ROLES AND RESPONSIBILITIES

Rebecca Crown Library

Rebecca Crown Library Faculty Librarians
2019

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This document describes in detail the roles and responsibilities of the Rebecca Crown Library (RCL) of Dominican University. This document serves as a formal declaration of the procedures, mission, and activities of the library's faculty and University Librarian.

Mission and Values

In harmony with the University Mission to pursue truth, give compassionate service and contribute to a more just and humane world, the mission of the RCL mandates the academic support of students, faculty and staff for specific resources and services. Faculty librarians select resources and provide services in order to engage students and faculty in their teaching, research, and learning. Faculty librarians teach information literacy across colleges in keeping with our information literacy mission stating "all Dominican students approach research with curiosity and confidence." As the university strives to expand and aspires to become a premier academic institution, the library must reflect and support those goals. Key values of librarianship that are practiced in our teaching include advocating for intellectual freedom and privacy, advocating against censorship, providing access to information that represents a wide range of perspectives, collaboration, collegiality, inclusivity, and respect.

The RCL faculty are engaged in teaching, providing services, and sustaining collections that meet the expanding needs of Dominican University as it aspires to become a premier comprehensive institution. Faculty librarians demonstrate command of librarianship as described in Faculty Handbook Chapter 6, Section B. Library faculty liaise with teaching faculty in developing and utilizing the collection to meet the needs of students. Reference materials, periodicals and online resources are selected and monitored by the library faculty with the advice of faculty in their respective academic disciplines. Finally, the library faculty supervises the library staff to ensure the smooth operation of library services.

Students who utilize the library and engage with librarians and library staff participate more with learning and campus activities. Faculty librarians ensure that the library is a welcoming space for Dominican students. Student engagement has been an important focus as the faculty librarians plan for the new learning commons. Active and inclusive learning pedagogy are essential to library instruction sessions. Students may be involved in the creation of a library display or by participating in library programming. Faculty librarians also mentor and supervise undergraduate and graduate student assistants and interns.

In order to fulfill the RCL's mission and core values stated above, which include library service hours throughout the calendar year, faculty librarians hold year-round positions and are expected to be on-campus for teaching, meetings, reference, office hours, and for attendance at university functions. Communication about faculty schedules and availability are guided by a pending internal RCL policy/procedure document.

Description of the work of RCL faculty

The Roles and Responsibilities document describes the various faculty librarian positions in the RCL focusing on the major components of each position. Some academic librarians are generalists while others specialize in areas such as collection development, reference, instruction, electronic resources, acquisitions, scholarly communications, special collections, copyright, etc. The librarians in the Rebecca Crown Library, due to the size of the campus and library staff, participate in many facets of librarianship and are aware of the research and curricular needs across disciplines.

Command of Subject

Each librarian serves as head of a unit in the RCL and thus has specialization in that area of librarianship. Library units are as follows:

- Access Services: trends and services in circulation, stacks, maintenance, reserves, interlibrary loan, and resource sharing. Reference resources and services; statistical analysis; best practices in policy and procedure development.
- Instructional Services: trends in pedagogy; information literacy standards; Dominican University core curriculum; responsive and inclusive teaching; emerging technologies.
- Technical Services: principles in cataloging and classification; library systems; e-resources; trends in acquisitions, publishing, vendors, and consortial agreements.
- Archives and Special Collections: principles of archives; trends in rare books and special collection; digital collections and emerging technologies; preservation and conservation techniques.
- Learning Commons: Forthcoming

Description of Duties

Below are description of duties and practices associated with each area of librarianship undertaken by faculty librarians. In order to fulfill the requirements of the tenure process, librarians will refer to the following areas of professional practice in his or her statement to the Faculty Appointments Committee. A faculty librarian's duties may overlap several areas over time. These descriptions are to be representative of the work of faculty librarians, which fulfills the requirements of tenure, guided by the standards espoused and developed by the professional societies noted in appendix B of this Roles and Responsibilities document.

Certain duties, such as weekly reference shifts, discipline liaison duties, interdepartmental committee service, hiring of staff and support personnel, internal policy and procedure documentation, and participation in the promotion of library services, are expected of all faculty librarians. All areas may also involve the employment of interns, either credit or non-credit earning. Duties unique to specific areas are noted below.

