**Connecting professional service to service learning:  
strengthening the relationship between academic libraries and library schools**

Rachel M. Jaffe, Metadata and Catalog Librarian, Binghamton University Library

Heather Lea Moulaison, Assistant Professor, University of Missouri School of Information Science & Learning Technologies

**What is professional service?**

Professional service activities are those by which librarians support the democratic and educational mission of their institutions, disseminate professional expertise or further the profession. Within academic libraries, professional service is often included among the requirements for promotion and tenure. However, save for serving on professional committees, there is little consensus around which activities constitute service.

**What is service learning?**

In a few words, service learning means formally engaging students with a real-life activity that also provides a service in the community as a way of reinforcing knowledge and skills learned in class. The connection to the community is part of the rich learning experience.

**THE PROJECT**

University of Missouri LIS students enrolled in *ISLT 7312 Principles of Cataloging and Classification* were assigned the task of creating metadata for capstones (Masters theses) from BU for the BU Libraries.

**Steps students took to creating metadata**

1. Preliminary planning

* Discussion of potential users and their needs
* Discussion of systems and limitations
* Analysis of capstone documents

2. Assessing functional requirements  
3. Analyzing needed fields (Dublin Core) and input values  
4. Learning about Rosetta

* Introduction to Rosetta from Rachel

5. Learning about BU's context

* Best Practices documentation
* Initial work with using Rosetta

6. Receiving two capstones, analyzing them, cataloging them for peer review.  
7. Peer reviewing of classmates' records; incorporating suggested changes (or not) after discussion  
8. Inputting records directly into Rosetta's workform  
9. Receiving feedback from Rachel and the instructor  
10. Final corrections before ingestion

**End result of the Project**

Complete student-created corrected records available in the BU Library system.

**Bibliography**

Association of College & Research Libraries. (1998). *Academic librarianship and the redefining scholarship project*. Retrieved from: <http://www.ala.org/acrl/publications/whitepapers/academiclibrarianship>

Association of College & Research Libraries. (2010). A guideline for appointment, promotion and tenure of academic librarians. Retrieved from: <http://www.ala.org/acrl/standards/promotiontenure>

**PROJECT OUTCOMES**

Download the poster: http://codabox.org/130

**For the librarian**

* Developing a real-world, working relationships with future librarians
* Being able to impart practical knowledge and share experience in a formal classroom environment
  + Without having to commit to teaching for an entire semester
  + Without the issues of evaluating student contributions for a grade
* Sharing the excitement of metadata librarianship with a new generation of information professionals
* Helping reduce the library's backlog and make content available to users

**For the students**

Students reported, spontaneously (without being asked) in evaluations from spring 2012 and fall 2012:

* "The capstone cataloging was a pretty cool hands-on activity."
* “The real world project was very helpful”
* “Hands on application of cataloging rules & principles was excellent – also nice that we used Rosetta at BU”
* “Learning to work w/class[ification] systems, Dublin core, etc. – Practical as a whole”

**For the institution**

Feedback from the academic department following the ingest of the capstone projects: “Placing the capstones into Rosetta has made these projects – which strive to provide practical solutions to real world problems – both more discoverable to a wider audience, and more easily preserved.”

**Bibliography, continued**

Benefiel, C. R., Miller, J. P., Mosley, P., & Arant-Kaspar, W. (2001). Service to the profession: Definitions, scope, and value. *Reference Librarian*, 35(73), 362.

Brzozwski, B., Homenda, N. & Roy, L. (2012). The value of service learning projects in preparing LIS students for public services careers in public libraries. *Reference Librarian*, 53(1), 24-40.

Fink, L. D. (2003a). *A self-directed guide to designing courses for significant learning* [preprint]. San Francisco: Jossey-Bass. Available online: <http://www.cccu.org/~/media/filefolder/A%20Self-Directed%20Guide%20to%20Designing%20Courses%20for%20Significant%20Learning.pdf>

Fink, L. D. (2003b). *Creating significant learning experience: Integrated approach to designing college courses.* San Francisco: Jossey-Bass.

Garner, J., Davidson, K., & Schwartzkopf, B. (2009). Images of academic librarians: How tenure-track librarians portray themselves in the promotion and tenure process. *Serials Librarian*, 56(1-4), 203-208. doi:10.1080/03615260802690694

Gregory, G. M. (2005). *The successful academic librarian: Winning strategies from library leaders*. Medford, N.J: Information Today.

Park, B., & Riggs, R. (1991). Status of the profession: A 1989 national survey of tenure and promotion policies for academic librarians. *College and Research Libraries*, 52(3), 275-289.