

# ◆ DLS Newsletter ◆

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**ALA 2000  
Midwinter  
Meeting  
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## Greetings from the DLS Chair ACRL Distance Learning Section is 10 Years Old!

Should we be feeling quite old now that each of us can honestly say that we were born "before the turn of the century"? Of course that only means that we were born in the 1900's! The Distance Learning Section (DLS) also began its existence before the turn of the century. As we complete our first decade and move into a new decade and a new century, the Distance Learning Section has much to celebrate, and celebrate we did at the American Library Association Annual conference in Chicago in July!

On Monday morning, July 10th, the Distance Learning Section met at National-Louis University's Chicago Campus on Michigan Avenue across from the Art Institute of Chicago. My colleagues and I were honored to provide the venue for the DLS Tenth Anniversary observances. It was a convenient and beautiful setting -- in the NLU 5th floor auditorium with a view of Grant Park, the Taste of Chicago, and Lake Michigan.

Fifty members and

friends of the Distance Learning Section were there for a continental breakfast (sponsored by netLibrary), piano music provided by an NLU faculty musician, and the formal and informal program. We used our regular Discussion Group / Membership Meeting time to reminisce, remember, and roast the past ten years.



**Distance Learning Section**

Harvey Gover, outgoing DLS Chair, presided over the celebration, and Janet Feldmann hosted the "roast."

It was quite appropriate to be meeting in Chicago, since the "Extended Campus Library Services Section" of ACRL was originally established at the ALA Annual Conference in Chicago in 1990. Twenty-five signatures were required on the petition to ACRL to become a new section. Since then, we have been the fastest growing ACRL section for most of our ten years. As our founding Chair Barton Lessin reported during his remarks at the DLS Tenth Anniversary event, by the end of the first year (May 1991) there were 206

members. By August 1992 the official count had climbed to 481, and in August 1993 it reached 591. We currently have approximately 1,400 members in the Distance Learning Section!

During our first ten years, DLS accomplished a great deal! We sponsored or co-sponsored nine programs at the ALA Annual Conferences, and we revised the Guidelines for off-campus/distance learning library services twice. DLS members and others make tremendous use of the electronic discussion list (OFFCAMP), and the Section Web site provides a great deal of useful information. ([http://  
caspian.switchinc.org/  
~distlearn/](http://caspian.switchinc.org/~distlearn/))

In addition to celebrating our past accomplishments, members of the Distance Learning Section were urged to take seriously the challenges that we face in the future. Past Section Chair, Dr. Tom Abbott, in his presentation at the DLS Tenth anniversary event, noted that "change is our constant companion"!

Dr. Abbott outlined five challenges for the Distance Learning Section. Since we are viewed as the "distance learning library experts," we

*(Continued on page 6)*

## Distance Learning Abroad

### LITA Distance Learning Interest Group

At the Chicago ALA Annual Conference, the LITA Distance Learning Interest Group co-sponsored "Distance Learning Abroad: Challenges and Solutions to Distance Library Services to Foreign Countries." The speakers were Tom Terrell and Meredith Ault from the University of South Florida, Frank Cervone from DePaul, Judith Nixon from Purdue, and Trish Rosseel from the Association of Research Libraries.

Tom Terrell, an assistant professor at the USF School of Library and Information Science, presented some of the major issues involved with providing distance education in general to students and sites in foreign countries. The presenters from academic libraries recounted their experiences with establishing or expanding library services: DePaul to Hong Kong, Purdue to Hanover, Germany, and South Florida to students in sixteen countries around the world. Their practical examples of problems, frustrations, successes, and "wish I had known this when I started" illustrated the issues referred to by Tom Terrell.

Understanding and respecting cultural differences was high on everyone's list, but coupled with maintaining an awareness of when cultural differences, and particularly cross-cultural communication, might be blocking progress with establishing and administering your services. The English language skills of the students must be taken into consideration when creating instructions for such things as configuring browsers or library services guides. Technology issues can be even more problematic in providing distance services to students in foreign countries, particularly problems with authenticating technology. Since

many countries are at a different technological level from the U.S., we can't take the availability of any kind of technology for granted. Students expect installation help and require more technological assistance which often falls to the library. Time zones, national holidays, and cultural customs such as August vacation holidays in European countries must be considered.