Access Services

Academic librarians whose work primarily involves providing access to information resources are generally referred to as access services, public services, and/or reference librarians. Though most

academic librarians have some access services responsibilities this may not be reflected in their title. At RCL, Access Services librarians foster the success of the Dominican community by providing access to information resources, investing in dynamic spaces for collaboration and study, and working with faculty and students in the discovery, use, creation, and management of information that supports research, teaching, and learning. The Access Services Unit is responsible for core library services including circulation, resource sharing, and reference services, and the hiring, training, supervision, mentoring, and evaluation of library student employees.

The Access Services Librarian provides reference services, monitors reference transactions, maintains the reference schedule, directs circulation, stacks maintenance, and interlibrary loan services, participates and supervises staff in programming and outreach services, develops policies and procedures in accordance with the Association of College and Research Libraries (ACRL) and Consortium of Academic and Research Libraries in Illinois (CARLI) standards, and oversees the daily operations of the information desks and media center services. The Access Services Librarian manages professional staff and student employees including part-time reference librarians, circulation, School of Information Studies (SOIS) graduate students, student supervisors, and undergraduate student employees.

To ensure that the Library serves the students most effectively, the Access Services Unit engages in outreach activities. The unit hosts programs to promote the library as a welcoming space for students, faculty, and staff. The Access Services Unit markets library resources and services through social media, printed flyers, direct communication, and displays. To enhance all these missions, the unit develops and supports partnerships with academic departments and units across campus, and with schools, libraries, businesses, and cultural institutions in the community.

The Access Services Unit provides user-centered inclusive spaces and services. The Access Services Unit collects and compiles statistics and assesses the data to make improvements to library services. The Access Services Unit places the library user at the center of any service improvement, and considers user needs to be the foundation for analyzing and making enhancements to library services. Access Services is guided by the ACRL division of the American Library Association's Standards for Libraries in Higher Education (see Appendix B for additional resources). Interlibrary loan service standards and best practices are derived from the I-Share Resource Sharing Code which is an agreement adopted by CARLI to govern the use of I-Share for resource sharing. The Access Services Unit supports the mission of Dominican University by delivering a high standard of service; cultivating a welcoming environment and connecting the academic and local community to the vast array of library resources.

Archives and Special Collections

Academic librarians whose work primarily involves archives and/or special collections are generally referred to as archivists or special collections librarians. At RCL, the Archives and Special Collections unit is responsible for both the material and digital evidentiary and historical

legacy of Dominican University as well as its extensive holdings of rare books, manuscripts, precious metals, gemstones, and artwork. The unit also serves as the go-to unit regarding records management practices on campus, electronic documentary integrity, and serves as the final repository for official legal documents (not including student or financial records). Archives and Special Collections also offers all of its holdings for curricular use, hosting numerous classes as well as students earning class credit each academic year. Collections are arranged and processed using several key reference works. (See Appendix B for this list)

The Archivist and all assistants are responsible for answering reference questions and supplying material and digital requests as needed throughout the school year. The Archivist also works on the University's accreditation, with responsibility for all digital content submitted to the accrediting agency the Higher Learning Commission.

The Archives also directly serves every unit, school and employee of the university, providing access to its holdings of signed and/or notarized legal documents as well as each unit's own legacy of documentary materials as needed. Additionally, all alumnae of the school are provided with reference services and access to all school materials upon request. The alumnae and their class agents frequently collaborate with the unit during reunion time each year, as do OMC, UA and Alumnae/i Relations. The University Art Collection is being catalogued, evaluated, restored where necessary, and displayed for the enjoyment of all. New hires are invited to select works to adorn their office walls through a Lending Program. Students, both graduate and undergraduate, are invited to use the collections, whether through classroom workshops or open hours, often working on newspaper articles or class papers using our primary source materials. The core mission of the Archives and Special Collections is driven by an ethos of collaboration.

Instruction

Academic librarians whose work primarily involves teaching are referred to as Instruction Librarians or librarians with instruction responsibilities. The primary work of Instruction Librarians and the Instructional Services Unit of the RCL is teaching students in the subject of Information Literacy. This generally involves teaching research skills, discipline-specific research knowledge and abilities, how information is created, guiding development of original ideas, interpreting literature and data in scholarly and professional fields, as well as work related to critical thinking, information literacy, evaluation, and creation/production that is relevant to students at all levels and in every discipline.

