, libraries often overlook the value and availability of government documents, said Marcia Cross-Briscoe, the government documents librarian for the Atlanta-Fulton County Library System. "The U.S. government is the largest publisher in the world," Cross-Briscoe reminded the group, "and much of its documents are not only valuable but inexpensive. There is just a wealth of information."

In her brief presentation, Cross-Briscoe noted that each state has a library that is the designated depository for all government documents. These depository libraries must keep materials for five years before placing them on "needs and offers" lists before discarding them so that other libraries can pick them up. Non-depository libraries could benefit from keeping an eye out for helpful government materials and can do so by monitoring such sources as the *Monthly Catalog* (of government documents), *American Statistics Index* and the *Public Affairs Information Services Index*. Acquiring such documents is a good way to build collections, she said.

Cross-Briscoe also presented a list of libraries that are regional depositories.

Keeping Up with the Past

African-American Archives Project

One day, libraries from all over the country will be able to tap into a source and access practically any item or artifact pertaining to African-American history. If Dr. Robert Smith, Taronda Spencer and Dr. James Anderson have their way, that day will come sooner rather than later.

The three were on hand to update workshop participants on the status of the African-American Archives Project, an intensive \$2 million effort to coordinate archives from a number of institutions and to make them more readily available to scholars and researchers. The ambitious project, which is still in its first phase, will ultimately allow educators to access a data base containing dissertations, theses and a number of other documents relating to several hundred years of African-American history — as well as a listing of archival materials at HBCUs.

"We're still in the embryonic stage," said Smith, of Wayne State University. "This is a collaborative project, and it's going to require cooperation from around the country to make it work."

Spencer, also of Wayne State, said she is currently surveying 98 HBCUs in what is the first step of establishing a link among the institutions. "We are hoping to determine the viability, the extent — 'how much *stuff* you have' — in your college archives," she said, adding that it is well known that not every institution can afford to fully develop its own

archives. The cooperation, she said, will also help institutions starting out in their archival endeavors to avoid the mistakes made by others.

For his part, Anderson, of the University of Illinois, has complemented Smith's computer and electronic data base expertise with his background in history. He began his remarks by sharing his personal perspective on history, even conceding that he was disinterested in history as a student in high school and college. "Even today, history to young people is something that's dead," Anderson said. "They know people [such as] Malcolm X just for their being famous. In other words, their sense of history has nothing to do with history."

In talking about the place of history in study, particularly African-American study, Anderson underlined the importance of the African-American Archives Project. There is a great need to know about resources because of the questions that are asked, he said. "And these particular archives are critical and necessary. Without them, work cannot be done."

In closing, Anderson emphasized that the project has an added value of changing attitudes and improving the understanding people have about the African-American experience. "History tends to be a field in which scholars talk to scholars," he said, "but we also need to think about the impact this could have in getting the word out to the public."

Evaluating the Workshop

Overview of Evaluations

Based on their evaluation forms, workshop participants gave this year's meeting especially high marks. Nearly three-fourths (73 percent) gave the conference an overall "excellent" rating, while 23 percent said it was "very good" and 4 percent deemed it "good." No one rated the workshop "fair" or "poor."

A cursory examination of the evaluations revealed that participants appreciated the give-and-take atmosphere at the sessions. The keynote address by Dr. Adib Shakir and the dinner speech by Clifton Taulbert were favorites for their inspirational message, although all sessions generally drew high ratings. No sessions received a "poor" rating from any of the participants. Suggestions for improvement mostly centered on ideas for other workshops, and many participants encouraged workshop planners to follow-up on themes presented at some of this year's sessions.

Session Ratings

WORKSHOP OVERALL

Number of respondents: 22

Excellent	73 %
Very Good	23 %
Good	4 %
Fair	0
Poor	0

PINNACLES OF SUCCESS IN BLACK ACADEMIA

Number of respondents: 23

Excellent	65 %
Very Good	26 %
Good	9 %
Fair	0
Poor	0

NEW LIBRARIES IN SEF/MELLON CONSORTIA

Number of respondents: 21

Excellent	57 %
Very Good	28 %
Good	10 %
Fair	5 %
Poor	0

CONCEPT/DESIGN OF AFROCENTRIC MULTI-MEDIA

Number of respondents: 21

Excellent	52 %
Very Good	10 %
Good	33 %
Fair	5 %
Poor	0



Southern Education Foundation/
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Evaluating the Workshop

AFRICAN-AMERICAN RESOURCES ON CD-ROM

Number of respondents: 21

Excellent	24 %
Very Good	33 %
Good	14 %
Fair	29 %
Poor	0

PRESERVING THE AFRICAN-AMERICAN LEGACY (DINNER SPEECH)

