

Professional Guidelines *Taken directly from OSU Library Faculty Handbook. Please see full descriptions of each area in the Appendix.

- Librarianship
- Quality and Quantity of Work
- Working Relationships
- Planning, Organizing and Decision-making
- Initiative
- Leadership

Content: Research Data and Scholarly Communications

- Data management
 - Data management plans and compliance with national grant guidelines
 - Data information literacy instruction (format will vary but might be a combination of library instruction sessions, workshops, for credit courses and online materials)
 - Data infrastructure-storage, accessibility, curation and dissemination
- Open Access
 - Open textbooks
 - Open access week
 - Depositing work into the IR
 - Open research data
 - Keeping current with OA trends and conversations
- Author Rights
 - Negotiating publisher agreements
 - Depositing work into the IR
- Copyright
 - Utilizing materials in the classroom
 - Campus-wide policies and training
- Altmetrics:
 - Creating researcher profiles in the IR and ORCID id's
 - Working with faculty to assist them in the tenure process by gathering all of their impact information via Web of Science, Altmetric, and Google Scholar
- Technology:
 - Prototyping and fabrication (3D printing)
 - Visualization
 - Virtual reality
 - Any other appropriate tools and resources

Activities: Outreach and Communication

- Communicate with assigned departments/areas **at least once** a semester **at each level**.
 - **Level 1:** The early phase of outreach focuses on making introductions. It requires meeting users for relationship-building, creating trust, and establishing yourself as a "go-to" person--progressing gradually to more collaborative relationships.
 - **Level 2:** This next phase emphasizes marketing library resources and services and actively participating in collection development with departments through the establishment of two-way communication regarding these activities and their needs. It also encompasses the concept of "embedded" liaison work; not working solely within the library but increasingly becoming a part of the department, its courses, activities, and research. The focus here is to engage in two-way communication, seeking informal feedback to improve library resources and services, and greater presence and participation in the liaison department
 - **Level 3:** Engage with academic faculty in a collaborative manner: co-teaching, teaching a departmental credit course, and forming research partnerships. Some of the following activities are opportunities for collaboration that must be earned through contributions and relationships (e.g., serving on the curriculum committee, joining the college accreditation team, and conducting research with faculty). At this stage, assessments are needed to determine faculty and student awareness of, and satisfaction with liaison services, especially in comparison to the liaison's impressions

These activities will include a combination of the following: offer demonstrations or workshops for faculty in your departments about various applicable library resources and services, meet with department chair, attend regular departmental meetings, review departmental websites, do periodic searches for faculty publications and output and share results back with them, distribute targeted library news and updates, provide one-on-one orientations to new faculty members, distribute faculty information folder at each individual meeting, schedule office hours in the department.

Indicators of Impact:

- a. Number of departmental visits/semester: Purpose and outcome
- b. Number of individual faculty visits/semester: Purpose and outcome
- c. Number of departmental events attended: Purpose and outcome
- d. Number of research or instructional partnerships: Purpose and outcome
- e. Number of appointed departmental committees or other groups: Purpose and outcome

Activities: Instruction

- Develop measurable learning outcomes **for each course taught** or as part of a program (sample outcomes will be determined)
- Utilize **at least one** assessment method (survey, rubrics, work products) as appropriate to measure student learning

Liaisons

- Teach classes effectively **using a variety** of active learning techniques, formats, and pedagogies
- Develop learning materials **in a variety** of formats for different teaching situations

Indicators of Impact:

- a. Number of hits for any guides or tutorials developed
- b. Number of workshops or training sessions offered: Purpose, who, and how many attended, marketing used
 - I. Assessment conducted yes/no
 - II. If yes, what were the outcomes, what was the method (survey, rubric, student work) and results
- c. Projects worked on in these areas: Purpose, with whom, your role, etc.