Assuring comparable access to resources was handled differently by each library, although all libraries started out with as many electronic resources as they could afford. Florida has a centralized Reference and Referral Center which connects distance students from any participating Florida institution with the appropriate "home" library, i.e., the library of the institution in which the student is enrolled, or helps the student find a "host" library located where the student lives. DePaul established a remote library site in Hong Kong and sent librarians on site visits to test the technology from the students' end and to provide library instruction. Purdue worked with their German partners to establish a "real" library, complete with librarian, in Hanover. Judith Nixon's stories about the hiring of the librarian in Germany demonstrated how sometimes the things you think are going to be easy turn out to be the most difficult and how important cross-cultural communication issues can become to your endeavor.

Trish Rosseel, Program Officer for Distance Learning at ARL, discussed ARL's Online Lyceum, a distance education program that brings ARL's professional development courses and workshops to librarians who can't or prefer not to travel to take them. The program is a collaborative effort with the Southern Illinois University, Carbondale library which provides the web server and technical support. ARL has recently started a partnership with AIMA, an Australian organization that

provides training and professional development to Australian librarians, to bring Online Lyceum offerings to Australia.

—Susan Davis

### Subscribing to OFFCAMP Listserv

The OFFCAMP (Off-Campus Library Services) Listserv has been established for the purpose of "discussion about all aspects of service to remote users, including but not limited to branch campus service, state regional, national, and international academic programs and their associated constituents."

To subscribe to OFFCAMP, send an e-mail message to:

listserv@lists.wayne.edu

In the body of your message type:

SUB OFFCAMP YOUR NAME  
Example: SUB OFFCAMP JANE  
JONES

(or SUB OFFCAMP JANE L.  
JONES)

### How to Join DLS

To join the Distance Learning Section, contact:

Membership Services

ACRL

50 Huron Street,

Chicago, Illinois 60611

1-800-545-2433 ext. 2521

email: acrl@ala.org

<http://www.ala.org/acrl.html>

## Distance Learning on the Hurricane Coast

East Carolina University currently has some 18,500 enrolled students, with projections within the next five years to increase that enrollment to 25,000. A significant portion of that enrollment increase is expected to be in the form of distance education students. Current distance education courses are given via off-campus centers, joint degree programs with other UNC system universities, "traditional" television-courses, and web based instruction.

Last fall when Hurricane Floyd passed slowly over Eastern North Carolina and dumped some 30 inches of rain in area river basins, the impact on distance education students and faculty was unprecedented. While damage during the actual passing of Hurricane Floyd was moderate, considerable flooding occurred in the weeks that followed. As it became apparent that the university would be without food, power and possibly municipal water, the administration decided to close down and send students and all but essential workers home. A mass evacuation of some 25,000 students and staff was accomplished without incident via the one highway that was open out of town. A number of students arrived home only to find them underwater. A number of parents also had their places of employment flooded or damaged. Others had their local rental units flooded to the roof. Some staff had damage to their homes. Flooding on campus was minor except for a number of newer buildings built in an old creek bed. One student's life was lost while swimming in the flood waters in an apartment complex near the campus. Another staff member lost his father when he became ill during the storm and rescue could not reach him due to the high winds. When power and potable water was again available, aid for students and staff arrived from around the United States. Most

university classrooms and facilities could reopen. The only major damage was to the electrical and data circuits in buildings in some buildings, and the loss of laboratory animals housed in basement kennels.

The loss of power, meant that all distance education classes and web sites could not function. Servers were powered down and interactive classes that originated in Greenville were canceled prior to the storm's arrival. Interactive classes that originated at other UNC system sites were able to continue broadcasting to remote sites.

Slowly campus life returned to normal in the weeks following the clean up. The university administration set up a number of administrative "flying attack" teams to tackle storm related issues.

The first task was to clean up the storm debris, followed by the repair of data and electrical closets in damaged buildings. A student assistance command center was set up in the lobby of a campus building. The center provided returning students with cash, food, clothing, furniture, computers, counseling and assistance with just about every phase of existence. Faculty and staff gave of the time to clean up the region and to hand out relief supplies. Some made sandwiches for hungry relief workers. Slowly things returned to normal. A key to helping returning students was to try to make things "normal" as quickly as possible. Classes were started so students could get back into routine. Distance education activities resumed. Faculty could now travel to off campus sites, and web based courses were back on line. Faculty were encouraged to be lenient with class attendance, assignment, etc. Textbooks and computers were obtained where needed. Staff was asked to be on the lookout for students in need of counseling or other assistance.