Number of respondents: 21

Excellent	81 %
Very Good	14 %
Good	5 %
Fair	0
Poor	0

INSTITUTIONAL EFFECTIVENESS AT HBCUs

Number of respondents: 23

Excellent	65 %
Very Good	26 %
Good	9 %
Fair	0
Poor	0

INVENTORY OF AFRICAN-AMERICAN COLLECTIONS

Number of respondents: 14

Excellent	50 %
Very Good	43 %
Good	7 %
Fair	0
Poor	0

AFRICAN-AMERICAN ARCHIVES PROJECT

Number of respondents: 16

Excellent	50 %
Very Good	25 %
Good	19 %
Fair	6 %
Poor	0

Comments from Workshop Evaluations

GENERAL COMMENTS

- ✓ Very good conference. Excellent sessions and presenters with timely topics. Useful information very relevant to our operations.
- ✓ The SEF conference was well-executed, well-planned, well-organized. Topics relevant, and interesting, inspiring presenters. Also, there were a variety of topics discussed. A plus was audience participation.
- ✓ The speakers were excellent, especially Drs. Fullwood and Shakir. Broad spectrum of issues covered in the meeting guaranteed something for everyone.
- ✓ These workshops are very inspirational and motivational to help me focus on the issues of the importance of the primary educational facility, the library. Because of this workshop, I will help locate funding sources and help write grants to improve the library. Prior to now, my focus has been on African-American and African collections of art. This aspect of campus life has been very beneficial, but at this point those things are in place and I can now focus on the building of a new wing for the Hollis F. Price Library. Thank you, SEF, for motivating me to want to be involved in the growth of the storehouse of knowledge.
- ✓ The workshop was indeed informative and thorough in content. The various sessions were planned well and were interesting.
- ✓ Overall, I believe this was a truly excellent conference. There were some extremely pragmatic and helpful discussions; also, the atmosphere of the conference was congenial and rang with the spirit of collegial interchange.
- ✓ As usual, SEF planned and conducted an excellent workshop. The presenters, facilities, food and social amenities were tops. All who helped to plan the workshop should be commended.
- ✓ Very well-organized, as always.
- ✓ The workshop was excellent. It gave participants the opportunity to see some new technology and to talk to the presenters.
- ✓ An excellent conference. The presentations were informative.



SINCE 1867

Southern Education Foundation/
Mellon Foundation Workshop
for BCLIP Participants

Evaluating the Workshop

ESPECIALLY GOOD QUALITIES

- ✓ The fine line between formality and informality, exposition and information, made for both an inspiring and enjoyable first experience.
- ✓ This was an excellent conference. The topics were relevant. I like the exchange between the speakers and the participants. We need to continue to seek the kind of focus on the real issues. Keep up the good work.
- ✓ The choice of major presenters was an extremely good one. Having presentations on the planning and construction of libraries and on those recently constructed was another great touch. There should be updates presented at the next annual workshop.
- ✓ Very lively. Group participation did much to enhance the sessions.
- ✓ I appreciated the emphasis placed on available materials. It was of interest to both librarians and faculty. I also appreciated the presence of creative writers; they added much.

RECOMMENDATIONS FOR IMPROVEMENT

- ✎ A 'how to' workshop on transmitting and interpreting our experience to the campus communities which we serve would be helpful in future workshops.
- ✎ Greatly enjoyed the contributions of all presenters and their topics. Only criticism is that as a first-time participant, new to the city, I felt odd not being greeted and unaware of an agenda.
- ✎ I would believe that in the future there should be an effort to address the role of persons in the humanities to the library in academia. In its broadest scope, the humanities in Black institutions should embrace, encompass and address the concerns of Afrocentricity in institutions of higher learning and education.
- ✎ Multi-media experts and vendors do not make for very interesting sessions. Vibrant speakers with intellectually challenging ideas are what make these conferences worthwhile.
- ✎ I would also like time to talk with counterparts about mutual concerns, achievements, etc. This forum also offers the opportunity for organized networking, cooperative efforts, etc.

☞ The president of Virginia Union University, Dr. S. Dallas Simmons, is a strong advocate of libraries. He has always supported the University library and would be a wonderful speaker for the sixth annual workshop for SEF/Mellon participants. Preserving the African-American legacy session was wonderful. The speakers (Taulbert, Andrews and Bellinger) were exciting, interesting and dynamic. They captured our attention and entertained us. Many more creative people will certainly enhance the workshop.

☞ Perhaps future topics of discussion — solicit ideas from participants:

- on creating library programs to enhance cultural enrichment and reinforce curriculum programs

- on increasing the visibility and enhancing the image of the library

- on stimulating the use of the library

- on increasing the administrative empowerment of the library director (follow-up on Dr. Fullwood)

Also, perhaps another session (had one several years ago) on grants and proposals

☞ You raised and revisited some new and familiar issues important to all of us in higher education. This was a very well-orchestrated conference. I would caution presenters on technology (of any kind) that a general audience might require a further explanation of jargon.

