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Overview

- Introduction to the initiative
- ACRL Standard considered
- Progress to date
- Information Literacy standards
- Next steps
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
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
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
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
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.
“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…”

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
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")

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

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

Deliberation about relationship between traditional benchmarks and contemporary assessment practices
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?
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
“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

http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.cfm
“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
“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
“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
How would a CACUL IL standard relate to others such as the proposed UNESCO one?

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

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

http://unesdoc.unesco.org/images/0015/001587/158723e.pdf
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](http://www.cla.ca/AM/Template.cfm?Section=CACUL_Standards_Task_Force)

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- Donna Bourne-Tyson, Mount Saint Vincent University [donna.bourne-tyson@msvu.ca](mailto:donna.bourne-tyson@msvu.ca) (committee member)
Next Steps

- Discussion?
- Comments?
- Questions?
- Thank you!