Dominican University's Instruction Librarians teach students in a variety of formats including course-embedded workshops that include assignment creation and grading for which librarians are evaluated by students, "one-shot" assignment-based instruction at the request of teaching faculty, canvas-integrated modules, and pass/fail core curriculum required workshops/courses. The method of delivery for information literacy instruction may include but is not limited to face-to-face with active learning, online webinars and tutorials, and instructional videos and

handouts. When preparing for instruction of any kind, librarians implement universal design, inclusive teaching pedagogy, and thoughtful instructional design.

Best practices in Library Instruction are derived from the Framework for Information Literacy for Higher Education, which was adopted by The Association for College and Research Libraries (ACRL) in 2016. This document defines information literacy as "the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning". Discipline literature advocates for assessment of student learning and the incorporation of information literacy learning outcomes into University general education requirements and curriculum. Library Instruction as a discipline is guided by the ACRL and The American Library Association (ALA) via its professional publications, committees, conferences, and other methods of communicating with librarians and producing new knowledge within the field (See Appendix B for this list).

Relevant literature in the field of Library Instruction may includes topics such as critical information literacy and pedagogy, active-learning strategies, assessment of student learning, teaching-faculty engagement, outreach and marketing, discipline-specific teaching, teaching in online environments, teaching specific populations (eg., first generation students, adult-learners, non-native speakers), and course-integrated instruction.

Learning Commons

Dominican University is currently developing a dedicated learning commons environment within the existing Rebecca Crown Library. By summer of 2020, a suite of physical and programmatic changes will be inaugurated. The Learning Commons Librarian will lead the University's initiative to align Library and Student Success services, and will assist with the planning and development of student and faculty spaces within the Commons, as well as be responsible for unifying the Commons' marketing, outreach, and social media throughout the community. The Learning Commons Librarian will also develop the new Innovation Center as well as oversee its day-to-day operations. More details forthcoming.

Technical Services

Academic librarians whose work primarily involves the acquisition, organization (bibliographic control), physical processing, and maintenance of library collections are generally referred to as technical services librarians; other librarians may have technical services responsibilities, but this may not be reflected in their title. At RCL, the Technical Services Unit is responsible for ordering, receiving, invoicing, processing, cataloging, classifying and withdrawing of library print and online materials. The Technical Services Librarian leads and manages the Technical Services unit, supervises professional staff, develops policies and procedures for the unit, and reviews and implements new technologies to improve the technical services workflow. The Technical Services librarian performs original cataloging, maintains the library materials, serials and e-resource budget, establishes and maintains access to print and online content, coordinates database

trials, negotiates license agreements and is the primary contact with various library related vendors.

The Technical Services Librarian supports and maintains a variety of library systems and software, including the integrated library system (ILS), e-resource management system, serials management system, authentication software, link resolver, discovery service, online subscription databases and other library related applications by performing installation, system upgrades or customization, troubleshooting access issues, preparing statistical data and reports and helping plan for future services and implementation.

The Technical Services Librarian also serves as the Consortium of Academic and Research Libraries in Illinois (CARLI) I-Share liaison, responsible for maintaining institutional accountability for I-Share system operational matters and manages communication between the RCL and the CARLI office and organization.

As a member library of CARLI, the Technical Services librarian ensures basic standards required for bibliographic records in our shared environment are adhered to and best practices created by the consortia are followed. Original cataloging utilizes the RDA standard for descriptive cataloging and MARC21 standards. Technical Services unit is also guided by the Association of College & Research Libraries division of the American Library Association's Standards for Libraries in Higher Education. The Technical Services Unit enables library users to discover information in all formats through effective use of technology and organization of knowledge; and by providing access to collections sufficient in quality, depth, diversity, format, and currency to support the research and curricular needs of Dominican University.

Basic Expectations

Faculty librarians are expected to meet certain professional standards which can be applied to every role, regardless of each individual's area of specialization. These standards will be reflected in the substance of each librarians' yearly reviews, as well as described within letters from the University Librarian, colleagues within and without Dominican University, and the librarians' own materials compiled in submission packets generated during the formal tenure process.

