

# NCLR Newsletter for Presidents

For the executive administrators of community colleges...

From the National Council for Learning Resources  
an affiliate council of the American Association of Community Colleges

Vol. 5, No. 1  
Spring 1999

## Recipient of 1998 NCLR Administrative Leadership Award Receives Award Posthumously

by Dr. Jim Williams  
President, Spokane Community College

Recipient of the 1998 NCLR Administrative Leadership Award, the late Larry E. Tarrer was deeply devoted to young people and worked tirelessly during his lifetime to make the educational system work for students of every race and economic background. He knew that education was the way toward a fulfilling, enriched life. His own life and background stood as testimony to this tenet.

With tremendous dedication and enthusiasm, Larry came to Spokane Community College in 1993 as the Vocational Director. He earned his college degrees while serving in the military, and he worked for Bates Technical College and Clover Park Vocational Technical Institute in Tacoma before coming to Spokane. His rapid success at SCC was rewarded by an expansion to his duties. In 1994 he added Dean of Instruction for Professional/Technical Education to his duties. As if two jobs weren't enough, in 1995 Larry was also assigned Learning Resources. Learning Resources had been without a full-time director since 1987, passing from dean to dean for short periods of time.

Larry began his assignment thinking that he could accomplish his LRC management responsibilities by spending one day a week in the LRC director's office. He quickly learned

that SCC's learning resources areas combine to form a complex, multi-faceted operation, that needed someone's undivided attention. He also discovered that managing information services requires specific expertise. The more he learned about the Learning Resources Center, its information and its potential, the more committed he was to integrating it fully into the college's curriculum. Larry became a vocal proponent of information literacy. He also became convinced that students would be better served if all of instructional technology (the library, media services, distance learning, etc.) were managed centrally within a division of learning resources. He therefore set about convincing the administration and faculty that there was need to hire a full-time administrator to oversee the LRC and other instructional technologies on campus. Larry was further convinced that the administrator should be a librarian, with an ALA-accredited degree. This was a departure from tradition because the library (later the LRC) had never been headed by a librarian in its 30 years of existence. Larry frequently observed, "Every SCC administrator should be assigned the LRC for a year or so. If that were to happen," he'd smile knowingly, "you'd have unwavering support from everyone."

Even though Larry soon determined that he did not have adequate time and the expertise necessary to oversee the LRC on a permanent basis, he never quit trying to improve the services offered by the LRC. Besides working diligently for approval to hire a permanent director, Larry also led the LRC staff in a strategic planning exercise. He thought it important for the staff to begin to think about improved service, thus paving the way for the administrator to come. Extending hours of operation, a better collection budget, better public

relations with divisions, and more online information sources were but a few of the elements that made up Larry's vision of better LRC service.

As the vocational director, Larry controlled Perkins dollars and other grant funds. He made sure that the LRC received significant funding from these funds to supplement its rather meager budget. From 1993 - 1996, Larry directed over \$85,000 in grant funds to the LRC (\$50,000 for collection development; \$35,000 for equipment). Larry also lobbied for a 12-month funded curriculum design position for the LRC. He was convinced that the campus needed not one but two full-time curriculum designers. Distance learning and new technology are driving forces that will impact the shape of curriculum. Therefore, he wanted people who could work with faculty to redesign their class content for effective presentation no matter what the medium.



Larry Tarrer

*Continued on page 3*

**NCLR**  
**Newsletter for Presidents**  
Vol. 5, No. 1  
Spring 1999

Published by the  
National Council for Learning  
Resources,  
An affiliate council of the  
American Association of  
Community Colleges (AACC).

#### **Chair**

Richard Shaw  
Technical College of the  
Lowcountry  
Beaufort, SC  
rshaw@tcl.tec.sc.us

#### **Editorial Board**

Juanita Karr  
Great Basin College  
Elko, NV  
karr@scs.unr.edu

Lynnette Anderson  
Casper College  
Casper, WY  
lynnand@acad.cc.whecn.edu

#### **Newsletter Editor**

Michelle R. Swain  
Rend Lake College  
Ina, IL  
swain@rlc.cc.il.us

This issue of *NCLR Newsletter for Presidents* was made possible with support from the **UMI Corporation**. We thank them for their support of community colleges and learning resources programs. Visit their website at:

<http://www.umi.com>

# UMI

## **Important Copyright Information for Community Colleges**

Lynnette Anderson  
Director of the Library  
Casper College, WY

Do you still have that student on your network who offers a link from his homepage to his favorite site using the world famous Playboy Rabbit logo? Does that political science instructor who is offering a section of her beginning U.S. government course on the net believe that she can include segments downloaded from the Washington Post site at will because her class is part of a nonprofit, teaching institution?

