

## Representative Activities for the Five Library Effectiveness Areas

### May 2006

To be credited as “Library Effectiveness” activities must require independent judgment in the performance of professional duties,<sup>1</sup> and demonstrate adherence to professional standards and ethics.<sup>234</sup>

Candidates are required to show evidence in at least two of the following five areas of library effectiveness. Candidates are not expected to show evidence of all listed activities in any given area; these examples are representative, not comprehensive.

Evidence should demonstrate activity appropriate to a selective undergraduate institution with significant support for faculty research. Evidence should demonstrate that the candidate has been successful in implementing her or his library effectiveness methods, has treated students, faculty, and others with professional fairness and integrity, and has established relations with them that are conducive to research and scholarship. In accordance with the *Library Bill of Rights*, material in the file should not compromise the privacy of DePauw students, faculty, staff, or other library patrons. Names and other identifying information should be omitted unless permission has been granted for their use.

Evidence in all areas may include performance of the activity; establishing policies, procedures, and services; and training and oversight of student staff, support staff, and other librarians who participate in that area. The file must distinguish between work performed by the candidate, and work supervised by the candidate or done by other librarians in collaboration with the candidate.

The file must include explorations of why and how decisions were made, not merely lists of activities or materials. For each area of activity, evidence should include a representative sample of:

- copies of policies created.
- copies or summaries of procedures implemented.
- copies or summaries of projects, including collaboration with librarian and faculty colleagues at DePauw and/or other libraries.
- reflections on what activities have worked or not worked and ideas for improving or changing activities.

#### 1. Reference services for the university community.

##### a. Activities might include:

- i. helps DePauw students, faculty, staff, and other library users to locate and evaluate information appropriate to their research needs, and to develop their research skills.

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<sup>1</sup>Association of College and Research Libraries *Standards for Faculty Status for College and University Librarians*, (2001) <http://www.ala.org/ala/acrl/acrlstandards/standardsfaculty.htm>

<sup>2</sup>American Library Association (ALA) *Code of Ethics*, (1995)  
<http://www.ala.org/ala/oif/statementspols/codeofethics/codeethics.htm>

<sup>2</sup> ALA *Library Bill of Rights*, (1996)  
<http://www.ala.org/ala/oif/statementspols/statementsif/librarybillrights.htm>

<sup>3</sup> AAUP *Statement on Professional Ethics*, (1987)  
<http://www.aaup.org/statements/Redbook/Rbethics.htm>

<sup>4</sup> Society of American Archivists *Code of Ethics for Archivists*, (2005)  
[http://www.archivists.org/governance/handbook/app\\_ethics.asp](http://www.archivists.org/governance/handbook/app_ethics.asp)

- b. Evidence to be drawn from material such as:
  - i. summaries or transcripts of reference interactions; identifying information may be removed to protect patron privacy.
  - ii. letters from those helped, from faculty members whose students the candidate has helped, or from peer reviewers.
  - iii. surveys or studies of library patrons.
  - iv. statistics documenting assistance given and research trends or areas of specialization.
- c. Definition(s):
  - i. All the functions performed by a trained librarian employed in the reference section of a library to meet the information needs of patrons (in person, by telephone, or electronically), including but not limited to answering substantive questions, instructing users in the selection and use of appropriate tools and techniques for finding information, conducting searches on behalf of the patron, directing users to the location of library resources, assisting in the evaluation of information, referring patrons to resources outside the library when appropriate, keeping reference statistics, and participating in the development of the reference collection.<sup>5</sup>
- d. Professional standards<sup>6</sup>:
  - i. [\*Guidelines for Behavioral Performance of Reference and Information Services Professionals\*](#) (American Library Association's Reference and User Services Association, 2004).
  - ii. [\*Guidelines for Implementing and Maintaining Virtual Reference Services\*](#) (American Library Association's Reference and User Services Association, 2004).
  - iii. [\*Guidelines for Medical, Legal, and Business Responses\*](#) (American Library Association's Reference and User Services Association, 2001).
  - iv. [\*Professional Competencies for Reference and User Services Librarians\*](#) (American Library Association's Reference and User Services Association, 2003).

## **2. Development of library collections and information resources.**

- a. Activities might include:
  - i. evaluates and selects specific information resources (books, databases, government documents, images, maps, media, periodicals, scores, unique primary resources, etc.) for acquisition (by purchase, subscription, or donation) or withdrawal from library collections.
  - ii. collaborates with or serves as liaison to individual faculty members, departments, and interdisciplinary programs to ensure that collections are responsive to University information needs.