Expectations of discipline and professional experience will involve categories such as organization of information, an ability to mentor/supervise (staff, part-time librarians, student assistants, graduate reference assistants, and interns), research assistance, academic librarianship leadership, student/community engagement, ability to create accessible and inclusive services, and thoughtful stewardship of University resources. Faculty librarians are expected to be actively involved in student engagement.

Accreditation and Professional Guidance

Libraries play an important role in university and discipline-specific accreditations. In order to meet the criteria of these accrediting agencies the Rebecca Crown Library provides appropriate

facilities, services, and resources and employs librarians who hold an ALA accredited Master's degree in Library and/or Information Science.

All faculty librarians must have completed a Master's degree from an American Library Association accredited program. The Master's degree is the terminal degree for faculty librarians.

The library is guided by professional associations' documents which shape faculty librarians' expectations and department values. See appendix B.

Service and Scholarly Work
Faculty librarians recognize that scholarly and creative work are important to the tenure process. It must be recognized that librarians are expected to work year-round and academic librarianship has its own unique set of appropriate scholarly and creative work. Service and scholarly work is outlined in Chapter 7 of the Faculty Handbook. The University recognizes four types of scholarship. Librarians should determine which categories are most relevant to their area of librarianship and interests in research. However, due to the nature of librarianship and librarians' 12-month appointments it is likely librarians will focus on scholarship of application or engagement.

Examples of Scholarly Work
Examples of scholarly work for faculty librarians may include, but is not limited to conference presentations and workshops, assisting in the authorship of guiding materials for library related special interest groups, writing and editing materials adopted for university work, refereed book reviews, editor of a journal, creation of website content, research guides and tutorials, peer-reviewed articles, etc.

Library Faculty Baseline Expectations
- Carry 18 Credit-Unit-Equivalents (CUEs) in Librarianship per academic year
- Carry 9 CUEs of research, service, and scholarship per academic year
- Engage in peer observation process (TBD)
- Participate in professional development
- Attend one library conference annually or participate in professional service
- Hold office hours of 9 hours weekly outside of scheduled meetings, teaching, reference hours, or attendance at other campus events.
- Attend unit and university meetings consistently
- In addition to university expected-attendance events and in line with the faculty handbook, attend one library or university event annually
- Develop and maintain a research or professional practice improvement agenda
- Provide reference service an average of 4-8 hours weekly in addition to a weekend shift rotation when needed
- Serve on one university faculty committee

- Serve on the Faculty Librarian Committee

Faculty Librarians' Full-Time Workload

The basic academic year full-time load is 18 librarianship credit hours and 9 service and research credit hours (combined). Library faculty are assigned 18 credit hours for librarianship and meet all research and scholarship expectations in their remaining nine credits during their 12-month appointments. Librarians' academic workload allocation and librarianship credits are determined by the University Librarian.

Overload and Course-Equivalent Release (CER)

Overload cannot be assigned for additional service/research credit hours. The University Librarian can request that individual library faculty take a voluntary release from service and scholarship in order to take on more librarianship responsibilities (capped at 2 CUE for tenure track faculty). All overload is voluntary. Overload compensation is assessed according to standard rates/equivalencies as determined by the University Librarian and the Office of the Provost. The request for overload work and groundwork for assessing either compensation or a CER must be completed in advance of any given overload period (Exceptions to this included under "Overload Guidelines for Librarianship" #4), and arranged so that it does not interfere with an employee's regular duties. Faculty librarians are required to provide an itemized account of one's librarianship credit hours to the University Librarian prior to accepting any overload assignment.

Overload Guidelines for Librarianship

Overload and overload compensation are outlined in the pending Roles and Responsibilities Policies for Faculty Librarians document.

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Sabbatical

Librarians, as outlined in the Faculty Handbook (chapter 14, section A), qualify for sabbatical.

Review Process

Every faculty librarian will review their accomplishments and goals annually with the University Librarian and participate in the University-wide renewal/tenure process or post-tenure review.

Library Annual Review

A. End of Year Summary on Librarianship/Teaching, Service, and Scholarship:

The University Librarian will review and evaluate the Faculty Librarians' academic and librarianship workload for the current year and summarize their progress and

accomplishments by the end of the calendar year. Subsequently, the Faculty will submit their End of Year Summary (defined in pending policy document) by January 31st. Library Faculty will meet individually with the University Librarian by February 15th to review their End of Year Summary and workload allocation for the subsequent year.

