

# Draft Guidelines for Bibliographic Instruction in Academic Libraries

*The following guidelines, prepared by the ACRL Bibliographic Instruction Task Force, will be considered by the ACRL Board of Directors at its Midwinter meeting in January 1977. Persons who have comments of criticism or support for these guidelines should address them to ACRL President Connie Dunlap, Duke University, William R. Perkins Library, Durham, NC 27706, with a copy to Thomas Kirk, Box E-72, Earlham College, Richmond, IN 47374.*

*The task force believes this statement is an accurate reflection of the essential ingredients for an excellent program of bibliographic instruction. Furthermore, guidelines of this type are needed to give support to academic libraries that are attempting to improve or develop their instructional program. Adoption of this guideline statement is consistent with ACRL's role in improving academic library services.*

The college and university library performs a unique and indispensable function in the educational process. It bears the central responsibility for developing the college and university library collections; for extending bibliographic control over these collections; for instructing students formally and informally; and for advising faculty and scholars in the use of these collections.

In order to assist college and university libraries in the planning and evaluation of effective programs to instruct members of the academic community in the identification and use of information resources, the following guidelines for bibliographic instruction in academic libraries are suggested:

The library should:

- (1) assess the needs of its academic community for orientation to the library's facilities and services, and for instruction in the use of the library's collections and bibliographic structure;
- (2) prepare a written profile of the community's information needs;
- (3) develop a written statement of objectives of bibliographic instruction which:
  - (a) includes immediate and long-range goals with projected timetables for implementation;
  - (b) is directed to specific identified needs within the academic community, and permits various methods of instruction for all segments of

the academic community who have a need to use library resources and services;

- (c) outlines methods by which progress toward the attainment of instructional objectives can be measured. Methodology must provide for measures of learning, attitude and cost.
- (4) provide continuing financial support for bibliographic instruction,
    - (a) clearly identifiable within the library's budget program and statements;
    - (b) sufficient to provide the professional and supportive staff, equipment, materials and facilities necessary to attain the delineated objectives.
  - (5) employ librarians and other qualified staff to plan, implement and evaluate the program,
    - (a) inclusive of persons with training in: various academic disciplines, the identification and use of library resources, teaching skills, preparation and use of audiovisual and other instructional materials, preparation and use of evaluative instruments, clerical skills;
    - (b) in sufficient numbers necessary to attain the delineated objectives;
    - (c) clearly identifiable and of a status similar to persons responsible for planning, implementing and evaluating the other major functions of the library.
  - (6) provide facilities, equipment and materials
    - (a) to accommodate the preparation of instructional materials and the presentation of various modes of instruction (individual, small or large group, lecture, discussion, media, etc.);
    - (b) of sufficient size, number and scope to accommodate the attainment of the delineated objectives.
  - (7) involve the academic community in the formulation of objectives and the evaluation of their attainment.
  - (8) evaluate regularly the effectiveness of the instructional program, and demonstrate substantial attainment of written objectives. ■■