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<sup>5</sup> Reitz, Joan M. *Dictionary for Library and Information Science*, Littleton, Colo.: Libraries Unlimited, 2004. Available online: [http://lu.com/odlis/odlis\\_c.cfm](http://lu.com/odlis/odlis_c.cfm).

<sup>6</sup> Many standards and guidelines for library policies or practices, and professional librarian activities are available from <http://www.ala.org/ala/ors/standardsa/standardsguidelines/standguide.htm>. Some state what specific librarians should do. Some are standards for what the libraries should accomplish, but imply what librarians with certain responsibilities should do.

- iii. critically evaluates collections by comparison to the academic program, across a range of peer libraries, and lists of suggested core materials.
  - iv. develops policy guiding selection of materials, including the criteria used in making selection and deselection decisions (fields covered, degrees of specialization, levels of difficulty, languages, formats, balance, challenged materials, etc.) and policies concerning gifts and exchanges.
  - v. coordinates collection building activities with other archives, library consortia, professional organizations, or information providers, such as the United Methodist Church, Academic Libraries of Indiana (ALI), and the Federal Depository Library Program.
  - vi. coordinates access to resources not held by DePauw's libraries, via InterLibrary Loan, document delivery, and other means.
- b. Evidence to be drawn from material such as:
- i. representative list of resources selected, with rationale for choices made.
  - ii. narrative on tools used to select resources and the merits of these tools, why some tools are better than others.
  - iii. narrative on how the candidate identified a particular gap in the collection and how this was addressed.
  - iv. description of the status of the collections.
  - v. correspondence with potential archival donors; documentation of consultation with University offices or others about depositing appropriate records in the archives.
- c. Definition(s):
- i. The process of planning and building a useful and balanced collection of library materials over a period of years, based on an ongoing assessment of the information needs of the library's clientele, analysis of usage statistics, and demographic projections, normally constrained by budgetary limitations. Collection development includes the formulation of selection criteria, planning for resource sharing, and replacement of lost and damaged items, as well as routine selection and de-selection decisions. . . In small- and medium-sized libraries, collection development responsibilities are normally shared by all the librarians, based on their interests and subject specializations, usually under the overall guidance of a written collection development policy.<sup>7</sup>
- d. Professional standards:
- i. [\*Diversity in Collection Development: An Interpretation of the Library Bill of Rights\*](#) (American Library Association, 1990).
  - ii. [\*Guidelines for Liaison Work in Managing Collections and Services\*](#) (American Library Association's Reference and User Services Association, 2001).

### **3. Provision of bibliographic organization and control over library collections.**

- a. Activities might include:
  - i. organizes and maintains the library catalog or other records of materials held in (or licensed by) the libraries. Assures the standardization of access by adherence

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<sup>7</sup> Reitz.

- to current professional standards, including uniform terminology, classification systems, etc. Customizes search and display settings, and other catalog functions.
  - ii. creates specific records in the library catalog or bibliographic databases which represent specific items, and contain the data necessary for easy access, including bibliographic description, subject analysis, and classification.
  - iii. provides access to information in electronic formats through e-reserves, maintenance of web links to databases and e-books or e-journals, customization of database search and display settings, maintenance of SFX, MetaLib, Amica, and other software that facilitates access to electronic resources.
  - iv. scans and digitizes print, visual, or audio resources to provide electronic access. Creates or customizes databases used to inventory and locate them.
  - v. organizes and provides physical access to resources, including space planning, shelving, shelf reading, shifting, and labeling.
  - vi. keeps library materials in usable condition, through mending binding, and converting to other formats (including microfilm or electronic).
- b. Evidence to be drawn from material such as:
- i. description of a project organizing specific parts of the collection to increase usability and access.
  - ii. samples of original cataloging.
  - iii. peer comments from other catalogers about one's cataloging.
  - iv. description of new cataloging tools that were implemented and rationale for using these.
  - v. special cataloging done by request, e.g., extra subject headings, cross references between related works.
  - vi. samples of database customization and work on other electronic access, with description of how this work influences research results, and increases intellectual access to resources.
- c. Definition(s):
- i. A broad term encompassing all the activities involved in creating, organizing, managing, and maintaining the file of bibliographic records representing the items held in a library or archival collection, or the sources listed in an index or database, to facilitate access to the information contained in them. Bibliographic control includes the standardization of bibliographic description and subject access by means of uniform catalog code, classification systems, name authorities, and preferred headings; the creation and maintenance of catalogs, union lists, and finding aids; and the provision of physical access to the items in the collection.<sup>8</sup>
- d. Professional standards:
- i. *Anglo-American Cataloguing Rules*, 2nd Edition, 2005 update
  - ii. [\*Library of Congress Rule Interpretations\*](#)
  - iii. [\*PALNI Cataloging Standards\*](#) (Private Academic Library Network of Indiana, 2005).

