CACUL Standards for Libraries in Higher Education: Task Force Progress Report

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CACUL

Overview

- Introduction to the initiative

- ACRL Standard considered

- Progress to date

- Information Literacy standards

- Next steps

Introduction

Introduction

- Libraries have traditionally measured themselves against quantitative standards

- In the context of virtual collections and services, and changing patterns of library use these standards may no longer be as valid as in the past

Introduction

- Finding the balance between specific benchmarks and general recommendations

- Standards mean many things. . .

- New measures are being defined and rhetorical value is being placed on outcomes and qualitative assessment

Introduction

- Why look at standards?

- Guide decision makers

- Support practitioners

- Define responsible practice

Introduction

- 2004 Canadian Technical and College Libraries *Standards for Canadian College Libraries* http://www.cla.ca/AM/Template.cfm?Section=Occasional_Paper_Series&Template=/CM/ContentDisplay.cfm&ContentID=4040

- 2004 ACRL *Standards for Libraries in Higher Education* http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.cfm

Introduction

- CACUL requested report from Jennifer Soutter, University of Windsor

- Soutter: the ACRL Standards could not easily be adopted for the Canadian context. It was recommended that further work be done to evaluate these standards

Task Force Members 07-08

- Richard Ellis, Memorial University (chair)
- Jennifer Soutter, University of Windsor (past-chair)
- Isla Jordan, Carleton University
- Donna Bourne-Tyson, Mount Saint Vincent University
- Marie DeYoung, Nova Scotia Community College
- Pamela Drayson, University of Ontario Institute of Technology

Past Task Force Members

- Laraine Tapak, Confederation College

- Patricia Moore, University of Saskatchewan

- Brent Roe, York University

- Brigitte Peter-Cherneff, British Columbia Institute of Technology

ACRL Standard Considered

ACRL Standard Considered

- The 2004 version of the ACRL Standards represents a new approach to an old problem: how do we know whether we are doing well or badly?

- "The sub-text is that, to the extent that we are doing badly, someone else – usually the funding body – is to blame."

  R. Ellis, 2007

ACRL Standard Considered

- The document consists of two major parts: a list of areas in which comparisons with suitable peer institutions can guide institutional efforts (including efforts to get more money)

- Second section consists of a number of questions with which individual institutions should wrestle, the conclusions speaking for themselves

ACRL Standard Considered

- "One section represents the triumph of the easily counted over the meaningful in too many cases." Task Force Chair R. Ellis, 2007

- "It gives some credence to the contention that all comparisons are invidious." Task Force Chair R. Ellis, 2007

ACRL Standard Considered

- "…these standards place greater emphasis on institutional assessment and assessment of student learning.

- Second, the standards acknowledge the diversity of educational delivery systems…

- And third, in order to achieve greater specificity, the standards are more clearly defined and illustrated, including examples of evidence…"

Malone and Nelson (2006) quoting (Middle States 2002, v.)

ACRL Standard Considered

- Include both qualitative and quantitative standards

- Consist of inputs, outputs and outcomes related to the respective mandates, goals and objectives of the parent institution and the Library

ACRL Standard Considered

- CTCL 2004 seven standards:
  - Mission
  - Administration
  - Staffing
  - Services
  - Collections
  - Budget
  - Facilities

http://www.cla.ca/AM/Template.cfm?Section=Occasional_Paper_Series&Template=/CM/ContentDisplay.cfm&ContentID=4040

ACRL Standard Considered

- CTCL includes six areas for services:

  - User needs
  - Collection needs
  - Public service needs
  - Instruction needs
  - Equipment & technology needs
  - Staff workspace needs

http://www.cla.ca/AM/Template.cfm?Section=Occasional_Paper_Series&Template=/CM/ContentDisplay.cfm&ContentID=4040

ACRL Standard Considered

- ACRL 2004 encourages comparison:

  - Inputs (money, space, collection, equipment, staff)

  - Outputs (circulation, reference questions)

  - Outcomes ("ways in which library users are changes as a result of their contact with the library's resources and programs")

ACRL Standard Considered

- ACRL 2004, ten points of comparison:

  - Planning, assessment & outcomes assessment
  - Services
  - Instruction
  - Resources
  - Access
  - Staff
  - Facilities
  - Communication & Cooperation
  - Administration
  - Budget

http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.cfm

ACRL Standard Considered

- The CACUL plan should reflect:

  - University priorities
  - Library priorities
  - Student priorities
  - Consortial activities
  - Relevant association guidelines/ standards

Progress to Date

Progress to Date

- Task Force established 2006 and Phase One activities launched, including:

- Investigating the pre-existing ACRL standard to determine its purpose and whether that purpose remains relevant in and appropriate for Canada

Progress to Date

- Defining the "Canadian" context

- Adopting an approach that is responsive to practitioner needs

- Discovering and evaluating other standards for potential modeling

Progress to Date

- Phase One findings were presented to the CACUL executive and approved at the annual meeting in June 2007

- Documents posted on CLA website

- http://www.cla.ca/AM/Template.cfm?Section=CACUL_Standards_Task_Force

Progress to Date

- Phase two includes further consideration of ACRL and other standards in Canadian context

- Deliberation about relationship between traditional benchmarks and contemporary assessment practices

Progress to Date

- Recommended basic activities related to assessment:

  - Facilities
  - People
  - Programs
  - Collections

Progress to Date

- Increasing communications efforts including establishment of blog

- Ensuring that standards address the real needs of practitioners

- Creating documents that are usable

Progress to Date

- Considering staffing competencies and professional development

- Exploring options to obtain feedback from practitioners

- Writing the draft standard and posting it for comments!

