

WEINBERG MEMORIAL LIBRARY

WML+10 Project

FEBRUARY 2014 PROGRESS REPORT

I. Introduction

Purpose

Inspired by the Weinberg Memorial Library's [20th Anniversary celebration](#) in 2012-2013 and by the University's 2013 Middle States Periodic Review, Charles Kratz (Dean of the Library and Information Fluency) asked members of the Library faculty and staff as well as faculty and student liaisons serving on the Library Advisory Committee to envision what the Library will look like in ten years.

The goal of this exercise (nicknamed WML+10) is to outline a broad, comprehensive strategy for developing the Library's physical spaces, services, collections, and staffing and to anticipate, consider, and accommodate rapid changes in higher education, information technology, and scholarly communication over the next decade. Since the Weinberg Memorial Library building will be celebrating its 30th Anniversary in 2023, particular attention was paid to physical spaces and facilities, with the understanding that renovations and other forms of construction require years of advanced planning.

The WML+10 project is rooted in the Library's existing [Vision and Mission statements](#) and has informed the goals and objectives set in the Library's 2014-2017 Tactical Plan. The completed WML+10 report may also inspire new Library initiatives, assessment practices, and partnerships and contribute to future Middle States reviews, including the next ten-year accreditation visit in 2018.

Participants

In Spring 2013, Dean Charles Kratz established two working groups to approach the WML+10 project from different directions: a team of Library faculty and staff members, coordinated by Digital Services Librarian Kristen Yarmey, and a team of faculty and student liaisons serving on the Library Advisory Committee, coordinated by Dean Kratz. The two teams worked separately but in parallel to ensure that all voices would be heard.

The Library Team consists of the Library's three administrators, six Library faculty members, and two Library staff members. The Library Advisory Team consists of six faculty liaisons and one graduate student liaison from the Library Advisory Committee.

<u>Library Team</u>	<u>Library Advisory Team</u>
Kristen Yarmey, Digital Services Librarian (chair)	Charles Kratz, Dean (chair)
George Aulisio, Public Services Librarian	Taryn Anthony, Chemistry – Graduate Student
Sharon Finnerty, Media Resource Coordinator	Lori Bruch, Counseling – PCPS
Michael Knies, Special Collections Librarian	Marian Farrell, Nursing – PCPS
Mary Kovalcin, Library Systems Coordinator	Michael Fennie, Chemistry – CAS

Charles Kratz, Dean	Sandra Lamanna, Education - PCPS
Jean Lenville, Assistant Dean	Andrew LaZella, Philosophy - CAS
Sheli McHugh, Cataloging and Metadata Librarian	Christos Pargianas, Economics/Finance - KSOM
Bonnie Strohl, Associate Dean	
Narda Tafuri, Technical Services Librarian	
Donna Witek, Public Services Librarian	

Process

The Library Team first met in February 2013 and began with a SWOT (Strengths, Weaknesses, Opportunities, and Threats) discussion. In March 2013, each member of the Library Team described his or her own vision in a brief, informal 5-10 minute presentation to the rest of the group. The individual presentations were followed by group discussion of common themes, tensions, and uncertainties. In April 2013, the Library Team met with the Library's Learning Commons Committee for an exchange of ideas, and in June 2013, the full Library faculty further discussed WML+10 themes and goals at their annual retreat. Products of these conversations have been folded into this report and into the Library's 2014-2017 Tactical Plan.

The Library Advisory Team first met in April 2013 and began similarly with a SWOT analysis. Additional meetings in May and October 2013 incorporated results from the [2012 Ithaca S+R Faculty Survey](#) and the [2013 Pew Internet & American Life study on Younger Americans' Library Habits and Expectations](#) and further fleshed out the Advisory Team's concerns and interests.

The two teams shared their results in a joint presentation at a December 2013 meeting of the Library Advisory Committee, and points from that discussion have been incorporated into this report. Further input may be sought from faculty members and students outside of the Committee (perhaps via an open forum, likely in Spring 2014). This progress report will be shared with the Interim Provost in February 2014, and a final summary report will be prepared and disseminated to the University community by the start of the Fall 2014 semester.

II. SWOT Analyses

The Library Team conducted an informal SWOT (Strengths, Weaknesses, Opportunities, and Threats) discussion on February 5, 2013. The Library Advisory Team conducted a similar exercise on April 13, 2013. The results of these analyses, along with additional strengths, weaknesses, opportunities and threats identified in later team discussions, are categorized and summarized below.

