

# **Bowdoin College Library**

## **Mission Statement, Core Values, Goals, and Strategic Plan 2006-2008**

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# **Mission Statement, Core Values, Goals, and Strategic Plan for the Bowdoin College Library for 2006-2008**

## **Introduction:**

The mission and core values and the goals and attendant supporting statements of the Bowdoin College Library have been crafted and regularly revised by the entire library staff for more than a decade. They serve as formal, enduring statements of the Library's purpose, the values on which collections and services are developed, and the aspirations towards which staff continuously strive. Together, these statements provide an overall structure to inspire and guide staff in developing a biennial strategic plan.

The strategic plan is informed by curricular change at Bowdoin, developments in librarianship, technology, scholarly communication, publishing, and higher education, as well as responses received through assessment tools and focus groups, and consultation and collaboration with the Library Committee, faculty members and students, colleagues in Information Technology and other campus departments, and in partnership with the librarians at Colby and Bates colleges. The plan is not meant to be an exhaustive list of ongoing activities, but rather to frame significant new and emerging initiatives.

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Librarian  
December 2006

## **Mission Statement**

Bowdoin College Library staff, services, resources, and collections advance the pursuit of knowledge and offer a gateway to the world of information and ideas. In support of that mission, the Library serves as an intellectual gathering place that fosters and enhances learning, education, research, and personal fulfillment.

## **Core Values**

We believe:

- in the individual right to intellectual pursuit, free from censorship or violation of privacy;
- in nurturing the intellectual curiosity that leads to lifelong learning;
- in preserving connections to the past while embracing the challenges of the future;
- that in an ever-changing world, success depends upon flexibility, innovation and a constant reassessment of the needs of our community;
- that the strength of our library depends not only on its collections and services, but also on the quality of its staff;
- that the workplace should foster accomplishment, individual achievement and growth;
- in treating our colleagues and patrons with dignity, honesty, good humor, and a respect for social and cultural diversity; and
- that outstanding library service requires continuous collaboration, cooperation and clear communication.

## **The Bowdoin College Library Statement of Goals**

- Goal # 1: Develop collections and provide optimal access to information resources to support the academic programs of the College.
- Goal #2: Offer library services and resources that enrich the curriculum and facilitate the research endeavors of faculty and students.
- Goal #3: Promote the use of information technologies and serve as a teaching laboratory where new resources and services are introduced, explored and developed.
- Goal #4: Enhance the educational experience of students at Bowdoin through teaching and promoting information literacy skills that are necessary to find, evaluate and use information effectively.
- Goal #5: Engage in a vital partnership with faculty members in the educational process.
- Goal #6: Promote the preservation and use of historical collections and archival records that serve the Bowdoin curriculum, College administrative programs and the scholarly community.
- Goal #7: Contribute to the intellectual, cultural and recreational pursuits of the College beyond the classroom.
- Goal #8: Build and continually develop a skilled staff equipped to meet the constantly changing needs of the Library and the campus community.
- Goal # 9: Create a well-equipped and technologically up-to-date library facility providing all users and staff with an attractive, comfortable and safe environment conducive to work, study and learning.
- Goal #10: Enhance access to information resources and services for faculty, students and staff through coordinated participation in regional, national and international resource sharing.
- Goal #11: Promote the library profession and represent its ethics and standards through leadership on campus, in the profession and within the community at large.
- Goal # 12: Serve as a resource for individuals outside the campus community, in coordination with the services of public and institutional libraries and cultural organizations.

Supporting Statements for each Goal are presented in Appendix A.

## **The Bowdoin College Library Strategic Plan for 2006-2008: The Library in the Digital Age**

### Objective I. Build Library Collections

- Strategy A. Collection development and access
- Strategy B. Collection maintenance
- Strategy C. Archiving, records management, and preservation
- Strategy D. Digital content development and digital asset management
- Strategy E. Scholarly communication

### Objective II. Offer Services to Empower Users

- Strategy A. Just-in-time access to resources
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- Strategy A. Instruction
- Strategy B. Research support
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### Objective IV. Strengthen Facilities and Support Services

- Strategy A. Long-term space planning
- Strategy B. Short-term space planning for branch libraries
- Strategy C. Technology infrastructure and equipment
- Strategy D. Accessibility
- Strategy E. Collection security and preservation

### Objective V. Manage the Library through Teamwork, Innovation, and Assessment

- Strategy A. Management through teams and alliances
- Strategy B. Staff development and training
- Strategy C. Enterprise system software upgrades and implementation
- Strategy D. Statistics and assessment
- Strategy E. Grant funding and development

### Objective VI. Meet Professional Responsibilities

- Strategy A. First Amendment issues and copyright policies
- Strategy B. Rights to privacy and confidentiality
- Strategy C. Recruitment to the profession

## **Objective I. Build Library Collections**

*To build a library collection that effectively supports the Bowdoin curriculum and faculty research, librarians and faculty members must select the best information resources from the print and digital publishing worlds. The digital revolution has expanded access to information resources and transformed scholarly exchange, pedagogical approaches, administrative processes, as well as library collections. Consequently, Library staff apply new and proven technologies to acquire, manage, preserve, provide access to, and ensure interconnectivity among resources in all formats. Beyond building complementary collections of print and electronic sources, the Library also must address the preservation of “born-digital” works, brittle books, Special Collections materials, and College records of lasting value in digital as well as print formats. With these activities comes the responsibility to educate the community about new methods and strategies to promote, manage and preserve electronic information for scholarly and administrative use.*

### **Strategy A. Collection development and access**

Select and make available balanced collections in both print and digital formats. Provide authorized users with convenient, seamless, ubiquitous access to information resources, regardless of format.

