

Full-time Faculty Workload Policy Oakland University Library

Because there are many different and complex operations and contributions necessary to the overall functioning of the Library, the successful provision to the University of library programs, services, and resources requires close cooperation and commitment by all members of the Library Faculty.

The total workload of each Library Faculty member includes contributions in the areas of (I) performance as a university librarian (professional duties equivalent to the category of “teaching”), (II) scholarship, and (III) service.

I. Performance as a university librarian (professional duties equivalent to the category of “teaching”) covers the following areas of work to different degrees, depending upon the librarian’s assigned roles, duties, and responsibilities. The primary work assignment for some Library Faculty may be narrowly defined; other Library Faculty may have more diverse assignments. Library coordinators have 10-month faculty appointments in major service areas for which they have leadership responsibilities.

Engagement – Serve as primary liaisons to subject area(s) faculty and users; take the initiative to identify, meet, and facilitate ongoing communication about their resource needs and service expectations.

Teaching and Learning – Design and implement strategic and pedagogically appropriate instruction for library users through a variety of methods, working collaboratively with other faculty. This also includes teaching of customized, for-credit, library-related courses for OU students.

Research and Reference Services – Provide in-depth research consultation and reference services for library users.

Collections/Content Development – Develop and manage collections to support research and instruction in subject areas, by formulating policies, selecting materials, and digitizing content in relevant formats and languages.

E-Learning and Digital Technologies Integration – Promote use of online subject-specific information resources and services to meet user needs and expectations, using current and emerging technologies and information tools optimized for e-learning.

Scholarly Communication – Educate and inform faculty, graduate students and campus administrators on issues of scholarly communication.

Knowledge Management, Digital Assets Management, and Content Acquisitions – Improve discovery, access, and retrieval of information and

materials by contributing specialized expertise related to knowledge/information description, organization, and management.

Resource Sharing and Access Services – Provide leadership and management for long-range planning, functions, and staff handling, resource-sharing operations, circulation, reserves, stacks maintenance, and media services.

Web Services, Library Technologies and Systems – Provide technological leadership and work related to various library technology projects and systems, and work with system vendors, programmers, librarians, staff, and public end-users to develop, evaluate, implement, integrate, and support a variety of interfaces, as assigned.

Coordinator Functions - As front-line heads of their designated areas, coordinators assume multiple roles. They act as leaders as they coordinate, implement, and carry out library policy and procedures in their designated areas.

- II. **Scholarship** is an ongoing responsibility of all Library Faculty. Scholarship contributes to and furthers the knowledge base of the profession and the academic discipline on a theoretical or a practical level, and enhances the intellectual and professional development of the faculty member. Scholarly contributions to library and information sciences and related fields are second only to performance as a university librarian in importance for each librarian's total workload.
- III. **Service** to the Library and the University is essential for all librarians. Active attendance at and participation in the working groups for one's core assignments, ad-hoc task forces and subcommittees, and the Library Faculty Assembly are expected of all. Additionally library faculty members are expected to make a significant contribution to service to the University. Service to the profession is also meritorious, provided that the faculty member's obligations to the library and university, which include performance as a university librarian and scholarship, are met.

Assignments to librarians will ensure that they will have adequate time to devote to scholarship. Librarians not making contributions to scholarship will be given heavier assignments in performance-related areas shown above.

Approved by the Library Faculty Assembly on September 28, 2012

Appendix: Librarian Performance Areas Further Defined*

The library profession faces significant change and this is reflected in the changing and expanding roles of librarians. The framework described below is intended to help articulate both ongoing and new roles and responsibilities. The Framework includes most work performed by librarians, but not every individual will do everything in the framework.

Engagement

Actively engage with faculty, students, and staff in assigned areas, developing strong working relationships. Promote current services and collections. Be knowledgeable about and able speak to a range of library issues, including scholarly communication, the development of new online tools, and the integration of information literacy skills into the curriculum. Assess user needs to develop and maintain relevant, high-quality services and collections. Analyze trends in departmental teaching and research programs, stay abreast of scholarship in the disciplines themselves, and use this knowledge to respond to departmental needs. Seek opportunities to collaborate and establish partnerships with departments, including the creation of digital content and services.

Teaching and Learning

Actively engage with faculty and graduate teaching assistants as partners in programmatically integrating information literacy concepts and skills into the curriculum. Using sound instructional design practice, develop learning materials and instructional sessions in a variety of formats that teach students to: recognize information needs, create successful search strategies, and evaluate and effectively use information resources in all formats, including archival and other primary materials as well as secondary sources; understand the research and scholarly communication patterns of their chosen disciplines; and understand the economic, social, and legal issues around the use of and access to information. Deliver effective instructional sessions as appropriate. Determine when it is more appropriate to have students use online tools; or to give learning materials to faculty and teaching assistants for their incorporation into class sessions. Conduct needs assessment as appropriate and selectively measure instructional outcomes in order to ensure effectiveness of instructional initiatives. Maintain an up-to-date knowledge of relevant University and department curriculum initiatives, in order to keep information literacy program consistent with University curriculum.