<u>Strengths</u>	<u>Weaknesses</u>
Facilities	
<ul style="list-style-type: none"> • Central location on campus • Popular with students • Near Scranton Public Library 	<ul style="list-style-type: none"> • Central location makes it hard to expand with new construction and difficult to renovate • Not enough space for study - frequently crowded (especially group study rooms and computer labs) • No remaining space for print and special collections • No group or ad hoc space (e.g., showing films) • Power outlets and network connections are insufficient and often inconveniently located • HVAC systems inhibit adaptation of floor plans (e.g., addition of new walls for group study rooms) • Java City is only open limited hours, despite student demand for late-night coffee • UniPrint system restricts printing options and services (e.g., color printing)
Collections, Resources, and Services	
<ul style="list-style-type: none"> • Interdisciplinary • Successfully deliver needed materials to faculty/students • Easy, 24/7 access to wide variety of databases, electronic journals, ebooks • Excellent reputation on campus • Perceived as welcoming, service-driven 	<ul style="list-style-type: none"> • Discovery of materials across databases and the Library catalog is challenging • Resources only available to current students/faculty/staff – not alumni or community members • No leisure reading materials
Integration into Curriculum	
<ul style="list-style-type: none"> • Information Literacy grants • Strong relationships with faculty • Faculty status for librarians • Provide one-on-one support for students and faculty in addition to class visits 	<ul style="list-style-type: none"> • Many students and faculty are not aware of Library resources and services available to them
Staffing	
<ul style="list-style-type: none"> • Library faculty/staff are seen as leaders on campus - forward thinking, progressive, creative, daring • Library faculty/staff have diverse and unique skill sets that are needed on campus • Strong subject expertise • Persistence 	<ul style="list-style-type: none"> • Staff are stretched thin • Skills and expertise of Library faculty/staff are not sufficiently communicated to or shared with the rest of the campus • Some staff may not be open to rapid change • New/additional expertise may be needed – e.g., grant writing, research methods

<ul style="list-style-type: none"> • Openness to exploring new technologies 	
Partnerships	
<ul style="list-style-type: none"> • Collaborative culture • Integration with CTLE • Schemel Forum • Consortia (AJCU, PALCI, LYRASIS) 	<ul style="list-style-type: none"> • Sometimes dependence on campus IT, HR can be restrictive
Assessment	
	<ul style="list-style-type: none"> • Not much systematic, formalized assessment of Library services, collections
Funding	
	<ul style="list-style-type: none"> • No designated recurring funding for emerging technology projects

<u>Opportunities</u>	<u>Threats</u>
Facilities	
<ul style="list-style-type: none"> • Learning Commons initiative will improve first floor facilities, and is already attracting attention from students and faculty • Encourage student engagement by hosting student group meetings • Consider potential availability of Loyola Hall for additional storage space 	<ul style="list-style-type: none"> • Increasing demands on network infrastructure (wired and wireless) • Information Resources division plans to phase out support for computing labs on campus in a shift towards BYOD (Bring Your Own Device), which may drive more students and faculty to Library computer labs and overwhelm our current resources and infrastructure • Security for new devices
Collections, Resources, and Services	
<ul style="list-style-type: none"> • Increasing complexity of information systems may increase need for Library expertise • Attention to job/professional skills may increase interest in information literacy instruction (e.g., information evaluation), need for IPE (interprofessional education) support • Technology training/assistance for students via workshops or “office hours” • More and better promotion of Library services and resources to faculty and students • Provide assistive technology services/support in collaboration with CTLE • Provide online tutorials where needed to preserve Library faculty/staff time for individualized instruction and support • Use visualization techniques (e.g., visual book shelf) to maintain browsability and serendipitous discovery of resources 	<ul style="list-style-type: none"> • Rising costs of library materials • Electronic-only resources make it more difficult to provide access to community members, alumni • Digital rights management (DRM) and publisher licensing agreements restrict access to digital materials, making resources more difficult to discover and use • DRM/licensing may restrict interlibrary loan (ILL) services • Popularly used information systems (e.g., Google, social media) are increasingly complex; evaluation and critical understanding are more difficult • Incompatible platforms and tools may interfere with discovery and access • Promoting Library services can be very time- and resource-consuming
Integration into Curriculum	
<ul style="list-style-type: none"> • Continue/increase collaboration with faculty • Joint research projects between Library and teaching faculty • Use learning analytics to tailor services and 	<ul style="list-style-type: none"> • Incoming students may be less prepared for college-level work (No Child Left Behind) • Some faculty may be fearful of or uncomfortable with technology and digital