- Through a CBB Mellon collaborative collection development and management grant, expand the universe of materials available to the three academic communities and facilitate sharing of budgetary and space resources. Implement joint collection development policies for approval plans and discipline-based collections in all formats; coordinate purchasing and physical collection management.
- Strengthen librarian role in discipline-related collection development and maintenance for all formats. Provide appropriate digital tools for faculty/librarian collaboration through introduction of Gobi2 and new procedures to evaluate materials requests.
- Continue to strengthen CBB and other state, regional, and national buying consortia to maximize use of materials budget and expand the universe of published resources provided.
- Complete journal review/realignment project with goals to minimize duplicate format subscriptions, purchase titles of most value for student and faculty research, and increase funding for monographs.
- Implement new approaches to collect, manage, catalog, deliver, and promote use of e-book and e-audio content (MP3), including content available through Google Scholar.
- Develop collections to support new faculty members, campus institutes/programs, and curricular offerings.
- Improve e-serials processing, tracking and accessibility.
- Redesign acquisitions workflow to incorporate electronic selecting and ordering, and the receipt of shelf-ready books, to expedite “request-to-shelf ready” processing time.
- Develop user-friendly interfaces to government publications through Government Printing Office digital initiatives.

### **Strategy B. Collection maintenance**

*Ensure that print and digital library collections are well maintained and remain accessible to current and future researchers. Develop policies that reflect best practices and current standards for format migration of print, analog media and digital resources. Maintain stable access to both local and remote digital resources despite changes in file locations and formats over time.*

- Identify and participate in collaborative programs with CBB and other local, regional and national libraries, networks and organizations to ensure secure and enduring access to print journals and monographs. Participate in efforts such as PORTICO to ensure secure and accessible archives of digital journal archives.
- Revise criteria for choosing materials to be stored in the Library's off-site facility. Investigate regional and national collaborative storage options and consider CBB plan to reduce off-site collection duplication and storage costs.
- Create policies to guide ongoing storage decisions for retention of print journal back files whose electronic archives are owned. With faculty collaboration, deaccession print journal volumes when full content is available dependably via electronic subscription and original print format is not of artifactual value

### **Strategy C. Archiving, records management, and preservation**

*Assess the condition of materials in all formats known to be at risk, and devise systematic preservation strategies for historic print collections, newsprint, and electronic records, including Web sites. Ensure that fulfillment of mandate to Archives to preserve College records of enduring value extends to digital records. Plan periodic data refreshing and format migrations over time. In consultation with IT, develop campus-wide strategies to manage and preserve appropriate electronic information resulting from the automation of College business practices and the adoption of digital management systems.*

- Conduct a preservation assessment survey of magnetic media, and initiate procedures to refresh or migrate fragile digital recordings in Special Collections and LMC.
- Conduct a preservation assessment of the general Library collection and incorporate basic preservation measures into current collection management policies and procedures.
- Update format migration policies to incorporate evolving understanding about format longevity and best practices for digital media storage.
- Seek foundation funding to microfilm vital College records, including Board minutes and early issues of the *Bowdoin Orient*.

### **Strategy D. Digital content development and digital asset management**

*Digitize materials of enduring administrative value and/or scholarly interest as resources allow. Devise strategies to address the data management challenges that digital assets present, especially adopting and applying metadata standards that meet accepted "best practices." Collaborate in digitization projects with other College departments that maintain image collections and other materials appropriate for digital publishing, as well as with state and regional depositories at educational and cultural institutions that share collections of common interest.*

- Support initiatives and inform collaborative campus-wide development of policies and procedures relating to digital asset management.

- Engage the campus to investigate options for and implement a digital institutional repository to support new modes of scholarly communication and preserve institutional records.
- Collaborate regionally with relevant institutions to develop services and Web products that improve access to manuscript collections, such as finding aids that benefit from EAD XML and OAI harvesting.
- Using maps, plans, and records that document College lands and buildings, use GIS software with a Web interface to map changes to College campus and lands over time; provide links with historical context.
- Create a digital version of the James Bowdoin (III) Letterbooks for online use.
- Implement Luna applications that provide robust public access to Special Collections and Archives-hosted digital collections.
- Expand Archives Image Gallery content to include “People,” “Campus Views,” and “Student Life.”

### **Strategy E. Scholarly communication**

*Inform faculty and staff about new communication systems, publishing models, and open access initiatives to create the broadest access to scholarly content.*

- Inform faculty members about rising subscription and licensing costs of scholarly materials nationally and at Bowdoin, and the consequent loss of purchasing power.
- Educate faculty about new author’s rights movement and such tools as scholars’ repositories for pre- and post-publication articles.
- Build faculty interest and participation in developing digital institutional repository.
- Encourage faculty to urge their scholarly societies to consider open access and/or collaborative publishing options.

### **Objective II. Offer Services to Empower Users**

Library users have high expectations for self-reliance and personal control when navigating library resources. Librarians must develop transparent support systems, provide customized/personalized access to information, and facilitate interconnectivity of information sources.

#### **Strategy A. Just-in-time access to resources**

*Develop discovery tools to help users realize the full potential of library print and electronic collections. Blend access to the broad array of library-owned and licensed research materials with an even broader universe of information resources available through cooperative borrowing and document delivery services. Develop the instructional potential of the library catalog.*

- Implement federated searching for licensed and free library e-resources, allowing users to simultaneously search multiple information resources, such as journal databases, electronic reference materials and catalogs. Continue to investigate open source options for federated searching.
- Create campus-wide “knowledge base” of electronic information resources through expanded federated search implementation. Collaborate with other campus departments (e.g. the museums, IT, and the Art Department) to integrate access to information resources they offer.

- Apply new approaches like clustering and visualization to the organization and delivery of search results for locally developed and licensed e-resources.
- Plan for migration to the next-generation Library 2.0 catalog.
- Redesign e-reserve processing and file management within Blackboard, in collaboration with IT. Continue to explore creative delivery means for alternate format e-reserves, including sound, image and video files, through the use of new technologies.
- Implement NExpress user-initiated non-returnables and incorporate into ILL policies and procedures. Participate as development partner with NExpress libraries and vendor to refine functionality in future versions.
- Work toward developing a single sign-on (user name and password) for all library and campus services.
- Investigate options to integrate “print on demand” materials into acquisitions strategies.
- Seamlessly blend traditional interlibrary loan services with alternative user-generated document delivery services, such as direct article purchasing for faculty.

