

North Iowa Area Community College
Professional Development Program for Community College Librarians
A Plan for Continual Quality Improvement

02/17/03 Revised 04/13/09

PROGRAM PHILOSOPHY

Desired Program Impact:

Through active participation in the program, NIACC librarians will offer students a creative learning environment, leading to increased achievements and satisfying careers for both educators and students.

Program Vision:

Create an on-going, proactive program of professional growth and development for Community College librarians. This includes programs, events and activities, addressing the following areas:

- **Teaching Methodology and Information Literacy**
- **Content Expertise Specific to Discipline**
- **College Service**
- **Personal Growth**

Program Features:

Orientation and Support
Mentoring
Sharing Successes
Individual Flexibility
Institutional Focus

Program Goals:

1. Provide an opportunity for librarians to tailor the program to their individual needs.
2. To promote professional standards and ethical conduct.
3. To foster leadership development.
4. To enhance communications among professionals and strengthen college, community, and statewide support groups.
5. To forge a strong connection between new and existing faculty.
6. To develop or enhance teaching skills, facilitate better student learning.
7. To respond proactively to societal changes and strengthen our ability to be change agents.
8. To strive for balanced, productive and fulfilling lives.

Values:

- Human Development
- Lifelong Learning
- Librarianship as a Profession
- College Involvement
- Building Community

The NIACC Professional Development Program recognizes that a librarian's professional development is a dynamic process extending from initial preparation over the course of an entire career. Professional librarians are responsible for planning and pursuing their ongoing learning, for reflecting with colleagues on their practice, and for contributing to the profession's

knowledge base. Our institution is responsible for investing in the growth of knowledge for individual librarians and the profession as a whole, and for establishing policies, resources, and organizational structures that guarantee continuous learning opportunities for librarians.

PROGRAM IMPLEMENTATION

All aspects of this plan will be in place July 1, 2003.

HIRING

Practices:

College hiring practices will ensure the following credentials for fulltime and part-time librarians.

1. Librarians have attained a master's degree from a program accredited by the American Library Association (preferred) or equivalent.
2. All hiring is in compliance with the faculty accreditation standards of the Higher Learning Commission of the North Central Association of College and Schools.
3. At the discretion of the Vice President for Academic Affairs or appointed designee, a candidate who has not attained the minimum hiring requirements specified in Iowa Code may be hired on provisional status. Those hired on provisional status must have attained the minimum hiring requirements within the time frame set by the Vice President for Academic Affairs, before the contract can be renewed.

Record Keeping:

The college's Human Resources office will maintain records related to the hiring process, specifically

1. Records documenting actions related to hiring new librarians in accordance with state and federal laws.
2. Records documenting a librarian is making progress toward or has met minimum hiring standards specified in Iowa Code.

PROFESSIONAL PREPARATION FOR NEW LIBRARIANS

NIACC Minimum Identified Teaching And Library Management Competencies:

NIACC has established critical areas of instructional competencies that serve as elements of effective teaching (Appendix). The Librarian Plan addresses these elements and recognizes the importance of attainment of required minimal competencies for new librarians and continued growth by experienced librarians. The following competencies have been identified as essential for successful instruction and student learning:

- *The librarian has the knowledge of content and skills areas that he/she teaches.*
- *The librarian understands the learning process and provides research assistance and instruction, both in person and at a distance, that support students' curricular and personal information needs and that is transferable to other libraries and that promotes lifelong learning.*
- *The librarian understands how students differ in their approaches to learning, both individually and culturally, and is able to provide research assistance and instruction that are equitable and adaptable to diverse learners, including those with learning and physical disabilities.*
- *The librarian understands and uses appropriate instructional strategies and technology to design and deliver library orientations and instruction that encourage students' development of critical thinking, problem solving, performance skills, and information literacy.*
- *The librarian understands and uses effective communication skills. The librarian provides research assistance and instruction based upon knowledge of community college students, community resources, the college curriculum and library resources.*
- *The librarian understands and practices the principles of approachability, interest, listening and inquiring, searching and follow-up in reference transactions. The librarian helps students and faculty members obtain needed resources that the institution does not itself possess.*
- *The librarian understands the mission and history of community colleges and the structure and scope of the community college that employs him or her.*
- *The librarian understands and practices the principles of collection development and maintenance. The librarian understands multicultural issues as they relate to the selection of library materials and makes selections based on the accuracy of the information provided, current and anticipated curricular needs of the college and the representation of diverse viewpoints. The librarian assesses learning resources based on such data as browsing, circulation transactions, document delivery and interlibrary loans and assists in the creation of a regularly updated collection development policy.*
- *The librarian has knowledge of the cataloging and classification of library materials including Marc format. The librarian has a working knowledge of the hardware and software needed to maintain electronic forms of information storage and retrieval. The librarian uses and instructs students and faculty on the use of print and audio-visual and electronic technology appropriate to an individual's information need including the evaluation of that information regardless of its format. The librarian develops user aids in appropriate formats to help users identify items in the collection relevant to their interests and needs.*
- *The librarian continually reflects on and assesses the effects of his or her choices and actions on others and actively seeks out opportunities to grow professionally by maintaining professional competency.*
- *The librarian fosters professional relationships with students, colleagues and the community to support learning. The librarian assists faculty in course*