B. Goals Statement for Subsequent Year:

The University Librarian, in collaboration with library faculty, will plan individual academic and librarianship workload for the next academic year and submit to the individual faculty librarian by February 15th. When completing this task, the University Librarian will meet with the faculty librarian to discuss needs of the university and the library, individual service and scholarly goals, tenure/promotion/post-tenure requirements and sabbatical opportunities.

University Review

The University process for reviewing the tenure-track faculty librarian is conducted by the Committee on Faculty Appointments (CFA). The post-tenure review process is conducted by the Committee on Post-Tenure and Sabbatical review (CPTSR). Faculty librarians seeking renewal and tenure are responsible for providing evidence that they have met the relevant standards. Tenure-track librarians follow the schedule and process for the 2nd, 4th, and 6th year reviews; tenured librarians will also follow the post-tenure review process. In addition, the faculty librarians will submit an annual review to the University Librarian. The review process is outlined in detail in the procedures document.

ePortfolio

Every faculty librarian will create an e-portfolio for tenure, which will be the official document and cumulative record of that faculty librarian's achievements. The ePortfolio will include:

1. a current CV
2. a personal statement* that addresses the following criteria (no more than 5 pages)
    a. Librarianship effectiveness (Chapter 6, section B of the faculty handbook. Librarians with teaching responsibilities may include criteria from section A.)
    b. continuing record of scholarship (Chapter 7, Section A)
    c. continuing professional development (Chapter 7, Section B)
    d. participation in University service, life and governance (Chapter 8)
    e. needs of the University (Chapter 9)
3. Copies of evidence supporting the personal statement
4. University Librarian letter of support
5. Other letters of support [awaiting Appointments guidance]

*Faculty Librarians hired in the 2017-2018 academic year, or earlier, may elect to be reviewed under the conditions stated in the Faculty Handbook 2016-2017, section 3.5.15 . The personal statement for faculty librarians hired before 2017-2018 academic year should include:

      a. professional competence
      b. professional vitality and growth
      c. interpersonal relationships
      d. administration
      e. instruction and service
      f. related professional service
      g. staff needs of the Library

Mentoring

In order to help prepare tenure-track faculty librarians for the University review process, the University Librarian will serve as a mentor for the faculty librarian. The librarian representative serving on faculty appointments serves as mentor for the tenure process.

Process and Criteria for Promotion of Faculty Librarians

Faculty librarians are expected to follow the guidelines and meet minimum criteria for promotion as outlined in the Faculty Handbook and the Roles and Responsibilities document. The minimum criteria serves as guideline but faculty librarians must also address their personal performance and accomplishments; growth as an academic librarian in their personal statement.

Description of Process

The initial draft *Roles and Responsibilities* document for the RCL is written in its entirety by the full-time, tenure track faculty librarians. The librarians convened weekly until the draft document is complete, at which time the completed draft was submitted to the University Librarian for review. The University Librarian provided feedback about the document as to its conformity to the mission of the University, its practicality and enforceability, and lastly its equitability for all faculty librarians. Upon receipt of the University Librarians' feedback, the faculty librarians revised the document and resubmitted it to the University Librarian for a final review.

Once the initial draft of the RCL's *Roles and Responsibilities* document is approved and enacted, the faculty librarians will review and/or reaffirm the document under the following three circumstances:

1. once every five years
2. upon the hiring of a new faculty librarian or the creation of a new position
3. upon the formal, written request of a faculty librarian

Amending the Roles and Responsibilities Document

The *Roles and Responsibilities* document is the formal statement outlining the obligations and commitments to both the RCL and to Dominican University, of all of the RCL faculty librarians. The content, format, and scope of the document are the responsibility of the faculty librarians. The *Roles and Responsibilities* document will define the activities and comportment of the

librarians in accordance with the Faculty Handbook, providing clarity and context for colleagues and administrators regarding the day-to-day operations and activities within the RCL.

The procedures for amendment or revision under each circumstance are as follows:

a. Every four years, beginning (TBD - enter the actual date of the formal approval of the RCL *Roles and Responsibilities*), the faculty librarians agree to meet and propose a schedule for reviewing and revising, where necessary, the most current iteration of the RCL *Roles and Responsibilities* document. The faculty librarians will meet to discuss the document and either outline proposed changes to the document or agree by 2/3 vote to allow the current version of the document to stand.