### **Strategy B. Just-in-time access to assistance**

*Expand user access to individualized reference support. Develop online learning modules for user exploration and self-instruction at point-of-need. Adapt services to respond to differences in learning styles, taking full advantage of new technologies.*

- Develop and incorporate point-of-need multimedia learning tools such as Podcasting and help modules into Library Web pages to support key aspects of the research process. Incorporate knowledge gleaned from the information literacy survey, Web usability testing and catalog search logs to identify less transparent points in the research process that require explanation.
- Develop multimedia self-paced tour of library facilities.
- Expand IM (Instant Messaging) reference to increase hours of service.
- Explore commercial options and library collaborative relationships to provide 24×7 reference service programs.
- Continue to partner with IT and faculty to develop Blackboard instruction resources collaboratively.
- Develop online help that assist users in selecting alternative services to borrow materials unavailable at Bowdoin.

### **Strategy C. Customized user interfaces**

To untangle the digital information Web and to personalize access to information, develop and implement customizable interfaces and portals to Bowdoin resources and to the broader world of electronic information.

- Develop, in collaboration with IT, customizable campus and/or academic portals, which include library resources such as reserves, databases and patron records. Continue to organize library information and develop data structures for resources to ensure compatibility with development of customizable portals. Participate in development and testing of Blackboard Web portal.
- Develop RSS feeds to inform students and faculty of new library services and collections and to deliver pre-defined user alerts customized to user interests.

### **Objective III. Enhance Instruction, Research Support and Public Programming**

*Students, faculty, and other library users seek support and assistance in navigating an expanding and increasingly sophisticated universe of print and electronic information resources. Library staff help users form research strategies, find specific information, and acquire particular works through the use of electronic tools for searching, retrieving, capturing, and presenting digital information; they also enrich the cultural life of the community by providing vibrant programming.*

#### **Strategy A. Instruction**

Offer an instructional program that empowers students, faculty, and staff to make effective use of information resources.

- Partner with faculty to identify practical and effective approaches to integrate information literacy into First-Year Seminars and the first- and second-year curricular experience.
- Using data from the Information Literacy Survey and cross-tabulations with the First-Year Survey, identify information literacy strengths and weaknesses of students, and revise instructional services and the information literacy program accordingly.
- Continue partnerships with faculty to instruct student majors in discipline-specific information research skills and resources. Tailor instructional methodologies to the structure of the major curriculum in each academic department.
- Enhance teaching techniques and experiment with creative, flexible, and contextual approaches to learning and teaching (e.g. peer-to-peer learning and how students learn to do research).
- Support campus efforts to ensure that all incoming students receive skill instruction needed to conduct college-level research.
- With IT and Off-Campus Study, test desktop videoconferencing between Bowdoin and remote sites to support communicative exercises for foreign language study.

#### **Strategy B. Research support**

*Adapt reference services based on analysis of current research and instructional practices and changing faculty and student expectations.*

- Enhance support of campus-wide GIS initiatives, including identification and purchase of data sets, development of standards-based repository, and creation and maintenance of metadata.
- With IT, support the use of the ArtSTOR off-line viewer to facilitate using images for classroom teaching and development of learning tools.
- Develop funding and service strategies that will bring new research and teaching needs to support the new curriculum, growth in the student body, and the addition of faculty positions. Support research needs of interdisciplinary programs and newly created institutes.
- Collaborate with Baldwin Center and Writing Program to ensure that peer tutors are prepared to assist or refer to a librarian students needing assistance with the research process.
- Adapt library procedures to meet evolving needs of students with disabilities.

#### **Strategy C. Communication**

*Establish a communication strategy to learn about users' information-seeking behavior and needs, and to keep students, faculty, and other library users abreast of new library programs and services.*

- Develop more effective methods to communicate and market library services and collections to the Bowdoin community.
- Explore new methods to orient new faculty to library and information services, in collaboration with IT.
- Work with faculty to build understanding and support for collaborative efforts to build a single CBB collection.
- In collaboration with student government, establish a student advisory group to the Library.

#### **Strategy D. Public programming**

*Provide diverse array of stimulating public programs, exhibits, and lectures to bring attention to the collections, how they are used, and their potential applications to teaching and research.*

*Partner with other cultural institutions in the state to enhance joint offerings.*

- Mount *50 Books* exhibit of rare book collection highlights, for Oberlin Group of Library Directors meeting.
- Produce illustrated color booklet of highlights of rare book and manuscript holdings.
- Develop exhibition and programming to celebrate the bicentennial of Longfellow's birth, in conjunction with Longfellow Days 2007.
- Install exhibition on the history of the Walker Art Building and Bowdoin art collections in conjunction with the October 2007 Art Building renovation dedication.
- Offer programming to support Committee on Teaching "Winter Break Community Read."
- Collaborate with Curtis Memorial Library "Cornerstones of Science" program.
- Encourage use of library facilities to display students' creative work in the visual and performing arts and other academic accomplishments.

#### **Objective IV. Strengthen Facilities and Support Services**

*Inviting, attractive, accessible facilities, with modern technology infrastructure, equipment, and point-of-need support and services, are essential for the maximum utilization of information resources. Such services and facilities are also crucial in supporting new pedagogical approaches that incorporate expanding uses of new technologies with collaborative learning. These facilities must also provide adequate space for safe and secure collection storage and exhibition and ensure the long-term preservation of library materials.*

#### **Strategy A. Long-term Library space planning**

*Evaluate the facilities demands of collection growth and programmatic needs, both Library-wide and for specialized library branches, within the context of an evolving culture of scholarly communication, changing modes of teaching and learning, and aging and crowded library facilities.*

- Engage a library space consultant to facilitate envisioning collection and programmatic space needs, and to recommend long- and short-term facilities and service model strategies for H-L and the branches.
- Develop a comprehensive collection storage plan to accommodate growth through 2015, including annual growth rates and stack capacities, and the impact of future digital resource acquisitions on the rate of print collection growth.
- Engage in pre-planning to study near- and long-term demands on library collections and services for the fine arts.