The October, 1998, passage into law of the Digital Millennium Copyright Act (P.L. 105-304) makes it necessary for community colleges to update their copyright/intellectual property policies and procedures in order to conform to the dictates of this new law. One of the most important provisions of the 1998 Digital Millennium Copyright Act (DMCA) for community colleges is a limitation on the liability that Online Service Providers (OSPs), including educational institutions that provide online services or network access, could face as a result of third party copyright infringement. It is also worth noting that a special exemption for public and nonprofit institutions of higher education was written into the DMCA which allows such institutions to limit their potential liability in regard to the copyright infringements which may occur when faculty or graduate students are involved in teaching or research activities. Without such an exemption, a college could likely be held responsible, at least in part, for the infringing acts of its employees.

In order to take advantage of the protection offered by the DMCA, a community college must meet certain conditions. To qualify for this protection the college must be acting as a passive agent; the institution can still be held responsible for infringing materials which the college places on its own website. It

is important that someone other than the OSP initiate the transmission of the infringing material and that the college has no advance knowledge of the copyright violation nor receives any direct financial benefit from the infringement. The college must institute and post a policy which provides for the termination of services for repeat offenders, as well as providing information about copyright laws to its users. The college must also have designated an agent to receive notice of copyright violations and, in turn, to send notice to the affected users. The U.S. Copyright Office must be advised of the name and address of the designated agent and this same information needs to be posted on the college's website. In addition, the college is required to comply with the notice and take down and the notice and put back provisions of the DMCA.

Useful information on the DMCA can be found on the American Association of Community Colleges' website, specifically Dave Buonora's *Technology, Telecommunications, and Copyright* at <http://www.aacc.nche.edu/leg/legisu/telecom/telecom.htm>. An Executive Summary by Arnold Lutzker which is posted on the American Library Association's website at <http://www.ala.org/washoff/osp.html> is also very informative. Colleges will want to access the U.S. Copyright Office site regarding the OSP designation of an agent and Interim Regulations at <http://lcweb.loc.gov/copyright/onlinesp/>

As you prepare to revise your college's policies and procedures to take advantage of this new law, I'd like to suggest that you look to a resource available on your own campus. Copyright laws have long been a part of the daily activities in every academic library and your campus librarians are probably already familiar with this recent change in the law.

Lynnette Anderson is Director of the Goodstein Foundation Library (Casper College, Wyoming), Member of the AACC Commission on Learning and Communication Technologies, Past-Chair of NCLR, and Association of College and Research Libraries Liaison to AACC.

## Meetings & Events

### **AACC**

April 7 - 10, 1999  
Nashville, TN

### **ACRL**

April 8 - 11, 1999  
Detroit, MI

### **National Library Week**

April 11 - 17, 1999

### **National Library Legislative Day**

May 3 - 4, 1999

### **ALA Annual Conference**

June 24 - 30, 1999  
New Orleans, LA

### **Banned Books Week**

Sept. 25 - Oct. 1, 1999

### **League for Innovation**

October 20 - 23, 1999  
Chicago, IL

### **Posthumous Award, continued from page 1**

Since Larry passed away on December 8, 1997, much of what he envisioned for this campus has been accomplished. The collection budget is better, the LRC is open on Saturdays, librarians conduct outreach programs to the instructional divisions, the library offers online access to various information databases, SCC has initiated its Web presence, and the college participates in the newly created Washington community colleges online degree program.

Even though it has been over a year since Larry passed away, his vision of education is still an inspiration to many. At the time of his death, Larry was working on a doctoral degree, and was chairman-elect of the Washington State Vocational-Technical Council. Had he survived, he undoubtedly would have gone on to become a vice-president of instruction and/or a president of a community college. Any LRC director

would have been fortunate to serve under such a man who was a dedicated, responsive, caring individual who put students of any race, color, or creed first. Larry cared deeply about people and that is his legacy to us.

Besides his wife, Mary, seven children, and four grandchildren, Larry left behind untold numbers of students who graduated from college because he had found tuition money in a scholarship fund or had reached into his own pocket for bus fare or carpenter tools to keep a young student from slipping back into a cycle of poverty or jail.

"Students were always Larry's priority," said Regina Lawrence, an SCC associate dean who had known Larry since 1985. "He was devoted to students and to making sure they got what they needed."

Students trailed through Larry's office like ducklings learning to walk. They were white and African American and Asian. They were poor or troubled, but knew Larry would find a way to help them graduate. A columnist for *The African American Voice*, Larry also worked in the Spokane community to encourage young people of color and others to pursue higher education.