development through his or her knowledge of existing resources and the selection of appropriate library materials

Orientation

To forge a strong connection between new librarians and the college, the college will provide orientation activities as listed below and described in Appendix B beginning within six months of the hiring date:

1. Required participation in a five-day orientation held in August.
2. Additional meetings throughout the year to cover other NIACC policies and concerns.
3. Required participation at a progress meeting at mid-term in both fall and spring semester.

Mentorship Program

In order provide continuing support to new NIACC librarians, they will be assigned to a veteran mentor to help acclimate them to NIACC culture, divisional needs, and the NIACC approach to quality teaching and student learning. Qualifications and duties of mentors are described in the Appendix.

The Quality Librarian Plan serves as the bridge between where prospective and experienced librarians are now and where they will need to be, to meet the challenges of guiding all students in achieving higher standards of learning and development.

Practices:

Ascertaining that new librarians have attained the competencies listed above will be achieved by the following:

1. All new librarians will be required to attend and successfully complete an approved new teacher workshop before beginning instructional duties and preferably before Orientation.
2. All new librarians will be required to attend and successfully complete an approved course (credit or non-credit) in the history and mission of the community college before the end of the librarian's probationary period.
3. All new librarians will participate in the Orientation and Mentor Program as listed above.
4. Within 30 days of the hire date, the Division Chair and a new librarian will develop a personal professional plan to ensure the new librarian has attained the competencies listed above. Chairs may request an extension by contacting the Vice-President for Academic Affairs. The plan will be submitted to the Quality Faculty Plan Steering Committee and will be in compliance with the following elements:
 - a. Competencies may be attained through prior education, prior experience, and/or the successful completion of activities, including those required in orientation or the New Faculty Workshop.
 - b. All competencies must be attained before the end of the librarian's probationary period.
 - c. The Quality Faculty Plan Steering Committee will review and approve all plans.
 - d. Progress toward attaining competencies will be monitored by the Chair and the Vice President for Academic Affairs.
 - e. Completion of the Professional Preparation Plan is a necessary but not sufficient condition for continuous employment.

5. A new librarian may receive release time in the first semester to accommodate supervised learning activities in the library and participation in activities that lead to the completion of the librarian's personal professional plan. The chair may also grant release time for a new librarian in subsequent semesters after consultation with the Vice President for Academic Affairs. All release time given for this purpose must be completed within the first five semesters of employment, not including summers.
6. Librarians hired before July 1, 2003 who hold provisional, conditional, or no licenses from the State of Iowa shall complete license requirements as defined before July 1, 2003 or engage in steps 1 through 4 listed above.

Record Keeping:

1. Records documenting professional development activities will be submitted by the librarian to his or her Chair and maintained in the Human Resources office.
2. The Human Resources office will provide annual progress summaries, documenting the attainment of the required competencies, to the new librarian, the Chair and the Academic Vice President.

CONTINUING PROFESSIONAL DEVELOPMENT (for all librarians past the probationary period)

NIACC'S Professional Development Program will ensure quality preparation and career-long development of librarians and others whose competence, expectations and actions influence the teaching and learning environment. The components of a high quality professional development plan include rigorous and relevant content, approved objectives, sound implementation strategies, organizational support, and librarian reflection. A substantial portion of each Quality Librarian Plan should include activities promoting collegial learning, working together with colleagues to take advantage of synergistic relationships.