- Develop 24x7 student study space in H-L Library on west end of first floor, and relocate Technical Services Dept. to second floor, should second-floor administrative space become available.

**Strategy B. Short-term space planning for branch libraries**

*Devise short-term solutions for current facilities inadequacies in the branch Art and Music libraries, neither of which meets established library standards for storage, collection use, or staff needs. These shortcomings demand immediate attention, regardless of longer-term proposals to address facilities needs for the fine arts.*

- Identify strategies to expand or relocate Art Library and Music Library facilities.
- Work with administration to advocate for inclusion of Art and Music Library short- and long-term space needs into College strategic planning and campus master space planning efforts for the fine arts.
- Consider re-utilization of portions of Hatch Science Library to relieve pressures in other branches.

### **Strategy C. Technology infrastructure and equipment**

*In partnership with IT, respond to new pedagogical demands for technologically equipped study areas and digitization centers supported by knowledgeable staff.*

- Advocate for a digitization service bureau on campus that is equipped and staffed to accommodate the needs of students, faculty, and staff.
- Collaborate with other campus departments to promote a culture of sharing expertise, equipment, and other resources to facilitate digitization processes throughout the College.

### **Strategy D. Accessibility**

*Address issues of building accessibility to meet the needs of our community better.*

- Advocate for handicapped accessibility to all library facilities and establish flexible, accessible study spaces, equipment and computers in all libraries.
- Develop emergency exit procedures for disabled users.

### **Strategy E. Collection security and preservation**

- Request capital project to replace Special Collections & Archives Millennium door-lock security system.
- Lead planning and implementation of re-design and renovation of 2nd floor exhibition gallery space in H-L Library to improve the display and preservation of, and security for, exhibited materials.
- Seek grant funding to support a facilities assessment/mitigation plan that addresses climate control deficiencies and deteriorating condition of the Renaissance ceiling in the Bliss Room (Hubbard Hall).

## **Objective V. Manage the Library through Teamwork, Innovation, and Assessment**

Library managers must prepare staff to continuously develop new services in response to changing technologies. Such preparation requires participatory planning processes, on-going training programs, and a workplace environment that fosters professional development, balanced priorities, and staff equipped to function effectively and confidently. The Library employs various approaches to inform the managerial processes. Deliberate assessment increases understanding of the quality and effectiveness of library programs and services. Regular discussion among library managers and staff refines and directs library activities. Collaboration with other groups, especially IT and the librarians of Colby and Bates colleges, assists in the formulation of feasible work plans.

### **Strategy A. Management through teams and alliances**

*Foster a culture of team management to accomplish Library strategies and promote shared staff understanding about Library imperatives and priorities. Cultivate thoughtful collaboration among Library and other College departments in response to technological interdependence and the common interests and objectives.*

- Facilitate and encourage Library/IT collaborations in strategic planning, instruction, and programming.
- Reformulate librarian liaison responsibilities, including reference, instruction, and collection building.

- Participate in expansion of NExpress consortial services and membership.

### **Strategy B. Staff development and training**

*Provide professional and career development opportunities for library staff*

- Establish more formal staff instructional program for learning new technical skills and understanding library applications of emerging technologies.
- Strengthen intra-department communication about current plans and projects and relevant trends in librarianship, technology, and related fields.

### **Strategy C. Enterprise system software upgrades and implementation**

*Ensure the effectiveness of library services and resources by providing staff with the most advanced technology tools available.*

- Collaborate with IT in the development, testing, and proofing of the Hannon Hill content management system; migrate library course and other data from the current site management tool.
- Implement “Bursar out” software to automate fines and billing.
- Implement “Output accounting voucher” software to automate invoice data transfer to Accounting.
- Explore options for using thin client technology in public workstations.
- Implement III Electronic Resources Management (ERM) to improve print and electronic serials processing.
- Implement III authority control software, review workflow, and investigate outsourcing options.
- Upgrade library catalog to III WebPac Pro to enhance functionality.

### **Strategy D. Statistics and assessment**

*Compile and analyze data to inform library managers and College administration about the effectiveness of and changes in demand for services and resources, and to develop clear understanding of the needs of library users. Develop more automated mechanism to gather and archive various library statistics necessary for planning and analysis.*

- Improve e-resource usage statistics collection and analysis. Investigate outsourcing options and use of ERM and Standardized Usage Statistics Harvesting Initiative (SUSHI).
- Implement new library statistics archiving database.
- Regularize administration of First-Year Survey. Pilot exit survey for seniors to assess information literacy (IL) skills at graduation.
- Hold regular focus groups with targeted library user types to obtain qualitative data on service quality.

### **Strategy E. Grant funding and development**

*Pursue grant opportunities to raise funds for renovations, acquisitions, cataloging, and preservation, in coordination with College development initiatives.*

- Seek humanities and other grants to process and catalog MWPA Archive, Maine Humanities Council Records, and Mark Melnicove Papers.
- Seek funding to support extraordinary needs for material acquisitions, especially to support area studies and specialized library services.
- Seek funding to conserve Kate Furbish’s “Flora of Maine” watercolor scrapbooks.
- In collaboration with IT, seek funding to develop point-of-need instructional tools.

### **Objective VI. Meet Professional Responsibilities**

*Librarians have the responsibility to advocate for the fundamental principles of the profession—including intellectual freedom, free access to information, the rights to privacy and free speech, and respect for intellectual property rights—and to ensure inclusion of these principles in unbiased library policy and practice. Librarians also have the responsibility to sustain these values by recruiting talented individuals to the profession.*

### **Strategy A. First Amendment issues and copyright policies**

*Balanced library collections presenting all points of view underlie the academic freedom enjoyed in College teaching, learning and research. The Library strives to make accessible materials representing all beliefs and points of view, without interference, in a manner consistent with applicable intellectual property rights.*

- Participate in the regularization of College policies related to copyright, especially regarding use of digital resources, with the Digital Asset Management group and College senior administration.
- Instruct students on issues relating to intellectual property, especially copyright, plagiarism, and scholarly attribution.