Information Literacy Standards

Information Literacy Standards

- Is there a need for a separate Information Literacy standard?

- Could it be a part of the larger standard?

- How can this be accomplished?

Information Literacy Standards

- ACRL 2004 mentions IL in terms of assessment, pre-tests, student IL diaries and post-tests

- Instruction to facilitate student success and encourage lifelong learning

http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.cfm

Information Literacy Standards

- "The library should provide information and instruction to users through a variety of reference and user education services, such as course-related and course-integrated instruction, hands-on active learning, orientations, formal courses, tutorials, pathfinders, and point-of-use instruction, including the reference interview."
ACRL 2004

Information Literacy Standards

- "As an academic or instructional unit within the institution, the library should facilitate student success, as well as encourage lifelong learning. By combining new techniques and technologies with the best of traditional sources, librarians should assist primary users and others in information retrieval methods, evaluation, and documentation." ACRL 2004

http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.cfm

Information Literacy Standards

- "In addition, librarians should collaborate frequently with classroom faculty; they should participate in curriculum planning and information literacy instruction as well as educational outcomes assessment. Information literacy skills and user education should be integrated across the curriculum and into appropriate courses with special attention given to information evaluation, critical thinking, intellectual property, copyright, and plagiarism." ACRL 2004

http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.cfm

Information Literacy Standards

- "Modes of instruction, often referred to as teaching methods, "may include, but are not limited to advising individuals at reference desks, in-depth research consultations, individualized instruction, electronic or print instruction aids, or group instruction in traditional or electronic classroom settings."(6) ACRL 2004

  http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.cfm

Information Literacy Standards

- Does the library provide formal and informal opportunities for instruction?

- Does the library provide adequate space for instruction for both large and small groups? Is the available space designed to provide hands-on instruction, as well as presentation of all types of resources?

- Does the library make appropriate use of technology in its instruction?

http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.cfm

Information Literacy Standards

- How do librarians work with classroom faculty in developing and evaluating library curricula in support of specific courses?

- If applicable, how does the library facilitate faculty research?

- Does the library provide a variety of educational programs?

- How does the library promote and evaluate its instructional programs?

- How does the library apply the *Information Literacy Competency Standards for Higher Education*?

http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.cfm

Information Literacy Standards

- How would a CACUL IL standard relate to others such as the proposed UNESCO one?

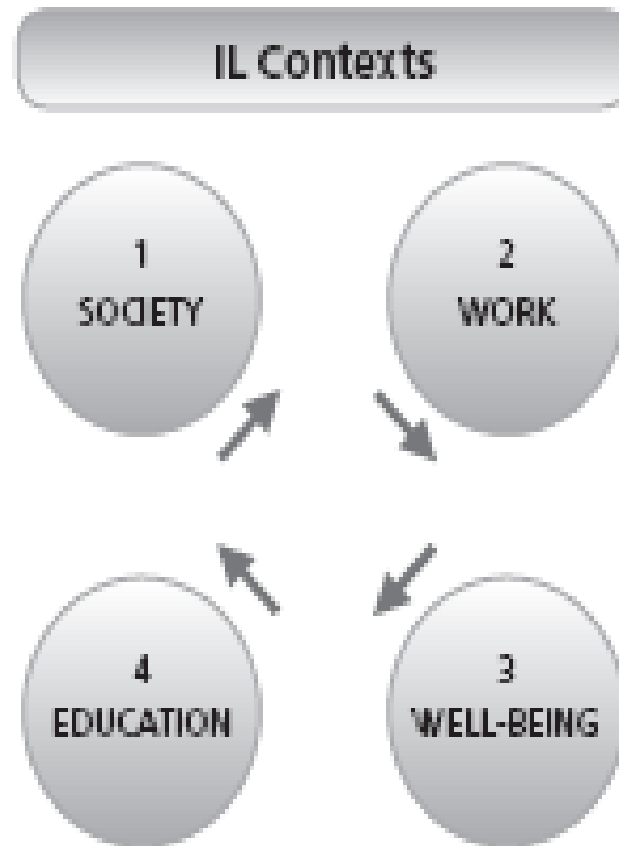http://unesdoc.unesco.org/images/0015/001587/158723e.pdf
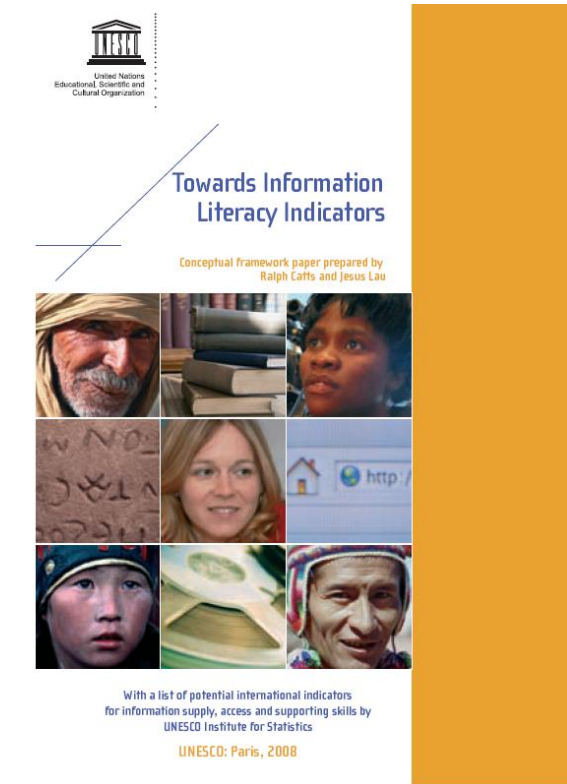
UNESCO IL Indicators