—Stacy Bowers & Ralph Scott

## DLS in San Francisco

The Distance Learning Section has received approval from the ACRL Board to present a program at the ALA Annual Conference in San Francisco in June 2001! The request for funding was also approved.

The proposed program title is "Integrate, Separate, or Out-source? Models for Distance Learning Library Services" The time and place of the program are yet to be determined, but a two-hour time slot on Saturday afternoon, June 16, has been requested.

Congratulations to the members of the DLS 2001 Program Planning Committee and Sherrill Weaver, Committee Chair, for putting together what promised to be an excellent program!

DLS is also planning a Pre-Conference for Wednesday, March 14, at the ACRL X Conference in Denver! Mark your calendars, and watch for more information on the ACRL and DLS websites!!

—Carol Moulden

## DLS in Denver

"Distance Education Library Services: An Interactive Review of Effective Practices" is sponsored by the section. It will be presented at ACRL as a pre-conference program. Learn how to organize and manage a library program that supports distance learning. Presenters will share effective practices in organizational structure, budgeting and costs, instruction, promoting information literacy across the curriculum, and document delivery and copyright issues. Learn how to apply ACRL's Guidelines for Distance Learning Library Services.

—Tom Abbott

## 16th Annual Conference on Distance Learning and Learning

The 16th Annual Conference on Distance Teaching and Learning held in Madison, WI on August 2-4 was attended by over 1200 people from many countries. You can check out the keynotes, sessions and workshops on the web at <http://www.uwex.edu/disted/conference/highligh.htm>. Aspects of this year's conference that particularly struck me were the global interests of many of the participants. Many academic institutions and corporate organizations are trying to educate people in other countries. A number of sessions offered tips and techniques for communicating effectively with different cultures.

Support services of all kinds held a particular emphasis at this year's conference in the Learner Support track. A number of library-related sessions were listed here as well as in the management/policy track. While I did go to one library session I tried to go to sessions that did NOT cover library issues.

I spent an afternoon at a workshop called "Web-based conferencing for instruction, information sharing, and other communication needs". While it wasn't exactly what I needed and I don't have any immediate need to use what I learned, it was interesting to speculate on how library services AND librarians could integrate services into course conferencing software by working with the faculty member.

I spent all of one day on a track called Learning Environment. The session called "The UT System MBA Online Adventure", with Corbett Gauden and Darcy Hardy of the University of Texas System was very interesting mainly because they planned and implemented a new program in about an eight month time frame! For an academic institution this is

exceedingly fast! It happened because all the way up and down the administrative ranks there was strong support for getting the program off the ground. Darcy Hardy also talked about the virtual library services they put in place, including a user authentication process that she was very happy about. I would like to talk to a librarian about how, and how well that really works!

The Cultural Factors Influencing On-Line Interaction and Group Dynamics with Penne Wilson, Charlotte Gunawardena, and Ana Catalina Nolla of the University of New Mexico was good because of the group interaction. They discussed and had the audience discuss ways cultural upbringing can affect class participation, including whether or not students ask or answer questions.

I went to Evaluation to Strengthen Distance Learning Programs with Kay Taube, Patricia Lasky, Sharon Nellis, UW-Madison, and Barbara Burrell, Northern Illinois Univ. because of a personal connection I have with the students in the Collaborative Degree Nursing Program they had evaluated. They are very involved with their students! One part of the evaluation reported on how the students viewed support services, including library support. Since WiLS coordinates library support for this program I was fascinated to see what the students thought they had used of the databases, libraries, interlibrary loan and document delivery. I also learned that the students regard their campus advisors as indispensable and critical to their success. I hope Wisconsin will make more use of those advisors now that we know about them! They should be helpful in reminding students where else they might get help!

As an aside here, one afternoon as I was leaving a session, I heard two women behind me talking about library support. Naturally I turned around to see if I knew them and to ask

them about their comments. It turned out that they are student advisors at Walden University! They told me they love their librarian, Rita Barzun!