### **Strategy B. Rights to privacy and confidentiality**

*The Library is committed to safeguarding the right of individuals to seek and receive information representing differing opinions, without restriction and with respect for user privacy, in accordance with principles of the profession and in conformance with privacy laws and College policy.*

- Monitor database management systems to insure that functionality does not compromise individuals’ privacy.
- Investigate user interest in developing customizable services based on their historical use of resources in ways that maintain privacy rights.

### **Strategy C. Recruitment for the profession**

*Serve as a resource for students and others considering or pursuing graduate studies in librarianship, through mentoring and hosting internships and practicums.*

- Actively recruit students, library staff, and others to the library profession. Support the ALA Spectrum initiative to recruit a more diverse workforce.

- Mentor and support individuals enrolled in library and information management programs.
- Develop more active relationships with regional and distance learning library MLS programs and students.
- Encourage creation of MLS candidate internships in the Library to give students practical experience and to apply student perspectives to service improvements.

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**Bowdoin College Library Goals and Supporting Statements****Goal # 1:      Develop collections and provide optimal access to information resources to support the academic programs of the College.**

## Supporting Statements:

- A. The Library follows established collection evaluation, development and management policies when making acquisitions decisions in order to assure the formation of an appropriate and cohesive collection.
- B. The Library's catalog services organize and describe scholarly resources based on national bibliographic standards.
- C. The Library acquires, catalogs and processes materials in a timely and efficient manner, making the best use of staff, technology and financial resources.
- D. The Library offers direct and mediated access to a wide array of print and electronic information resources and full-text databases.
- E. Physical organization, management and maintenance of collections enhance access to and use of library materials.
- F. The Library cooperates and collaborates with the Colby and Bates libraries to optimize collections, services and resources.
- G. The Library uses conventional and innovative methods to preserve and protect its collections.

**Goal #2:      Offer library services and resources that enrich the curriculum and facilitate the research endeavors of faculty and students.**

## Supporting Statements:

- A. The Library assesses the structure and content of the curriculum, the research needs of faculty and students, and other campus educational activities to develop collections and instructional programs.
- B. Interpretation of information resources and individual instruction in research methods support student and faculty research.
- C. The Library develops portals, gateways and other interfaces that enhance access to information resources and library services.
- D. Research guides in print and electronic format are available in a variety of subject areas.
- E. Document delivery options reflect the most effective and broadest services available for providing timely and relevant support of research needs.
- F. The Library delivers reserves in support of classroom assignments in a timely and efficient manner.
- G. Library staff are committed to responding fully and respectfully to all inquiries and requests, either by providing relevant information or through appropriate referral.

**Goal #3:      Promote the use of information technologies and serve as a teaching laboratory where new resources and services are introduced, explored and developed.**

Supporting Statements:

- A. The Library promotes and supports the effective use of technology and develops technological applications for teaching and research.
- B. The Library develops and provides training programs that promote the effective use of information technology.
- C. The Library collaborates and cooperates with Information Technology in our shared mission to meet the information technology needs of the Bowdoin community
- D. The Library provides state-of-the-art facilities and equipment to access and present electronic information.

**Goal #4:      Enhance the educational experience of students at Bowdoin through teaching and promoting information literacy skills that are necessary to find, evaluate and use information effectively.**

Supporting Statements:

- A. The Library's teaching and learning program builds progressively through a student's career beginning with basic skills taught in the first year and culminating with advanced skills for upper-level research projects.
- B. The Library promotes, supports and integrates the teaching of information research skills into courses across the curriculum.
- C. Course-related instruction introduces students to the information resources and research techniques of specific fields of study.
- D. Each individual and group teaching experience in the library is an opportunity to build students' information gathering and assessment skills.
- E. Students learn and develop computer literacy skills through their research activities in the library and their interaction with library staff.

**Goal #5:      Engage in a vital partnership with faculty members in the educational process.**

Supporting Statements:

- A. Librarians participate in planning and develop services to support the academic programs of the College.
- B. Librarian liaisons support faculty research, curriculum development and teaching, and alert faculty to library services and resources that are useful in their academic disciplines.
- C. Librarians work with faculty to develop and assess library collections and services.

**Goal #6:      Promote the preservation and use of historical collections and archival records that serve the Bowdoin curriculum, College administrative programs and the scholarly community.**

Supporting Statements:

- A. Library policies, procedures and facility design ensure the preservation and safety of irreplaceable and inherently unstable materials such as brittle books, photographs, and electronic data.
- B. The Library promotes the integration of primary source material into the curriculum and informs the scholarly community of the unique intellectual and historical resources available at Bowdoin.
- C. The Library helps the College community retrieve, interpret, and use historic College records through the Archives' management programs, library catalog, specialized services and finding aids.
- D. The Library cooperates with other units of the College to preserve and promote the College's cultural heritage.

**Goal #7:      Contribute to the intellectual, cultural, and recreational pursuits of the College beyond the classroom.**

Supporting Statements:

- A. The Library sponsors and promotes cultural events, both independently and in coordination with other College programs and units.
- B. The Library's circulating collections include materials intended for pleasure and recreation.
- C. The Library provides materials for reading, viewing and listening to stimulate intellectual curiosity and promote self-education in areas of interest beyond the curriculum.

**Goal #8      Build and continually develop a skilled staff equipped to meet the constantly changing needs of the Library and the campus community.**

Supporting Statements:

- A. A staff well informed about the overall operations of the Library, working collaboratively and in coordination, facilitates the achievement of the Library's purpose and goals.
- B. A staff well informed about the overall operations of the College and engaged in college-wide issues contributes to the effectiveness of both the College and the Library.
- C. The Library recognizes that good staff morale contributes significantly in achieving the organization's goals and objectives.

- D. A staff training and professional development program is a critical part of the Library's operations; staff at all levels receive support in pursuit of such training and continuing education opportunities.
- E. All staff receive adequate technical support and have access to state-of-the-art work stations appropriate to their responsibilities.
- F. Staffing levels, assignments, and tools reflect the ongoing impact of changing workflow, technologies, and institutional priorities.
- G. The Library recognizes the critical role of student employees in the provision of library services and acknowledges that students learn through their employment; consequently, the Library helps students develop their work skills through mentoring and job training.