☞ (Recommended): A session on the nature of the relationship between libraries and humanities.

☞ The availability of specific presentations (if not all) on video would be beneficial and a great historical document. What happened to the gift certificates?



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Maybe Next Year . . .

Workshop Suggestions

Only a handful of BCLIP participants in this year's workshop turned in "Workshop Suggestion" forms, which solicited ideas for themes, sessions and speakers at future workshops for the SEF/Mellon Consortia. Most cited a concept or two:

Suggested Themes

- Preservation and Automation
- Working as librarians and instructors to infuse an interest, awareness, concern, love and responsibility to our African-American literature, history and culture in the next generation of African-Americans
- Humanities Faculty Involvement in the Library
- Raising the Librarian to a Higher Level

Suggested Sessions/Descriptions

- Preserving and Organizing Archival Material
- Automating Services in Small Academic Libraries
- Promoting the Humanities through the Library — to get humanities faculty more involved in increasing the role of the library in their teaching assignments
- Planning and Implementation Strategies
- Budget Allocation — How, What and Why
- How do we keep faculty interested and involved in the library and its programs?

One respondent, however, was a bit more detailed:

"One of the most enjoyable and stimulating aspects of one or two of our earlier conferences were displays and discussions on how humanities teachers were getting students to use the libraries. I would like to see more of this next year.

"I would suggest that BCLIP will be looking to display materials on or have presentations about exemplary teaching/learning projects in the humanities using BCLIP-acquired materials. Perhaps there can be an exhibit as we had once before, where anybody may display, but only three or four humanities professors or librarians would actually make presentations. These latter may be chosen in keeping with certain criteria. Presenters should be encouraged to document their work or videotape in some other audio-visual medium. SEF-Mellon could award these three or four exemplary projects with a simple plaque.

"Details would have to be worked out immediately and the colleges notified. Members of your advisory group may want to establish the criteria and the selection process."

Workshop Participants

ATLANTA UNIVERSITY CENTER

*Woodruff Library
111 James P. Brawley Drive, S.W.
Atlanta, Georgia 30314*

Roland B. Welmaker, Consultant
Argent S. Gibson, Librarian
Wilson N. Flemister, Sr., Librarian
Hulda A. Wilson, Librarian
Roosevelt Lenard, Humanities Faculty, Morris
Brown College
Paul Gary, Morris Brown College

BENEDICT COLLEGE

*Harden and Blanding Streets
Columbia, South Carolina 29204*

Cassandra Norman, Librarian
Gwenda R. Greene, Humanities Faculty

BENNETT COLLEGE

*900 East Washington Street
Greensboro, North Carolina 27401*

Dorothy Ahaith, Librarian
Victoria Dunn, Humanities Faculty

BETHUNE-COOKMAN COLLEGE

*640 Second Avenue
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DILLARD UNIVERSITY

*2601 Gentilly Boulevard
New Orleans Louisiana 70122-3097*

Venola Jones, Librarian

FISK UNIVERSITY

*17th Avenue North
Nashville, Tennessee 37203*

Jessie Carney Smith, University Librarian
Robert L. Johns, Humanities Faculty

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Carrie Thompson, Reader Services Librarian
Marva L. Stewart, Humanities Faculty

RUST COLLEGE

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Holly Springs, MS 38635*

Anita Moore, Librarian
Gwendolyn Jones, Humanities Faculty

SAINT AUGUSTINE'S COLLEGE

*1315 Oakwood Avenue
Raleigh, North Carolina 27611*

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Seavelyn Smith, Humanities Faculty

JOHNSON C. SMITH UNIVERSITY

*100-300 Beatties Ford Road
Charlotte, North Carolina 28216*

Shirley Wilkins, Librarian

STILLMAN COLLEGE

*P.O. Drawer 1430
Tuscaloosa, Alabama 35403*

Robert Heath, Librarian

TALLADEGA COLLEGE

*627 W. Battle Street
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Dr. Yakini Kemp, Humanities Faculty

TOUGALOO COLLEGE

Tougaloo, Mississippi 39174

Charlene Cole, Librarian
Ben Bailey, Humanities Faculty

TUSKEGEE COLLEGE

Tuskegee Institute, Alabama 36088

Edna L. Williams, Librarian

VIRGINIA UNION UNIVERSITY

*1500 North Lombardy Street
Richmond, Virginia 23220*

Vonita W. Dandridge, Head Librarian
Margaret Duckworth, Humanities Faculty

VOORHEES COLLEGE

Denmark, South Carolina 29042

Thomas J. Donahue, Jr., Librarian
E. Imafedia Okhamafe, Humanities Faculty

XAVIER UNIVERSITY

*Palmetto and Pine Streets
New Orleans, Louisiana 70125*

Robert Skinner, Librarian
Laura Turner, Humanities Faculty

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