<p>programs to student needs</p> <ul style="list-style-type: none"> • Articulate how Library services/resources are connected to specific learning outcomes • Eloquentia Perfecta pilots (Fall 2013 – Spring 2014) may be opportunities to talk about information literacy and learning commons resources (e.g., presentation practice rooms) • Participate in First-Year Writing program committee • Support self-service, “DIY” learners • Partner with faculty and IR on lecture capture 	<p>resources</p> <ul style="list-style-type: none"> • Information literacy (and higher education in general) devalued in popular culture, discourse
Staffing	
<ul style="list-style-type: none"> • Explore new staffing models • Succession planning to develop and support future leadership • Feature Library faculty/staff (and their skills and expertise) in Library newsletter/social media 	<ul style="list-style-type: none"> • Constant need for new skill sets, expertise • Increasing demand for Library services and support, but unlikely to get funding for new staff lines
Partnerships	
<ul style="list-style-type: none"> • Partnering with Information Resources division to select, fund, and maintain shared technology resources • More community engagement via Schemel programming • More collaboration with Scranton Public Library, Lackawanna County Library System • On-campus partnerships with Career Services, Office of Research Services • Partnership with Development and Alumni for provision of services and resources but also fundraising • Participation in Digital Public Library of America initiative will increase findability of digital collections 	<ul style="list-style-type: none"> • Professional/consortial partners may also suffer from budget cuts
Assessment	
<ul style="list-style-type: none"> • Use analytics to demonstrate the value of Library collections and services • Focus groups could give us insight into user needs • Active participation in the next Middle States review to strengthen the Library’s voice in University-wide assessment • Leverage the ongoing revision of the Association of College and Research Libraries (ACRL) Information Literacy Standards to develop new ways to assess information literacy competencies, behaviors, and knowledge practices 	<ul style="list-style-type: none"> • Learning analytics movement may lead to data-driven rather than student-driven decision making
Funding	
<ul style="list-style-type: none"> • Explore new funding models • Enhance fundraising 	<ul style="list-style-type: none"> • Higher education bubble, demographic changes, and new availability of online

<ul style="list-style-type: none"> • Pursue external funding via grant writing 	<p>education may lead to decreased enrollment, budget cuts (already anticipating 3-5% cuts for 2014-2015)</p> <ul style="list-style-type: none"> • Constant competition from other universities • Economy may also impact Library funding • Rising cost of library materials
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III. Vision

During vision discussions, participants were encouraged to speak freely and “think big” in order to promote creative and open brainstorming. However, anticipated resource constraints related to funding, staffing, and spaces became a critical part of the discussions. The shared vision as presented here is intended to be ambitious but achievable.

Mission and Goals

The Library will carry forward its [current mission](#):

“The University of Scranton Weinberg Memorial Library provides superior resources, services and programs that meet the dynamic scholarly, cultural and social endeavors of the University and the community at large. We are committed to a culture of innovation, assessment and sustainability through the support of teaching and learning. We preserve and promote the history of the University and provide access to rare cultural resources.”

The Library will continue to actively support and participate in the University’s [Jesuit tradition](#):

- The Library will embrace President Quinn’s themes for the University - Engaged, Integrated, and Global – in addition to the Jesuit ideals of *magis* and *cura personalis*.
- The Library will reaffirm and continually demonstrate its dedication to social justice and the development of “men and women for others.”
- Our culture and environment will be inclusive, safe, welcoming, and user-focused.

However, while our mission remains constant, the responsibilities of the Library will grow as higher education and scholarly communication evolve and user expectations increase:

- The Library will serve a critical role as a campus hub, connecting faculty and students to shared resources and services and acting as a bridge between disciplines and departments.
- The Library will be a campus leader in innovation, collaboration, and interdisciplinary scholarship.
- The Library will foster transformational learning via knowledge discovery but also knowledge creation. Scholars will have access to the information, tools, and expertise they need for hands-on exploration, experimentation, and production.

Facilities

While most Library services and collections will be accessible from anywhere, facilities will continue to be a critical component of the Library’s resource and service portfolio.

Taking advantage of our central location on campus, the Library building will bring under one roof academic services and resources that are currently isolated on campus:

- The Library’s Reilly Learning Commons will extend beyond the present 24-hour room in order to house spaces for tutoring, a writing center, CTLE services for faculty, and technology support.

- Specialized hardware and software available in the Learning Commons will promote learning through experimentation and creation.
- Specialized spaces in the Learning Commons, such as soundproof rooms and presentation practice rooms equipped with lecture capture, will be resolvable for student projects.
- Less space within the Weinberg Memorial Library building will be dedicated to collection storage, with some less frequently used print materials moving to remote storage (on or off campus).