**Goal # 9      Create a well-equipped and technologically up-to-date library facility providing all users and staff with an attractive, comfortable and safe environment conducive to work, study and learning.**

Supporting Statements:

- A. *Appropriate and well maintained equipment and facilities ensure that faculty, staff, students, and visitors can access and use the library effectively.*
- B. Environmental controls in the library ensure safety and comfort and contribute to the preservation of library materials.
- C. Ergonomically correct furnishings and lighting provide for the well-being of library users and staff.
- D. Library facilities are designed to enhance instruction, individual study and collaborative learning, and to support cultural events.
- E. Networked study and meeting spaces provide ubiquitous access to information technology.
- F. Functional, flexible work space supports and reflects staff commitment to productivity, creativity and teamwork.
- G. Safety and security measures are in place to protect library staff, users and collections.

**Goal #10**      **Enhance access to information resources and services for faculty, students and staff through coordinated participation in regional, national and international resource sharing.**

Supporting Statements:

- A. The Library participates in the ongoing development of the CBB Libraries Strategic Plan and supports its vision and goals.
- B. Consortial agreements with other libraries, networks and cooperative programs ensure access to expanded reference, interlibrary loan and circulation services.
- C. The Library joins with consortial partners to negotiate agreements with publishers, vendors and information providers that expand access to information and realize financial advantage.

**Goal #11**      **Promote the library profession and represent its ethics and standards through leadership on campus, in the profession and within the community at large.**

Supporting Statements:

- A. The Library affirms and adheres to the Library Bill of Rights and its interpretations, the American Library Association Code of Ethics, the Society of American Archivists' Code of Ethics for Archivists, the ALA-SAA Joint Statement on Access, and the Association of College and Research Libraries (ACRL) Standard for Ethical Conduct for Rare Book, Manuscript and Special Collections Libraries and Librarians.

See:

"Library Bill of Rights" at <http://www.ala.org/work/freedom/lbr.html#rights>

"American Library Association Code of Ethics" at

<http://www.ala.org/alaorg/oif/ethics.html>

"Society of American Archivists' Code of Ethics for Archivists" at

[http://www.archivists.org/governance/handbook/app\\_ethics.asp](http://www.archivists.org/governance/handbook/app_ethics.asp)

"ALA-SAA Joint Statement on Access to Original Research Materials" at

<http://www.ala.org/acrl/guides/ala-saa.html>

"Association of College and Research Libraries (ACRL) Standards for Ethical Conduct for Rare Book, Manuscript and Special Collections Libraries and Librarians" at <http://www.ala.org/acrl/guides/rarethic.html>

- B. The Library promotes professional values by cultivating a culture of collaboration within the campus community and beyond.
- C. The Library encourages staff participation in professional organizations.
- D. Library staff participate actively in campus committees and organizations.
- E. The Library promotes librarianship as a career path.

**Goal # 12    Serve as a resource for individuals outside the campus community, in coordination with the services of public and institutional libraries and cultural organizations.**

Supporting Statements:

- A. The Library supports the efforts of local, state and regional libraries to enhance their services to constituents.
- B. The Library works with campus departments to develop library and technology use policies for visitors.
- C. The Library offers selected services and resources for those outside the College community.

### **Library Bill of Rights**

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.  
Amended February 2, 1961, and January 23, 1980,  
inclusion of "age" reaffirmed January 23, 1996,  
by the ALA Council.

"Library Bill of Rights" at  
<http://www.ala.org/ala/oif/statementspols/statementsif/librarybillrights.htm>

## **Code of Ethics of the American Library Association**

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

- I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
- II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
- IV. We recognize and respect intellectual property rights.
- V. We treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
- VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
- VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
- VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Adopted by the ALA Council  
June 28, 1995

“American Library Association Code of Ethics” at  
<http://www.ala.org/ala/oif/statementspols/codeofethics/codeethics.htm>

## **Code of Ethics for Archivists**

### **Preamble**

The Code of Ethics for Archivists establishes standards for the archival profession. It introduces new members of the profession to those standards, reminds experienced archivists of their professional responsibilities, and serves as a model for institutional policies. It also is intended to inspire public confidence in the profession.

This code provides an ethical framework to guide members of the profession. It does not provide the solution to specific problems.

The term “archivist” as used in this code encompasses all those concerned with the selection, control, care, preservation, and administration of historical and documentary records of enduring value.

### **I. Purpose**

The Society of American Archivists recognizes the importance of educating the profession and general public about archival ethics by codifying ethical principles to guide the work of archivists. This code provides a set of principles to which archivists aspire.

### **II. Professional Relationships**

Archivists select, preserve, and make available historical and documentary records of enduring value. Archivists cooperate, collaborate, and respect each institution and its mission and collecting policy. Respect and cooperation form the basis of all professional relationships with colleagues and users.

### **III. Judgment**

Archivists should exercise professional judgment in acquiring, appraising, and processing historical materials. They should not allow personal beliefs or perspectives to affect their decisions.

### **IV. Trust**

Archivists should not profit or otherwise benefit from their privileged access to and control of historical records and documentary materials.

### **V. Authenticity and Integrity**

Archivists strive to preserve and protect the authenticity of records in their holdings by documenting their creation and use in hard copy and electronic formats. They have a fundamental obligation to preserve the intellectual and physical integrity of those records.

Archivists may not alter, manipulate, or destroy data or records to conceal facts or distort evidence.

## **VI. Access**

Archivists strive to promote open and equitable access to their services and the records in their care without discrimination or preferential treatment, and in accordance with legal requirements, cultural sensitivities, and institutional policies. Archivists recognize their responsibility to promote the use of records as a fundamental purpose of the keeping of archives. Archivists may place restrictions on access for the protection of privacy or confidentiality of information in the records.

## **VII. Privacy**

Archivists protect the privacy rights of donors and individuals or groups who are the subject of records. They respect all users' right to privacy by maintaining the confidentiality of their research and protecting any personal information collected about them in accordance with the institution's security procedures.