Definitions of Professional Growth Areas:

Teaching Methodology and Information Literacy -- this area deals with the identified competencies and focuses on the librarian as being an important factor influencing student development of information literacy skills. Quality Librarian Plan activities should enhance / improve the librarian's

- Commitment to students and learning processes
- Management and monitoring of the student learning environment
- Development and utilization of teaching strategies and technology
- Preparation, delivery and evaluation of library instruction and programs

Content Expertise Specific to Discipline -- this area focuses on the librarian's knowledge of content and skills associated with the subject matter that is taught. Quality Librarian Plan activities should develop further expertise in subject content.

College Service -- this area focuses on collegial and organizational improvement, and is necessary for the full realization of potential of the institution, its people and community to develop and excel. Quality Librarian Plan activities reflect the librarian's involvement in the learning community and could result in

- Increased student enrollment
- Improvement of new librarians

- Development of effective leaders
- Effective college operation
- Development of partnerships with agencies and entities in the community which positively impact students

Personal Growth -- this area respects and nurtures the intellectual and leadership capacity of librarians. Quality Librarian Plan activities promote continuous inquiry and improvement of individuals embedded in the daily life in and outside the college and reflects the following:

- Promotion of professional standards and ethical conduct
- Service in professional organizations
- Community involvement
- Self-development
- Life enhancement

Pre-Approved Professional Growth Activities:

Appendix contains a list of activities approved by the Continuing Professional

Appendix

NIACC Minimum Teaching Competencies for Librarians

Subject Matter

The librarian has the knowledge of content and skill areas that he/she teaches.

Learning Process

The librarian understands the learning process and provides research assistance and instruction, both in person and at a distance, that support students' curricular and personal information needs and that is transferable to other libraries and that promotes lifelong learning.

Diverse Learners

The librarian understands how students differ in their approaches to learning, both individually and culturally, and is able to provide research assistance and instruction that are equitable and adaptable to diverse learners, including those with learning and physical disabilities.

Instructional Programs

The librarian understands and uses appropriate instructional strategies and technology to design and deliver library orientations and instruction that encourage students' development of critical thinking, problem solving, performance skills, and information literacy.

Communication

The librarian uses effective communication skills. The librarian provides research assistance and instruction based upon knowledge of community college students, community resources, the College curriculum and library resources. The librarian collaborates with faculty in planning and implementing appropriate information literacy activities.

Reference Services

The librarian understands and practices the principles of approachability, interest, listening and inquiring, searching and follow-up in reference transactions. The librarian helps students and faculty members obtain needed resources that the institution does not itself possess.

Community College

The librarian understands the mission and history of community colleges and the structure and scope of the community college that employs him or her.

Diverse and Accurate Resources

The librarian understands and practices the principles of collection development and maintenance. The librarian understands multicultural issues as they relate to the selection of library materials and makes selections based on the accuracy of the information provided, current and anticipated curricular needs of the college and the representation of diverse viewpoints. The librarian assesses learning resources based on such data as browsing, circulation transactions, document delivery and interlibrary loans and assists in the creation of a regularly updated collection development policy.

Information Access

The librarian has knowledge of the cataloging and classification of library materials including Marc format. The librarian has a working knowledge of the hardware and software needed to maintain electronic forms of information storage and retrieval. The librarian uses and instructs students and faculty on the use of print and audio-visual resources and electronic technology appropriate to an individual's information need including the evaluation of that information regardless of its format. The librarian develops user aids in appropriate formats to help users identify items in the collection relevant to their interests and needs.

Professional Development

The librarian continually reflects on and assesses the effects of his or her choices and actions on others and actively seeks out opportunities to grow professionally by maintaining professional competency.

Collaboration, Ethics and Relationships

The librarian fosters professional relationships with students, colleagues and the community to support learning. The librarian assists faculty in course development through his or her knowledge of existing resources and the selection of appropriate library materials.

Continuing Professional Development for Librarians Past the Probationary Period

College Initiated and Sponsored Activities

This list identified in advance with focus on specific College needs for the year. Any of the activities on this list could apply to one or more than one of the four areas of professional development.