   This proposal will then be submitted to the University Librarian who will either offer any counter-revisions or will affirm the conclusions of the faculty librarians regarding the document. The librarians will review the changes or re-affirmation one last time and agree to submit the final iteration to the University Librarian at least one week prior to the date of the fifth anniversary of the previous iteration. The new version of the RCL's *Roles and Responsibilities* must be approved by the fifth anniversary of any given period.

b. Upon hiring any new faculty librarian(s), whether said librarian(s) is/are hired to fill an open position, or upon the creation of a new faculty librarian position or positions, the faculty librarians will commit to convening a temporary body to review the *Roles and Responsibilities* document. This review will take no longer than three months. The goal of this review will be to incorporate the new role(s) through deletion, revision or drafting new text to accommodate the new role(s).

   Once the document is re-written, the librarians will then submit it to the University Librarian who will either offer any counter-revisions or will affirm the text written by the faculty librarians. The librarians will review these changes one last time and agree to submit the final iteration to the University Librarian at least one week prior to end of the three-month period from the date of the librarian(s)' hiring.

c. Upon the submission of a faculty librarian's formal, written request to review the *Roles and Responsibilities* document, the faculty librarians will commit to convening a temporary body to review the document following the same procedures outlined under condition (b) above.

Appendix A
Bylaws
Governance Structure
The RCL is administered by the University Librarian. The University Librarian serves as the de facto Dean for the RCL and serves on the Dean's Team. The Library is organized into four operating units, each with a dedicated Department Head. The University Librarian employs a

Library Operations Coordinator. RCL Units also employ librarian, staff, and student positions for specific services areas and collections, as follows:

- Access Services/Access Services Librarian
    - Circulation Coordinators, Graduate Reference Assistants, Interlibrary Loan Coordinator, Part-time Reference Librarians, Student Employees, and Student Supervisors
- Archives and Special Collections/Archivist and Special Collections Librarian
    - Graduate Students, Volunteers, Interns / Practicum students (in co-ordination with different Schools on campus)
- Instructional Services/Instructional Services Librarian
    - Instruction/Online Learning Librarian*, Instruction/Outreach Librarian*, and SOIS Interns**.
    - *Reports to University Librarian.
    - **Reports to Instructional Services and Online Learning Librarians.
- Technical Services/Technical Services Librarian
    - Acquisitions Coordinator, Serials/Online Resources Coordinator, Technical Services Coordinator, Graduate Technical Services Assistant and student employee.
- Learning Commons
    - TBD

Librarian and Staff Meetings

Frequency and Convenience of Time and Location

The University Librarian will hold meetings with the Faculty Librarians at least two times a month, or more if needed. The University Librarian will hold meetings with library staff at least once a semester, or more if needed. The University Librarian will notify all faculty librarians/staff at least two weeks in advance about an upcoming meeting. The notification will include information about the meeting location and a call for agenda items.

Crafting the Meeting Agenda

Any Faculty Librarian or staff member can propose an item for the meeting agenda by contacting the University Librarian. Suggestions for agenda items should be submitted to the University Librarian at least a week before the next scheduled meeting. All meetings will also include the opportunity for any faculty librarian/staff member to raise new business.

Rules of Order

Meetings of the faculty librarians will follow Roberts' Rules of Order in order to determine quorum, guide discussion and debate, and reach an agreement/take a vote. All faculty librarians may vote on actionable items. Before items come to a vote, the University Librarian will gather a sense of the body in order to encourage reaching consensus on matters under consideration.

Meeting Minutes

The faculty librarians will create a record of their discussion and actions. On a rotating basis, faculty librarians will take these minutes. The Administrative Assistant will take staff meeting minutes. A draft of the minutes will be available for all faculty librarians/staff members to review and to propose corrections and clarifications. Minutes are approved within two weeks of any meeting.

Committee Service Requirement

Library faculty regularly attend and participate in the University Collegium and the Faculty Librarian Committee as outlined in the Faculty Handbook (chapter 8, section A).

Appendix B

Professional association documents which shape faculty librarians' expectations and department values.