Research and Reference Services

Actively seek opportunities to provide customized research and reference services, which include: providing consultations that involve subject or other specialized areas of expertise (e.g., in-depth knowledge of copyright or scholarly communication issues or specific collections); answering research and reference questions in a variety of modes (chat, email, phone, desk/in-person) and individual / group consultations; and applying knowledge of how research is conducted in certain disciplines. Provide high quality reference and research support by: offering assistance and one-to-one instruction in finding and evaluating information; assisting users in accessing library resources and

services; and documenting and analyzing data on reference transactions, both at service points and for customized reference transactions.

Collections/Content Development

Build and manage library collections and content in assigned subject areas, through: systematically selecting material in appropriate formats (print, manuscripts, digital, data sets, fixed and streaming multimedia), to serve the current and future research, teaching, and learning needs of OU clientele; build on collections of distinction that may also serve regional, national and international users; manage collection funds efficiently, effectively, and in a timely manner; strategically assess and make decisions regarding the acquisition, retention and preservation of collections; work proactively with technical and access services staff on appropriate arrangement, description, cataloging and provision of access to traditional collections and electronic resources; discover and recruit institutional scholarly output, research data and other content for inclusion in the University Libraries' digital initiatives; and develop and maintain relationships with dealers and donors (of both in-kind and monetary gifts).

E-Learning and Digital Technologies Integration

Identify areas where new online learning and digital tools can place the Libraries into the flow of teaching, learning and research. Collaborate in the design, implementation, and maintenance of online tools and services that meet the needs of discipline/interdisciplinary research communities. Actively participate in the coordination and integration of online tools in support of teaching, learning and research.

Scholarly Communication

Educate and inform faculty, graduate students, and campus administrators about scholarly communication issues. Examples include: helping faculty and graduate students to understand their rights as authors; contributing content to copyright and/or scholarly communication web sites; advocating for sustainable models of scholarly communication; working closely with faculty and students to understand their changing workflows and patterns of scholarly communication; assisting in the development and creation of tools and services to facilitate scholarly communication; assisting in content recruitment; identifying digital resources that require long-term preservation and merit sustained access; and helping to shape the infrastructure in which digital preservation and access can successfully evolve.

Knowledge Management, Digital Assets Management, and Content

Acquisitions – Ensure seamless and accurate access to scholarly information in many formats and across numerous platforms, by enhancing discovery interfaces, tools, and descriptive/administrative metadata, and by acquiring and organizing resources that meet the University's curricular and research needs. Examples include: contributing to the development and implementation of data management tools and services to meet evolving e-research needs; working with Acquisitions specialists on managing funds; supporting the creation of digital collections by curating materials and contributing specialized expertise to their processing and description; negotiating with vendors concerning prices and licensing for materials produced externally; acquiring, managing,

preserving, and presenting digital information in all formats applying indexing and metadata; and maintaining the Library's inventory/cataloging, archival, and University-wide repository databases.

Resource Sharing and Access Services – Provide leadership and participate on library project teams and on local, regional, and consortia-based initiatives that are formed to ensure extensive access to the world of information along with very fast turnaround times for users. This includes but is not limited to: maintaining awareness of access services / interlibrary loan-specific best practices, software/hardware platforms used nationally; recommending changes/upgrades as better services and products come on the market; directing the implementation of new platforms (working with Library Systems staff and interlibrary loan staff), and providing staff training on software and OU procedures.

Web Services, Library Technologies and Systems – Develop web-based research support tools and digital resource services, and provide leadership in the system-wide implementation, maintenance, and integration of library systems, records, and data, with an emphasis on interoperability, data coordination, and sharing among various library systems. This includes but is not limited to: assessing and guiding the libraries' web presence, including the structure, branding, and design of the libraries' website; guiding the seamless integration of systems data for discovery, searching, and access functions; collaborating on the interface customization of web tools and embedded systems; conducting analyses of best practices, reviews of usage data, and usability testing to facilitate decisions about the libraries' web presence and systems interfaces; and reviewing, testing, and recommending systems changes for library functions and services.

Coordinator Functions

Coordinate overall operational activities of assigned areas, facilitating relationships with other groups in the Libraries, evaluating needs and processes, and addressing the implementation of policies and procedures as appropriate. Prepare narrative and statistical reports for assigned functions, and prepare additional documentation on activities and progress as required.

*Some components of this model were adapted from the University of Missouri Libraries in its "Librarian Position Description Framework," and Duke University Libraries in its document "Engaging with Library Users: Sharpening Our Vision as Subject Librarians."