<XML>Your Course Here</XML>The Implications of Extensible Markup Language for Course Development and Design with Martha Mealy, Scott Reeser, University of Wisconsin Learning Innovations was a rather scary session because of my cataloging background. They discussed a national movement to code learning materials in such a way that a course developed at one school in one course tool or platform can be transported to another school which uses a different course tool or platform. The idea is that courses would transport with all pieces from curriculum outline to library materials in their entirety and be ready to be taught instantly by the receiving instructor. First of all, it was very odd to hear instructional designers talk about how to "catalog" course parts using a standard language! Second, there is certainly potential and need for librarians to be involved in this Course Development movement. For one thing, we are very experienced with standard languages. For another, a successful course will include library resources of course. We should be the people to figure out how and what can be "transported" to another university or another country!

One of the issues the planning committee would like to cover at a conference is electronic resource access which includes licensing, authentication, and all the other stuff we fight with daily. Watch for the Proposal Call. Next year's conference is August 8-10, 2001 in Madison. I'll be going again! I hope I'll see you there! Check out the website later at <http://www.uwex.edu/disted/conference/>.

—Debbie Cardinal

## New Trends in Accreditation and Distance Learning

The Distance Learning Section co-sponsored a Saturday morning program with ACRL's Community and Junior College Library Section. The first section of the program featured Dr. Monica Posey, Director of Institutional Research and Planning, and Kathryn O'Gorman, Director of the Library, both from Cincinnati State Technical and Community College. These two administrators discussed their university's experience as a pilot organization in their North Central Association accrediting agency's alternative assessment process, based on the Baldrige criteria and focused on quality improvement initiatives. The Library took advantage of the experimental process and became an early participant in the College's efforts. Library staff became members of college teams looking at academic services outside of the Library as well as scrutinizing their own services. From their willingness to help lead the way, the Library was able to demonstrate campus leadership, gain visibility, and acquire funding for library needs. Throughout the planning of the quality improvement process, the Library worked closely with Institutional Research and the two presenters discussed the benefits of collaboration between the library and institutional research department on any campus.

Bernie Sloan, Senior Library Information Systems Consultant at the University of Illinois's Office for Planning and Budgeting, spoke next. He outlined the main principles of the ACRL Distance Learning Section's guidelines for providing library services to distance education students. He also pointed out the compatibility of the guidelines with the Baldrige criteria. The guidelines were written to incorporate assessment, measurement of progress and other

quality improvement concepts found in the Baldrige criteria. In the second part of his talk, Bernie suggested two important trends that will affect distance learning library services. The first is the changing and blurring face of online education: it is becoming increasingly difficult to determine what is a distance learning course as opposed to a course taught remotely. The second is a move towards more collaborative and centralized initiatives to provide support for distance learning students.

The final presenter was Mr. Oswald Ratteray, Assistant Director for Constituent Services and Special Programs, Middle States Commission on Higher Education, the accrediting agency for colleges and universities in the east coast middle states area (Maryland, Delaware, Pennsylvania, etc.). His talk presented the point of view of an accrediting agency and was most thought provoking. All six of the accrediting agencies are in the process of revamping their accrediting standards in an attempt to focus the accreditation assessment process on outcomes such as student learning instead of inputs such as statistics on books circulated and reference questions answered. Mr. Ratteray got the audience's undivided attention when he reported that the Middle States Commission is asking such questions as "Does each institution need its own physical library?" and whether consortia are replacing the need for individual libraries and should they be accredited as well. The new Middle States initiatives link the library with information literacy and give librarians a central role, as well as a shared responsibility with faculty, for achieving it. Mr. Ratteray ended his talk by advising librarians to begin influencing the accreditation peer review process by changing the thinking of our own faculty and

administrators -- who may become future members of accreditation visiting teams -- on the role of the library.

—Susan Davis



### DLS Slate of Nominees

The Nominating Committee is happy to publish the candidates for office for the 2001-2002 year.

Vice Chair/Chair Elect:

Maryhelen Jones and Barbara Wittkopf

Secretary/Archivist:

Erin McCaffrey and Rebecca Sedam

At-Large Representative:

Marissa Cachero and Marie Kascus

--Nancy J. Burich

### Editor's Note

Some articles may have been edited due to their length and to the limit of eight pages for the Newsletter. This editing is noted at the end of affected articles. The full-text version is available on the DLS Web site. Minutes of section committee meetings also appear on the Web site.

Please submit any corrections to this Newsletter to the editor at [nburich@ukans.edu](mailto:nburich@ukans.edu).