## **VIII. Security/Protection**

Archivists protect all documentary materials for which they are responsible and guard them against defacement, physical damage, deterioration, and theft. Archivists should cooperate with colleagues and law enforcement agencies to apprehend and prosecute thieves and vandals.

## **IX. Law**

Archivists must uphold all federal, state, and local laws.

*Approved by the SAA Council, February 5, 2005.*

“Society of American Archivists’ Code of Ethics for Archivists” at [http://www.archivists.org/governance/handbook/app\\_ethics.asp](http://www.archivists.org/governance/handbook/app_ethics.asp)

## **ACRL Code of Ethics for Special Collections Librarians**

NOTE: "Standards for Ethical Conduct for Rare Book, Manuscript, and Special Collections Librarians" first appeared in 1987 and was designed to amplify and supplement the ALA Code of Ethics. A second edition of the Standards was approved by ACRL in 1993. This version, recast as a simplified "Code of Ethics for Special Collections Librarians" with commentary, was approved by ACRL in October 2003.

### **PREAMBLE**

Special collections librarians share fundamental values with the entire library profession. They should be thoroughly familiar with the ALA Code of Ethics and must adhere to the principles of fairness, freedom, professional excellence, and respect for individual rights expressed therein. Furthermore, special collections librarians have extraordinary responsibilities and opportunities associated with the care of cultural property, the preservation of original artifacts, and the support of scholarship based on primary research materials. At times their commitment to free access to information may conflict with their mission to protect and preserve the objects in their care. When values come into conflict, librarians must bring their experience and judgment to bear on each case in order to arrive at the best solution, always bearing in mind that the constituency for special collections includes future generations.

Other stresses arise naturally from the fact that special collections often have great monetary as well as documentary and aesthetic value. Special collections librarians must exercise extreme caution in situations that have the potential to allow them to profit personally from library-related activities. The highest standard of behavior must be maintained, as propriety is essential to the maintenance of public trust in the institution and in its staff.

### **DEFINITIONS**

**Special collections librarian:** An employee of a special collections library or any library staff member whose duties involve work with special collections materials. The principles in this Code relate primarily to professional staff (typically librarians, curators, archivists, and conservators), but all library staff members must be aware of the need to avoid potential and even apparent conflicts of interest.

**Special collections library:** A library, or an administrative unit (such as department) of a larger library, devoted to collecting, organizing, preserving, and describing special collections materials and making them accessible. Also referred to as "the institution. "

**Special collections materials:** The entire range of textual, graphic and artifact primary source materials in analog and digital formats, including printed books, manuscripts, photographs, maps, artworks, audio-visual materials, and realia.

### **CODE OF ETHICS**

I. Special collections librarians must not compete with their library in collecting or in any other activity.

II. All outside employment and professional activities must be undertaken within the fundamental premise that the special collections librarian's first responsibility is to the library, that the activity will not interfere with the librarian's ability to discharge this responsibility, and that it will not compromise the library's professional integrity or reputation.

III. Special collections librarians must not engage in any dealing or appraisal of special collections materials, and they must not recommend materials for purchase if they have any undisclosed financial interest in them.

IV. Special collections librarians must decline all gifts, loans, or other dispensations, or things of value that are available to them in connection with their duties for the library.

V. Special collections librarians may not withhold information about the library's holdings or sequester collection materials in order to further their own research and publication.

VI. Special collections librarians are responsible for protecting the confidentiality of researchers and materials as required by legal statutes, donor agreements, or policies of the library.

“Association of College and Research Libraries (ACRL) Code of Ethics for Special Collections Librarians” at [http://www.rbms.info/standards/code\\_of\\_ethics.shtml](http://www.rbms.info/standards/code_of_ethics.shtml)

## **Joint Statement on Access to Original Research Materials**

*Approved by the ACRL Standards & Accreditation Committee, ACRL Board of Directors, and the ALA Standards Committee, February, 1994.*

1. A repository(1) preserves collections(2) for use by researchers. It is the responsibility of a repository to make available original research materials in its possession on equal terms of access. Access should be provided in accordance with statutory authority, institutional mandate, the Code of Ethics for Archivists,(3) the "Standards for Ethical Conduct for Rare Book, Manuscript, and Special Collections Librarians,"(4) and this joint statement. A repository should not deny access to materials to any researcher, nor grant privileged or exclusive use of materials to any researcher, nor conceal the existence of any body of material from any researcher, unless required to do so by statutory authority, institutional mandate, or donor or purchase stipulation.
2. A repository is committed to preserving manuscript and archival materials and to making them available for research as soon as possible. At the same time, it is recognized that a repository may have legal and institutional obligations to protect confidentiality in its collections, and that private donors have the right to impose reasonable restrictions upon their papers to protect privacy or confidentiality for a reasonable period of time.
  - a. It is the responsibility of the repository to inform researchers of the restrictions which apply to collections.
  - b. The repository should discourage donors from imposing unreasonable restrictions and should encourage a specific time limitation on restrictions that are imposed.
  - c. The repository should periodically reevaluate restricted material and work toward the removal of restrictions when they are no longer required.
3. As the accessibility of material depends on knowing of its existence, it is the repository's responsibility to inform researchers of the collections in its custody. This may be accomplished through local, regional, or national catalogs; inventories and other internal finding aids; published guides; and the assistance of staff members.
4. To protect and insure the continued accessibility of the material in its custody, all materials must be used in accordance with the rules of the repository. Each repository should publish or otherwise make known to potential researchers its rules governing access and use. Such rules must be applied and enforced equally.
  - . The repository may limit the use of fragile or unusually valuable materials, but should try to provide suitable reproductions to researchers in lieu of the originals.
    - a. The repository may limit access to unprocessed materials, so long as the limitations are applied and enforced equally.
    - b. The repository may, under special circumstances, loan or place on deposit with another repository part or all of a collection.(5)
    - c. The repository may refuse access to an individual researcher who has demonstrated such carelessness or deliberate destructiveness as to endanger the safety of the