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<sup>8</sup> Reitz.

**4. Instruction in the use of information resources and services including workshops, bibliographic instruction sessions, and research consultations.**

- a. Activities might include:
  - i. teaches classes and groups how to effectively locate the information they need.  
Topics include
    - 1. the libraries' system of organizing materials
    - 2. the structure of the literature of academic fields
    - 3. research methodologies appropriate to academic disciplines
    - 4. specific resources and finding tools (catalogs, indexes and abstracting services, bibliographic databases, etc.)
    - 5. evaluation of information according to disciplinary or general criteria.
    - 6. how to compile and organize information for specific user groups or needs.
    - 7. retention and preservation of historical records.
  - ii. develops tools and programs to assess DePauw students' information literacy skills.
  - iii. develops information literacy programs which address students' skills.
- b. Evidence to be drawn from material such as:
  - i. outlines of course specific class sessions; material relating these to the class or assignment; supporting handouts or sample searches.
  - ii. outlines of workshops, tours, or other sessions for which attendance is voluntary; explanation of session goals; supporting handouts or sample searches.
  - iii. student evaluation forms from classes and workshops.
  - iv. letters from faculty members who scheduled library instruction sessions.
  - v. peer evaluations from DePauw librarians, other librarians, MLS student interns or class observers, etc.
  - vi. letters from students, faculty members, and others who attended classes and workshops.
- c. Definition(s):
  - i. Instructional programs designed to teach library users how to locate the information they need quickly and effectively. BI usually covers the library's system of organizing materials, the structure of the literature of the field, research methodologies appropriate to the discipline, and specific resources and finding tools (catalogs, indexes and abstracting services, bibliographic databases, etc.).  
  
In academic libraries, bibliographic instruction is usually course-related or course-integrated. . . Instruction sessions are usually taught by an instructional services librarian with specialized training and experience in pedagogical methods. . . Synonymous with library instruction and library orientation.<sup>9</sup>
- d. Professional standards:
  - i. [\*Guidelines for Instruction Programs in Academic Libraries\*](#) (American Library Association's Association of College and Research Libraries, 2003).

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<sup>9</sup> Reitz.

- ii. [\*Information Literacy Competency Standards for Higher Education\*](#) (American Library Association's Association of College and Research Libraries, 2001).
- iii. [\*Objectives for Information Literacy: A Model Statement for Academic Librarians\*](#) (American Library Association's Association of College and Research Libraries, 2001).

**5. Creation of instructional materials and tools on the use of information resources and services including catalogs, bibliographies, and indexes.**

- a. Activities might include:
  - i. writes online and/or printed guides which
    - 1. list and describe important resources on a subject, in a discipline, or of a specific type.
    - 2. explain how to accomplish research tasks.
    - 3. explain how to use library resources and services.
    - 4. explain evaluation of information.
    - 5. explain legal, financial, or ethical aspects of research, such as copyright or plagiarism.
  - ii. writes finding aids and guides to specialized collections, such as University records. Creates and revises indexes or thesauri.
  - iii. creates material of similar intent in various media, such as video demonstrations, an online FAQ or Knowledge Base.
- b. Evidence to be drawn from material such as:
  - i. copies of guides (etc.), with explanation of the intent (e.g., resources and strategies to complete a given class assignment, how to find frequently requested information such as laws or statistics).
  - ii. feedback from guide users, or from faculty members (etc.) who had requested specific guides.
- c. Definition(s):
  - i. A printed or online resource that provides detailed information, instructions, and advice concerning the best strategies, techniques, and resources for research in a subject or field of study. . . Many academic libraries provide brief handouts on a display rack near the reference desk, explaining research techniques and listing finding tools appropriate to each discipline.<sup>10</sup>
- d. Professional standards:
  - i. [\*Guidelines for the Preparation of a Bibliography\*](#) (American Library Association's Reference and User Services Association, 2001).

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<sup>10</sup> Reitz.