In the letter from NCLR announcing Larry Tarrer as recipient of the 1998 NCLR Administrative Leadership Award, Juanita Karr wrote, "Larry's devotion to the Learning Resources concepts is evident in the supporting information submitted to the committee. I only regret that he can not join us to be honored by his fellow colleagues." He may not have been physically present, but Larry's passion and devotion lives on in the hearts of those who had the pleasure of knowing him.

The \$500 NCLR Administrative Leadership Award was directed to the Spokane Community College Larry Tarrer Scholarship Fund.

## **THE NCLR ADMINISTRATIVE LEADERSHIP AWARD**

We are pleased to announce that the 1999 winner of the NCLR Administrative Leadership Award is Dr. Bill Wenrich, of the Dallas Community College District. This award is given to a community college administrator who has shown significant support for libraries and learning resources programs. Each recipient receives a commemorative award and a \$500 scholarship in his/her name for the awardee's institution. This is the **ONLY** award in community college leadership which goes directly back to the college through a student scholarship. Previous award winners:

### **1994**

#### **Dr. Arnold Oliver**

Chancellor of the Virginia Community College System

### **1995**

#### **Dr. Johnas Hockaday**

Chancellor of the Pima County (AZ) Community College District

### **1996**

#### **Dr. Barbara Echord**

District Dean of Academic Affairs  
Miami-Dade (FL) Community College

### **1997**

#### **Dr. Mary Kay Kickels**

Vice-President Academic Affairs,  
Moraine Valley Community College (IL)

### **1998**

#### **Larry E. Tarrer**

Dean of Instruction for  
Professional/Technical Education  
Spokane Community College

### **1999**

#### **Dr. Bill Wenrich**

Chancellor, Dallas Community College District

*From the Chair...*

## **A Message to Administrators**

---

As an affiliated council of the American Association of Community Colleges, the National Council for Learning Resources is a proud advocate for effective library and learning resources programs throughout this country's two-year colleges. Library and learning resources programs are as varied and diverse as the two-year colleges they support. These programs provide information services ranging from on-campus access to traditional print resources to cutting edge, web-based resources for distant learners.

Library and learning resources services at your institution are uniquely positioned to assist students in developing the information literacy skills essential for personal and career success in the 21st century. The ability to find needed information, to evaluate it accurately, and to use it effectively has always been a valuable commodity, but its value will increase manifold in a true "information age."

Your librarians or learning resources staff will perform this special service in at least a couple of ways. First, as they have been doing successfully for years, they will directly teach students, faculty, and others skills and techniques which will make them more effective in finding and evaluating information sources. The focus of their teaching will be changing, however, to selection and use of

appropriate web-based and other electronic resources, and somewhat away from traditional print resources.

A second special way in which librarians and staff will promote information literacy skills is through organizing and integrating new information resources with traditional ones. At one level this will involve identifying and cataloging web sites on particular subjects, and providing linked access to them through your college's electronic library catalog, which itself will be running on the web. Indeed, Jim Veatch and Ellen Weed of Nashville State Technical Institute put on an excellent program on this topic at the recent AACC convention. This process has the effect of bringing together a variety of information resources in a single, easy-to-use arrangement.

More broadly, however, it is librarians and learning resources staff who have the skills and experience to bring together an ever-increasing array of information resources, and to present them in an organized, coherent, and usable fashion at your college. Librarians will apply hard-earned collection development expertise to the careful selection of costly electronic resources. The skills of librarians gained in countless reference interviews will help them to determine which information resource is best to meet a particular information need, and to assist users effectively with that resource. Librarians will use their cataloging and indexing experience to provide clear pathways and easy access to the best resources.

No department at your college is better prepared than your library or learning resource center to ensure that the "information superhighway" doesn't become the "stuff swamp." No department at your college will have a more global view of the information resources available, and of the most effective ways to deal with them. Call on these information professionals for advice and assistance in developing the information literacy skills of your college community. They won't let you down.

*Richard Shaw*  
Chair, NCLR

Director,  
Learning Resources Center  
Technical College of  
the Lowcountry  
Beaufort, SC

### **1999 NCLR Officers**

*Chair*  
**Richard Shaw**

*Chair-Elect*  
**Vacant**

*Past-Chair*  
**Lynnette Anderson**

*Treasurer*  
**Mary M. Carr**

*Newsletter Editor*  
**Michelle R. Swain**

*Membership Committee Chair*  
**Juanita Karr**

*Awards Committee*  
**Carolyn Norman**