—Nancy J. Burich

## Greetings from the DLS Chair

(Continued from page 1)

are challenged to continue our role as: 1. **consultants** to those who can benefit from our expertise in distance learning library services; 2. **teachers** of students and developers of educational training tools, being certain to "integrate information literacy into all we do"; 3. **leaders** within higher education and promoters or collaborators within our institutions – in accreditation, planning, budgeting, curriculum design, distance education, etc.; 4. **promoters** of assessment of student learning and growth and development, especially by integrating library outcomes with accreditation expectations; and 5. **developers** of a national service model to provide support for distance education students.

Alexander (Sandy) Slade, another leader in the Section for the past ten years, spoke to those attending the DLS Tenth Anniversary event about the place and role of the Distance Learning Section in international distance learning library services. Sandy and Marie Kascus, also a member of the Section, have recently completed editing Library Services for Open and Distance Learning: The Third Annotated Bibliography.

The Distance Learning Section is already planning two more conference programs: a distance learning pre-conference at ACRL X in Denver on March 14, 2001, and a program at ALA Annual in San Francisco in June 2001. And the Chair of the 2002 Program Planning Committee has already been appointed.

Welcome to those who have recently joined this wonderful collegial group, and welcome back to those who have been involved in all or part of the Section's first ten years! I encourage each of you to attend the meetings and programs of the

Distance Learning Section at the ALA Annual and Midwinter conferences. I also encourage you to volunteer to become a member of one of our committees. Please contact Anne Marie Casey, the Vice-Chair/Chair-Elect, to volunteer. (anne.marie.casey@cmich.edu)

Thanks to all of the Distance Learning Section members for the opportunity to serve as the Chair this year. I look forward to a productive and exciting year of working together to accomplish our goals.

—Carol M. Moulden, Chair

### Premier Issue Journal of Library and Information Services for Distance Learning (JLISDL) Now in Preparation

Through *JLISDL*, a unique publishing opportunity has been provided for DLS members by library publisher Haworth Press. Indeed, Haworth's supplying the initial concept, the financial backing, and the publication apparatus for *JLISDL* is tantamount to our being presented our own journal, the chance of a lifetime!

However, the accompanying responsibility is bigger even than the gift itself, for we are the agents who will be doing the requisite creative and scholarly work to bring the *Journal* into existence. As good fortune would have it, we are off to a strong, positive start with a large, competent Editorial Board and articles in preparation or submitted.

The initial *Journal* issue will explore the full range of distance learning librarianship. A special-focus issue will follow on information literacy in distance learning library services. Another special topic to be explored in the premier and following

issues is whether or not distance learning librarianship is, as the *ACRL Guidelines* prescribe, an area of specialization worthy of its own library school curriculum.

Distance learning librarians will no doubt have very strong ideas about this and other controversial topics. A major function of the new *Journal* will be to provide an additional forum for debate and the exchange of ideas concerning the provision of library services in distance learning settings.

The *Journal* will provide peer reviewed research articles and narratives accompanied by essays, editorials, news notes, and letters, plus occasional dialogues and debates, from practitioners and theoreticians working on the cutting edge of this most rapidly expanding and often debated area of specialization. DLS members are invited and encouraged to contribute to this new and provocative enterprise. Contact Harvey Gover, Founding Editor, telephone: 509-372-7204, or fax: 509-372-7281, hgover@tricity.wsu.edu.

—Harvey Gover

### DLS in DC

The following meeting times have been **requested** for Midwinter:

Sunday, 1/4/01 DLS All Committee Meetings 8:30-11:00 a.m.

Monday, 1/15/01 DLS Discussion Group 8:30-11:00a.m.

Monday, 1/15/01 DLS Executive Committee I (and only) 2:00-4:00 p.m.

While these requests **have not yet been approved**, I thought you would like to know the tentative dates and times in order to make your travel plans.

—Carol Moulden

## Distance Learning and Its Impact on Library Collections and Selection Policies

The Collection Development Librarians of Academic Libraries Discussion Group (ALCTS) met on Saturday, July 8, 2-4pm in the Missouri Room of the Sheraton Hotel. Patricia Fisher, Associate Director for Collection Development at the University of Denver, chaired the meeting. The theme for the meeting concerned the impact of distance learning on library collections and selection policies. Three librarians gave presentations on the subject, and their presentations were followed by a general discussion of the issues. The three librarians were Terry Wittig, Acting Head of the Collection Management Department at the North Carolina State University, John Abbott, Coordinator of Collection Development at Appalachian State University, and Stephen Dew, Coordinator of Library Services for Distance Education at the University of Iowa.