Teaching Methodology Information Literacy	Content Expertise	College Service	Personal Growth
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Assessment Project for Classroom Research or Department Plan
Technology Skill Development
Discipline Certification
CEU's
Professional Certification
Conferences – Participation and/or Presentation
Workshops
College Credit
Technical Updates
Internships
Workplace Competency Validation
Sabbatical
Industry Experience
Service In Professional Organizations
Contributions to College Committees
Mentoring Program Participation
Partnership Development & Implementation
License Requirements
Student Recruitment Activities
Student Retention Activities
Leadership Development
Ethics Development
Service Learning Projects with Students
Participation as Peer Reviewer for Arts and Science Division Assessment Plan Review
Participant in Career Program Review Process – as Program Reviewer or Peer Reviewer
Presentation to Peers in the Department

Appendix

Glossary of Quality Librarian Plan Terms

Although some topics used on the Quality Librarian Plan may be self-explanatory, explanation may be beneficial.

Assessment: May include, but is not limited to college-wide and/or department-specific assessment, student evaluations, instructor assessment. Design or program-designed evaluations.

College Credit: Graduate-level courses in content, CEU's or related areas; credit hours _____.

Conferences & Workshops: Attending or presenting at an institution-approved conference or workshop.

Recruitment/Retention: Participation in college-sponsored or college-related events to promote the college.

Technology: Classroom technology, technology updates, or Writer's Workbench.

Leadership:

Mentoring: Acceptance in and participation in the New Faculty Mentor Program.

Internships: Participation in a discipline-related, hands-on internship and/or implement and design a student-oriented internship.

Partnerships: Establish, promote, maintain, and/or participate in relationships with businesses and organizations serving the NIACC community service area.

Sabbatical: College policy on sabbatical available.

Professional Organizations: Membership in and participation in national, regional, and local professional organizations.

Workplace Competency: This topic may apply to individual programs like nursing, for example, where on-site workplace criteria are expected and measured.

Licensure Requirements: Some programs expect professionals to maintain appropriate professional licensure. Librarians should maintain currency in this licensure requirement.

Committees: Participation in NIACC's sponsored committees.

Quality Librarian Plan

Name: _____
(Librarian)

Division: _____

Date: _____

(Period of Plan)

Teaching Methodology and Information Literacy

What do I want to learn -
What will I do to achieve it -
How will I know I have succeeded -
What resources/support will I need -
Target Date for completion -

Possible Activity -

Content Expertise Specific to Discipline

What do I want to learn -
What will I do to achieve it -
How will I know I have succeeded -
What resources/support will I need -
Target Date for completion -

Possible Activity -

College Service

What do I want to learn -
What will I do to achieve it -
How will I know I have succeeded -
What resources/support will I need -
Target Date for completion -
Possible Activity -.

Personal / Other Growth

What do I want to learn -
What will I do to achieve it -
How will I know I have succeeded -
What resources/support will I need -
Target Date for completion -

Possible Activity -

Appendix

Quality Librarian Plan

(Possible Format)

Name: _____
(Librarian)

Division: _____

Date: _____

(Period of Plan)

What do I want To Learn	What will I do to achieve it	How will I know I have succeeded	What resources/support will I need	Target Date for completion
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Teaching Methodology and Information Literacy

Prior Year's Objective:

Documentation: (Mark those which apply) _____ Student Evaluation,
____ Self-evaluation, ____ Peer Evaluation, _____ Supervisor Evaluation,
____ Portfolio, _____ Other (describe) _____

Proposed:

Content Expertise Specific to Discipline

Prior Year's Objective:

Documentation: (Mark those which apply) _____ Student Evaluation,
____ Self-evaluation, ____ Peer Evaluation, _____ Supervisor Evaluation,
____ Portfolio, _____ Other (describe) _____

Proposed:

College Service

Prior Year's Objective:

Documentation: (Mark those which apply) _____ Student Evaluation,
____ Self-evaluation, ____ Peer Evaluation, _____ Supervisor Evaluation,
____ Portfolio, _____ Other (describe) _____

Proposed:

Personal/Other Growth

Prior Year's Objective:

Documentation: (Mark those which apply) _____ Student Evaluation,
____ Self-evaluation, ____ Peer Evaluation, _____ Supervisor Evaluation,
____ Portfolio, _____ Other (describe) _____

Proposed:

Appendix

Quality Faculty Plan
(Possible Format)

Name: _____ Division: _____
(Librarian)

Date: _____
(Period of Plan)

What do I want To Learn	What will I do to achieve it	How will I know I have succeeded	What resources/support will I need	Target Date for completion
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Teaching Methodology and Information Literacy

Reflection on Prior Year:

Goals for Next Year:

Content Expertise Specific to Discipline

Reflection on Prior Year:

Goals for Next Year:

College Service

Reflection on Prior Year:

Goals for Next Year:

Personal/Other Growth

Reflection on Prior Year:

Goals for Next Year:

Orientation for New Librarians:

1. New Teacher Workshop

This course will be required of new librarians within the first year of their employment. It will be preferable if the new hire can achieve this workshop prior to New Faculty Orientation Week. Under extenuating circumstances, an emergency NIACC-sponsored New Teacher Workshop course will be available.