- material, or to a researcher who has violated the policies and regulations of the repository.
- d. To protect its collections, a repository may, in accordance with statutory authority and institutional mandate, require acceptable identification of any individual wishing to use its materials, as well as a signature verifying the individual has read a statement defining the policies and regulations of the repository.
5. A repository should not charge fees for making available the materials in its holdings, except when required by statutory authority or institutional mandate. A repository should facilitate access to collections by providing reproduction services. These services can include electronic, paper, or photographic copies; microfilm; or other means of reproduction. All reproductions should be made in accordance with statutory authority, including copyright law, institutional mandate, and repository regulations. Reasonable fees may be charged for these copying or research services. A repository is not obligated to conduct copying or research services beyond those required by statutory authority or institutional mandate.
  6. Each repository should publish or otherwise make available to researchers a suggested form of citation crediting the repository and identifying items within its holdings for later reference. Citations to copies of materials in other repositories should include the location of the originals, if known.
  7. It is the researcher's obligation to satisfy copyright regulations when copying or using materials found in collections.(6) Whenever possible a repository should inform a researcher about known copyrighted material, the owner or owners of the copyrights, and the researcher's obligations with regard to such material.

## Notes

1. repository is defined as an archives, manuscripts library, research center, or any other institution responsible for keeping primary research materials.
2. Collections are defined as individual manuscripts, archival or manuscript collections, fonds, or record groups found in repositories in any format.
3. *Code of Ethics for Archivists and Commentary* (Chicago: Society of American Archivists, 1992).
4. "Standards for Ethical Conduct for Rare Book, Manuscript, and Special Collections Librarians, with Guidelines for Institutional Practice in Support of the Standards," *C&RL News* 54 (April 1993): 207-15.
5. Repositories wishing to participate in the interlibrary loan of materials may consult as a model the "Additional Guidelines for Access to Archives, Manuscripts, and Special Collections," Chapter 8 of the *RLG Shared Resources Manual*, 3rd ed. (Stanford, Calif.: Research Libraries Groups, 1987). The chapter is reprinted in *Rare Books & Manuscripts Librarianship* 3 (Fall 1988): 126-30. Repositories wishing to loan original materials for research or exhibition may consult the RBMS "Guidelines for the Loan of Rare and Unique Materials," *C&RL News* 54 (May 1993): 267-69, or the "Guidelines for Borrowing Special Collections Materials for Exhibition," *C&RL News* 51 (May 1990): 430-34.

6. Repositories may wish to provide researchers with the American Library Association's publication, *Locating Copyright Holders* (Chicago: ALA, 1991).

Printed in *C&RL News*, December 1993.

“ALA-SAA Joint Statement on Access to Original Research Materials” at <http://www.ala.org/ala/acrl/acrlstandards/jointstatement.htm>

## Information Literacy

“...to carry the keys of the world’s library in your pocket, and feel its resources behind you in whatever task you undertake...”

*“Offer of the College,” by William DeWitt Hyde,  
Seventh President of Bowdoin College*

An information literate person:

1. Identifies a need for information and is able to develop an appropriate research strategy and plan of action
  - assumes responsibility for being an engaged, active, and critical participant
  - is familiar with his/her own learning style and adjusts the research process accordingly
2. Recognizes that various disciplines and types of information have unique organizational structures, each with different means of access
  - identifies appropriate and authoritative tools (e.g., library catalog, indices and abstracts, bibliographies, reference works, etc.) for a given subject, discipline, or type of information (e.g., government documents, journals, books, etc.) using research guides, help pages, and other instructional resources
  - seeks assistance and guidance from instructors and librarians
  - formulates strategies for approaching poorly organized information
3. Selects and uses a variety of general and in-depth research tools, in print and electronic formats
  - understands that each source is best suited for specific purposes and audiences and provides differing amounts of information (e.g., brief or thorough, citations or full-text, introductory or advanced)
  - locates basic resources that identify the vocabulary of the discipline
  - formulates efficient search queries, specific to each tool, using controlled vocabulary, keyword searching, natural language, Boolean operators, truncation and other techniques
  - documents, for future reference, each step of the research process as well as source materials consulted

4. Analyzes search results and selects relevant sources
  - considers authority, bias, accuracy and other criteria to determine the value of sources, e.g., author's credentials, publisher's reputation,
  - evaluates appropriateness of sources for a particular information need (e.g., peer-reviewed and popular publications, primary and secondary sources)
  - captures, records, and manages pertinent citation information using bibliographic management software or other means
  - understands the procedures for obtaining material available locally or through interlibrary loan, document delivery services, and other means
  - considers refining the search strategy if the number or relevancy of sources does not meet expectations
5. Synthesizes the ideas and concepts from the information sources collected
  - combines research with original thought, experimentation, and analysis
  - selects a communication medium (e.g., narrative text, video, Website, etc.) appropriate to the purpose of the research and intended audience
  - chooses an appropriate documentation style and uses it consistently to cite sources
6. Understands the legal, ethical, economic, and public policy issues related to the production and use of information and information technology
  - is aware of the social, political, and economic factors that influence which research is undertaken and what gets published
  - understands what constitutes plagiarism and recognizes when ideas and concepts need to be attributed
  - understands intellectual property, copyright, and fair use of copyrighted material
  - legally acquires, stores, and distributes text, data, images, sounds or videos
  - understands issues relating to freedom of access to information and censorship
  - understands privacy and security issues related to both the print and electronic environments
7. Regularly transfers information seeking skills to each new information need
  - is able to apply skills and techniques of the information seeking process across a variety of academic disciplines
  - builds on existing knowledge of the research process to address future academic, work-related and personal information needs

Developed by Bowdoin College librarians, March 2004. Portions of this document were inspired by: *The Mission of Bowdoin College*; and adapted from *Information Literacy Competency Standards for Higher Education*, American Library Association (Association of College and Research Libraries); and *Information Literacy Competencies and Criteria for Academic Libraries in Wisconsin*, (Wisconsin Association of Academic Librarians)