Wittig's paper was entitled, "Distance Learning at North Carolina State University: Building on a History of Service to Distant Users." At the start of her presentation, she emphasized that NCSU was currently advertising for a Collection Manager for Distance Education. Wittig discussed the variety of programs offered at NCSU and the variety of the methods used to deliver classes-- via cable television, Internet, video cassette, correspondence, on-site face-to-face, etc. She especially emphasized the challenges that the library faced in supporting "Project 25," a special undertaking to place 25 existing NCSU courses on the Internet for the Fall of 1998. Wittig urged librarians to take a more active role in communicating with

students and faculty involved in distance education, acknowledging that the communication would be beneficial for everyone involved. At NCSU, the Distance Learning Services Department consists of a department head, a reference librarian, a computer consultant, and the newly created position of Collection Manager. The Collection Manager will be expected to take a leadership position in desktop delivery services and the acquisition of electronic resources, as well as standard collection development issues.

Abbott's paper was entitled, "Collection Development & Distance Learning: Zero to 75mph in 18 months." Abbott described how Appalachian State University has expanded its distance learning program over the last two years in order to include classes offered at off-campus sites as well as via television. The quick expansion of course offerings created a challenge for librarians seeking to offer equivalent resources to off-campus students. Abbott emphasized the Library's development and expansion of electronic resource offerings as well as the creation of a special document delivery service for off-campus students.

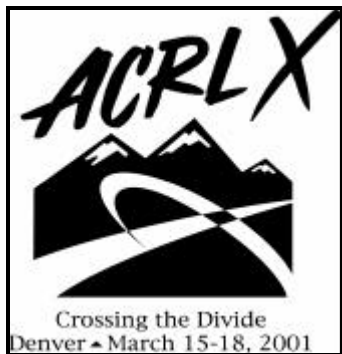
Dew's paper was entitled, "Collection Development & Distance Learning: Increasing Electronic Resources and Providing Access to the General Collection." Dew first described the variety of courses and delivery methods used in distance education at the University of Iowa. He then emphasized five areas of collection management affected by distance education. The five areas were (1) electronic resources (especially full-text information-- journals,

books, electronic reserves, etc.), (2) duplicate purchases of books for satellite library collections or off-campus reserve collections, (3) convenient and cost-effective document delivery from standard book & journal collections, (4) a mechanism for off-campus faculty and students to give suggestions and input into collection decisions, and (5) financial matters (especially working with administrators and faculty in affected programs in order to find funding for special services).

The discussion that followed the three presentations covered a wide variety of subjects, and the comments revealed that, among the various institutions represented at the meeting, distance learning programs varied greatly. A large number of comments concerned electronic resources, including remarks on which specific resources were offered, which resources were better than others, how resources were accessed by users, how costs could be shared, etc. Several comments reinforced the suggestion that librarians should better promote themselves and their services to the faculty and students involved in distance education. Through better communication, librarians can not only better inform users about the resources and services that are available, they can gain valuable input about the resources and services the library needs to provide.

—Stephen Dew

## ACRL X: Crossing the Divide



Explore the critical issues facing academic librarianship and higher education at ACRL's 10th National Conference.

Join ACRL in Denver, March 15-18, 2001 for ACRL X: Crossing the Divide. Stimulate your thinking with our diverse slate of keynote speakers and featured presenters. Choose from over 200 peer-reviewed programs and gain skills to take back to your library. Network with colleagues during poster sessions and roundtable discussions. Visit with over 200 vendors and learn about state-of-the-art products and services at the exhibits. See what the Mile High City has to offer - participate in a tour or hit the deep March powder on the slopes!

Reserve your space today for the only conference focused on the issues and topics facing academic librarians! Complete details and registration forms are available on the Web at [www.ala.org/acrl/denver.html](http://www.ala.org/acrl/denver.html).

Questions? Call 800-545-2433; ext. 2522 or e-mail: [acrl@ala.org](mailto:acrl@ala.org).

ACRL Distance Learning Section Is 10 Years Old!

In This Issue...

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