2. The New Faculty Orientation Week

The new librarian will be invited to share parts of the new faculty orientation which would pertain to him or her.

This week's events will change slightly from its original format to incorporate two new elements: the mentor program and more time for new faculty to prepare materials. A binder of the week's pertinent information will be designed for use by the new hire. Human Resources will be responsible for updating these binders on a regular basis.

New faculty meetings will take place on a monthly basis concerning the following topics: assessment and accreditation; financial aid, athletics, outreach services and partnerships; committee awareness; scholarship information. Any additional topic suggestions to the monthly meetings are welcome. A progress meeting will take place at mid-term in both fall and spring semester as an opportunity for new faculty to socialize and share their experiences.

Day 1

Welcome from President, Academic expectations by Academic Vice President, campus tour by Human Resources, reception by Admissions Office, and lunch with mentors

In the afternoon, mentors and new hires will meet to establish a working relationship and to plan a basic checklist (1-10) discussing syllabi, course outlines, textbooks, department philosophies and history, strengths and weaknesses, and issues the new hire wishes to develop.

Day 2

Instruction in technology use from Technology Services, introduction to forms and process of Quality Librarian Plan.

The afternoon is available for course preparation and mentor meetings.

In the evening, new hires and mentors will meet at the President's home for a hospitality gathering.

Day 3

Payroll and insurance information will be discussed information from the Business Office, academic calendar, grades, grievances, etc from Student Services. Photos will be taken.

Preparation time in the afternoon.

Day 4

Library orientation, Student Learning Center orientation, and orientation on student policies (Student Services of student behaviors).

Welcome from NIACC Board at Board meeting in evening.

Day 5

Discussion of instructional expectations with division or program chairs and Academic Vice-President, completion of QFP plan for attaining NIACC minimum teaching competencies

A tour of Mason City is provided in the afternoon.

3. Mentorship Program:**I. Requirements of NIACC mentors:**

1. Mentors should be current NIACC faculty members or librarians who illustrate knowledge about the college, who actively support the mission of the college, and who have worked for the college for a minimum of three years; they should represent in their teaching the mission of the college.
2. The mentors must be available during the week of NIACC's New Faculty Orientation in order to help acclimate the new hires to the NIACC culture, the division needs, and the basic teaching of working needs of an individual department or program. The mentor will also be asked to attend the New Faculty Orientation Luncheon and the President's reception.
3. The mentor is encouraged to maintain a regular meeting schedule with the new hire, visit the new hire's class(es) to give constructive criticism on teaching, help the new hire with his/her Quality Librarian Plan, and share college philosophies and/or policies during the new hire's probationary period.
4. A mentor may wish to share with both the division or program chair and the new hire any concerns that affect the success of the new hire as a NIACC staff member.

NIACC Minimum Teaching Competencies for Librarians

New librarians (hired after July 1, 2003) will provide evidence of successful completion of activities in teaching competencies in the areas listed below within the probationary period, not to exceed five years. Note: Prior experience and/or certifications may be used to meet competencies at the discretion of the Division Chair and if approved by the QFP Steering Committee.

It is understood that all librarians will continue to improve their teaching competencies through continuing professional development.

Demonstrating Librarian Competencies

Competency	Means	Evidence
<u>Subject Matter</u> <i>The librarian has the knowledge of content and skill areas that he/she teaches.</i>	Instructor meets minimum standards as required by Iowa Law: House File 2394 Sec. 8. Section 260C.48 subsection 1, Code 2001.	Application process. Verification provided by HR and selection committee.
	Library science degree	Transcript
<u>Learning Process</u> <i>The librarian understands the learning process and provides research and instruction, both in person and at a distance, that support students' curricular and personal information needs and that is transferable to other libraries and that promotes lifelong learning.</i>	New Teacher Workshop	IOWA Transcript
	Self directed learning (with approval of QFP committee)	Certificate
	Related college credit courses (with approval of QFP committee)	Transcript
	Conferences or workshops in targeted area	Reflective journal or report