"A Guideline for the Appointment, Promotion and Tenure of Academic Librarians", American Library Association, September 6, 2006.
http://www.ala.org/acrl/standards/promotiontenure (Accessed July 10, 2018)
Document ID: 2cf680eb-0fb0-2d24-9d4e-9adb422f40ab

"ACRL Policy Statement on Open Access to Scholarship by Academic Librarians", American Library Association, July 12, 2016.
http://www.ala.org/acrl/standards/openaccess (Accessed July 10, 2018)
Document ID: fd4f4b25-f7fb-75b4-615c-1dfd59a80081

"ACRL/SAA Joint Statement on Access to Research Materials in Archives and Special Collections Libraries", American Library Association, September 6, 2006.
http://www.ala.org/acrl/standards/jointstatement (Accessed July 10, 2018)
Document ID: 737a7459-1c9a-16f4-69ab-9af374b52d54

"ACRL Standards for Faculty Status for Academic Librarians", American Library Association, September 6, 2006.
http://www.ala.org/acrl/standards/standardsfaculty (Accessed July 10, 2018)
Document ID: 5cb594d4-66de-4ee4-159b-38e1e71288f8

"ACRL Statement on Academic Freedom", American Library Association, July 31, 2015.
http://www.ala.org/acrl/standards/academicfreedom (Accessed July 10, 2018)
Document ID: c301d370-026d-d234-8d4b-16afe04c4f18

"Diversity Standards: Cultural Competency for Academic Libraries (2012)", American Library Association, May 4, 2012.
http://www.ala.org/acrl/standards/diversity (Accessed July 10, 2018)
Document ID: c9831d45-0593-0c14-d1f0-d428464031f7

"Framework for Information Literacy for Higher Education", American Library Association, February 9, 2015.
http://www.ala.org/acrl/standards/ilframework (Accessed July 10, 2018)
Document ID: b910a6c4-6c8a-0d44-7dbc-a5dcbd509e3f

"Guidelines for Recruiting Academic Librarians", American Library Association, June 29, 2017.
http://www.ala.org/acrl/standards/recruitingguide (Accessed July 10, 2018)
Document ID: 06173ffa-dae1-c354-55b6-9020b8f3dd71

"Guidelines for University Library Services to Undergraduate Students", American Library Association, September 1, 2006.
http://www.ala.org/acrl/standards/ulsundergraduate (Accessed July 10, 2018)
Document ID: aa690f2a-01be-ca04-3d7a-6bd0c30b18ab

Hunter, Gregory S. *Developing And Maintaining Practical Archives: A How-to-do-it Manual*. New York : Neal-Schuman Publishers, 2003. Print.

Joint Statement on Faculty Status of College and University Librarians [Electronic version]. (2013, January). AAUP 2013 Bulletin, 90-91.

Ritzenthaler, Mary Lynn., Vogt-O'Connor, Diane.Ritzenthaler, Mary Lynn.*Photographs: Archival Care And Management*. Chicago : Society Of American Archivists, 2006. Print.

"Roles and Strengths of Teaching Librarians", American Library Association, May 15, 2017.
http://www.ala.org/acrl/standards/teachinglibrarians (Accessed July 10, 2018)
Document ID: 10a82f82-e186-ce34-e93f-dae0b6c6842b

SAA Core Values Statement and Code of Ethics. https://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics

Samuels, Helen Willa. *Varsity Letters: Documenting Modern Colleges And Universities*. [Chicago, Ill.] : Society Of American Archivists ; 1992. Print.

"Standards for Libraries in Higher Education", American Library Association, August 29, 2006.

http://www.ala.org/acrl/standards/standardslibraries (Accessed July 10, 2018)
Document ID: e169adbd-8407-4434-31c5-c14771a447b2
*Citation refers to revision approved by the ACRL Board of Directors, February 2018

"Statement on the Certification & Licensing of Academic Librarians", American Library Association, September 1, 2006.
http://www.ala.org/acrl/standards/statementcertification (Accessed July 10, 2018)
Document ID: 5c77d8b4-6b63-6544-0d74-5a16c8a5b658

"Statement on the Terminal Professional Degree for Academic Librarians", American Library Association, September 6, 2006.
http://www.ala.org/acrl/standards/statementterminal (Accessed July 10, 2018)
Document ID: 697cb339-7dd3-2514-b5ff-e597a2ea99bc.