- Alexandria Proclamation "IL is the capacity of people to:
  - Recognize their information needs
  - Locate and evaluate information
  - Store and retrieve information
  - Make effective and ethical use of information
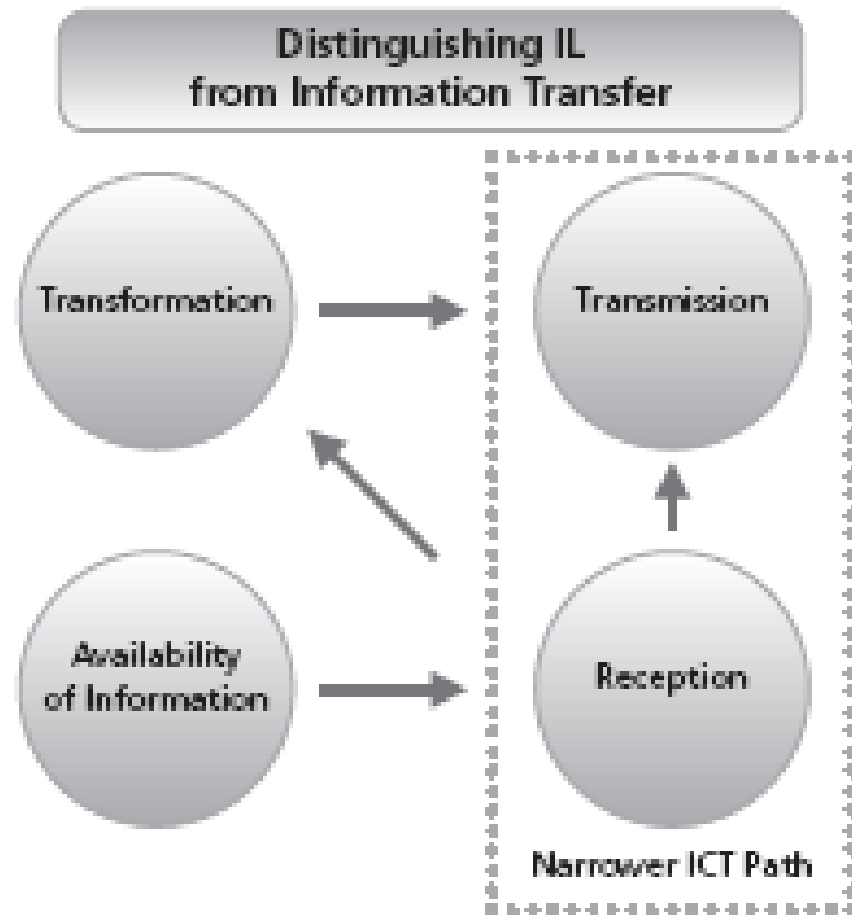 - Apply information to create and communicate knowledge

http://unesdoc.unesco.org/images/0015/001587/158723e.pdf

UNESCO IL Indicators

UNESCO IL Indicators

Distinguishing IL
from Information Transfer

Transformation → Transmission

Availability of Information → Reception

Narrower ICT Path

http://unesdoc.unesco.org/images/0015/001587/158723e.pdf

Next Steps

Next Steps

- Consultation with the Canadian academic library community

- Survey to determine potential uses of the standard

- Frequent updates as the work of the task force progresses

Next Steps

- Tell us what you think!

- Post your comments on the Standards Task Force blog. . .

- http://www.cla.ca/divisions/cacul/standardsinhighereducation/

What We Need to Succeed

- Participation by CACUL members

    - Join the blog discussions

    - Submit proposals

    - Join the Task Force

For more information . . .

- http://www.cla.ca/AM/Template.cfm?Section=CACUL_Standards_Task_Force

- Richard Ellis, Memorial University,Task Force Chair, rhellis@mun.ca

- Donna Bourne-Tyson, Mount Saint Vincent University donna.bourne-tyson@msvu.ca (committee member)

Next Steps

- Discussion?

- Comments?

- Questions?

- Thank you!