<u>Diverse Learners</u>	New Teacher Workshop	IOWA	Transcript
<i>The librarian understands how students differ in their approaches to learning, both individually and culturally, and is able to provide research assistance and instruction that are equitable and adaptable to diverse learners, including those with learning and physical disabilities.</i>	Related college credit course (with approval of QFP committee)		Transcript
	Self directed learning (with approval of QFP committee)		Certificate
<u>Instructional Programs</u>	Library science degree		Transcript
<i>The librarian understands and uses appropriate instructional strategies and technology to design and deliver library orientations and instruction that encourage students' development of critical thinking, problem solving, performance skills, and information literacy.</i>	Related College Credit Classes (with approval of QFP committee)		Transcript
	Conferences or workshops in targeted area (with approval of QFP committee)		Reflective journal or report
<u>Communication</u>	Interview process		
<i>The librarian uses effective communication skills. The librarian provides research assistance and instruction based upon knowledge of community college students, community resources, the College curriculum and library resources.</i>	Related college credit course (with approval of QFP committee)		Transcript
<u>Reference Services</u>	Library science degree		Transcript
<i>The librarian understands and practices the principles of approachability, interest, listening and inquiring, searching and follow-up in reference transactions. The librarian helps students and faculty members obtain needed resources that the institution does not itself possess.</i>	Related College Credit Classes (with approval of QFP committee)		Transcript
	Conferences or workshops in targeted area (with approval of QFP committee)		Reflective journal or report
<u>Community College</u>	The Community College	IOWA	Transcript
<i>The librarian understands the mission and history of community colleges and the structure and scope of the community college that employs him or her.</i>	The Comprehensive Community College	ISU	Transcript
	Self directed learning (with approval of QFP committee)		Certificate
	Related college credit course (with approval of QFP committee)		Transcript
<u>Diverse and Accurate Resources</u>	Library science degree		Transcript
<i>The librarian understands and practices the principles of collection development and maintenance. The</i>	Related college credit course (with approval of QFP committee)		Transcript

<p><i>librarian understands multicultural issues as they relate to the selection of library materials and makes selections based on the accuracy of the information provided, current and anticipated curricular needs of the college and the representation of diverse viewpoints. The librarian assesses learning resources based on such data as browsing, circulation transactions, document delivery and interlibrary loans and assists in the creation of a regularly updated collection development policy.</i></p>	<p>Conferences or workshops in targeted area (with approval of QFP committee)</p>	<p>Reflective journal or report</p>
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<p><u>Information Access</u></p>	<p>Library science degree</p>	<p>Transcript</p>
<p><i>The librarian has knowledge of the cataloging and classification of library materials including Marc format. The librarian has a working knowledge of the hardware and software needed to maintain electronic forms of information storage and retrieval. The librarian uses and instructs students and faculty on the use of print and audio-visual resources and electronic technology appropriate to an individual's information need including the evaluation of that information regardless of its format. The librarian develops user aids in appropriate formats to help users identify items in the collection relevant to their interests and needs.</i></p>	<p>Related College Credit Classes (with approval of QFP committee)</p>	<p>Transcript</p>
	<p>Conferences or workshops in targeted area (with approval of QFP committee)</p>	<p>Reflective journal or report</p>
<p><u>Professional Development</u></p>	<p>Library science degree</p>	<p>Transcript</p>
<p><i>The librarian continually reflects on and assesses the effects of his or her choices and actions on others and actively seeks out opportunities to grow professionally by maintaining professional competency.</i></p>	<p>Conferences or workshops in targeted area (with approval of QFP committee)</p>	<p>Transcript Reflective journal or report</p>
<p><u>Collaboration, Ethics and Relationships</u></p>	<p>Conferences or workshops in targeted area (with approval of QFP committee)</p>	<p>Reflective journal or report</p>
<p><i>The librarian fosters professional relationships with students, colleagues and the community to support learning. The librarian assists faculty in course development through his or her knowledge of existing resources and the selection of appropriate library materials.</i></p>	<p>Related college credit courses (with approval of QFP committee)</p>	

<u>Contribution to the College</u>	Participation on committees	Reflective journal
<i>The librarian contributes to the institution through active participation in divisional and institutional tasks</i>	Participation in the development of bibliographic instruction	Reflective journal
	Conferences or workshops in targeted area	Reflective journal or report