Activities: Research Services

- Provide research consultations (drop-in and by appointment) that involve subject or other in-depth specialized areas of expertise and document questions received, time spent, outcome, etc. **each semester**
- Provide research and information support in multiple formats for project assistance and faculty support
- Offer regular virtual and in-person office hours in departments or in the library as appropriate **each year**
- Create and maintain appropriate online research guides, tutorials, etc. Revise and update guides **at least once a year**
- Analyze consultation and reference statistics **at least once a year** to identify areas of improvement and patterns of usage to help improve services

Indicators of Impact:

- a. Number of consultation requests: Purpose, who, and outcome
- b. Administered research satisfaction survey (see form from Huifen)
- c. Followed-up with person(s): Purpose and outcome
- d. Number of hits for any guides or tutorials developed

Activities: Collection Development

- Coordinate trials of new resources **each semester**
- Work in collaboration with the Collection Development Committee to continually update our Approval and Patron Driven Acquisitions profiles
- Perform **ongoing** collection analyses to determine to what extent the collection (print and electronic) in each subject area is meeting the needs of the university and community and what changes are needed and talk with your departments on a regular basis to articulate curricular and research material needs

Liaisons

Indicators of Impact:

- a. Number of trials and faculty requests received and set up
- b. What statistical information was analyzed, how often, and how was it used
- c. What library resources were marketed and to whom and outcome
- d. What collection-related discussions were held with faculty i.e. needs for the subject area, etc.

APPENDIX: A&D Goals

- For each of the goals listed on your A&D, please detail:
 - What strategies and activities you will use to complete them
 - What criteria you are using to measure whether or not they were successful
 - A timeline (i.e. semester, year, multi-year)
 - Under which of RLS' strategic planning goals your goal fits

- Example: Become embedded into online courses for my departments. RLS Strategic Plan Goal #1
 - Fall 2016:
 - Meet with faculty who teach online in my department to prioritize what learning outcomes students in online courses need to achieve
 - Meet with Communications office to develop a strategy for creating modules that can be embedded into courses in D2L
 - *Criteria:* Learning outcomes developed

 - Spring 2017:
 - Meet with the video intern to sketch out a set of modules that can be loaded into any course that blend library resources, activities and various applications such as podcasts, videos, etc.
 - Develop a script for each video
 - Shoot video content
 - Work with the video intern to edit videos and upload them to D2L
 - *Criteria:* 3 videos are completed by end of Spring 2017

- As you work on your A&D each year, please make sure you follow the guidelines established in the Faculty Handbook, and include a section that discusses how your previous year's goals were achieved based on the impact/measurement criteria you outlined, and any plans to continue them through the next A&D cycle:
 - "The faculty member indicates the progress they have made towards achieving their goals for the past year, as well as identifies objectives and planned professional development activities for the year ahead." **A.3 A&D Document, Objectives and Planned Professional Development Activities, and Vita:A.3.1 Faculty Member's Responsibilities**

APPENDIX: Professional Guideline Descriptions

- **Librarianship:** Demonstrates an understanding of the philosophy and the knowledge upon which librarians base their decisions and actions as well as the broad range of activities in which they might engage. Maintains awareness of changes and other current developments in the field, related disciplines and academe, and continues to grow intellectually and professionally. (The OSU Library's Vision and Mission statements, which are in Appendix X, provide Library faculty members with a framework upon which to base their development efforts and their contributions.)
- **Quality and Quantity of Work:** Is accurate; creative; thorough; dependable; applies knowledge of library principles to improve job performance; interprets and integrates information effectively. Completes quantity of acceptable work within reasonable time limitations. Demonstrates dependability through a willingness to follow instructions, meet deadlines, and fulfill responsibilities without direct supervision
- **Working Relationships:** Works effectively and courteously with others (library staff, patrons, committees); represents the library with professional demeanor and appearance; is receptive to suggestions; is approachable; encourages two-way communication. Cooperates with others to further the objectives of the unit; carries out responsibilities in a timely fashion; willingly fills in for other Library faculty when necessary; contributes to positive staff relationships; is adaptable, reliable, and flexible
- **Planning, Organizing and Decision-making:** Identifies goals, sets priorities, and organizes work to achieve the goals. Recognizes and anticipates problems; makes suggestions and formulates strategies for improved operations; demonstrates consistency of judgment; deals effectively with changes in the workplace
- **Initiative:** Sets an appropriate example for library staff; explains concepts well; shows extra efforts to attain goals. Seeks better ways to achieve results; exhibits creative thinking; is resourceful
- **Leadership:** Endeavors to provide an environment conducive to the achievement of expected performance in the unit. Fair and impartial toward staff members; recognizes meritorious achievement; gives proper credit for the ideas and work of individuals and groups. Recognizes problem situations and intervenes when needed; solicits suggestions and formulates strategies for problem solving; provides appropriate insight and assistance to facilitate problem solving for library staff. Delegates authority and responsibility when appropriate; encourages the professional advancement of others in support of the Library's goals and the University's mission; gives clear and concise instructions. Exhibits tact and good judgment in handling confidential information