Recognizing that one's environment and face-to-face interaction with other scholars are vital aspects of transformational learning, the Library building will offer flexible, multipurpose spaces designed to accommodate different needs and learning styles:

- The Library's facilities will be welcoming and easily accessible to all, with close attention paid to accommodating patrons with special needs.
- Library patrons will have access to quiet, private spaces for independent study and contemplation as well as collaborative, flexible spaces for collaborative work and group study.
- Furniture and perhaps even walls will be moveable and reconfigurable so that students have ownership over their study space.
- More (perhaps all) of the Library's study spaces will be open to students 24/7.

Library spaces will be holistic in design, acknowledging the importance of aesthetics and sound in learning environments:

- Library spaces will foster creativity by welcoming fun and spontaneity.
- Java City (or its successor) will remain a valued part of the Library, nourishing and sustaining the students, faculty, and staff who visit. The café environment will extend throughout the Pro Deo room, becoming a home for casual conversation, informal collaboration, and play.
- Galvin Terrace will become a covered atrium, featuring green walls and a calm fountain, serving as a quiet, sunlit haven for reading, rest, reflection, and contemplation.
- Special Collections and University Archives materials will be more prominently featured, with interesting visual exhibits that integrate historical information and context into the everyday lives of passersby and café customers.

As a center for innovation and experimentation, the Library building will incorporate emerging technologies into its facilities:

- In partnership with Information Resources, the Library building and surroundings will offer robust wired and wireless network access, with traffic during prime Library hours prioritized over nonacademic spaces.
- Library classrooms and conference rooms will be fully mediated with up-to-date technology.
- New augmented reality technology will allow the Library to integrate digital interfaces and content into physical facilities (e.g., glass surfaces may provide both sunlight and information access).

The Library building will visually and physically embody the University's commitment to sustainability, with energy efficient lighting and equipment, water bottle filling stations on each floor, and visual reminders to patrons to reduce consumption and encourage recycling.

Collections, Resources, and Services

Increasing competition for decreased resources on campus will bring new significance to the Library's role and expertise in providing access to shared resources. The Library will be the "broker" for information on campus, providing access to licensed or restricted materials and facilitating access to publicly available information:

- E-content will dominate Library collections, gradually replacing print formats in most categories. Advancements in format and devices will vastly improve the user experience for reading and manipulating electronic journal articles and digital monographs.
- Streaming video will become the prominent format for media resources as CDs and DVDs dwindle in popularity. The Library's media collection may be complemented by students' personal streaming media subscriptions (e.g., Netflix, Hulu Plus, or equivalent).
- University Archives will collect, preserve, and provide access to University records and other archival materials in both print and born digital formats. Likewise, Special Collections will include print as well as digital collections (e.g., web archives). Capture, description, and publication will be automated to reduce staff time required for processing.

Access to collections will improve over time as Library systems evolve:

- Almost all Library collections and resources will be accessible from anywhere, from any device.
- The Library's local catalog and digital collections will be integrated and interoperable with national and international systems like WorldCat and the Digital Public Library of America to facilitate access and discovery.
- Students and faculty will be able use one central interface to seamlessly find and access content from the Library, other academic and public library collections, and the public web. This interface will provide visual context to help users browse and select the best and most relevant resources for their information needs.
- Discovery tools will provide context and information to help students and other patrons evaluate resources and differentiate between scholarly and non-scholarly sources.
- Access tools will have visual interfaces (such as a digital bookshelf) to maintain browsability and serendipitous discovery of Library resources.
- As many of the Library's resources as possible will be available for circulation; for example, students and faculty will be able to check out reference books.

Library collections will expand into new categories according to the needs of campus scholars:

- Access to specialized software (e.g., graphics and media editing, visualization tools, etc.) and hardware (e.g., 3D printers, high powered processors, etc.) will become an important Library resource for faculty and students. The Library will provide and support as many hardware and software platforms as is practicable.
- The Reilly Learning Commons will serve as a home for formal and informal technology training, with peer-to-peer "office hours" and workshops.
- Research services for faculty, such as assistance with data curation, data visualization, and geographic information systems (GIS), will become part of the Library's portfolio of expertise, complementing current support for citation management and social media.

- Student projects, papers, and reports from advanced courses can be published via the Library's digital collections as contributions to scholarly research. For example, reports from student lab replicating experimental data will be published and linked to the original research as supporting evidence.
- Faculty research materials, as well as information about faculty members' subject expertise, may be maintained in an institutional repository.
- A "tiny library" of leisure reading materials from the Scranton Public Library will be available for self-checkout.

Library services and programs will be sensitive to varying levels of technology ability and adoption among users.

Integration into the Curriculum

Online education and the widespread availability of course content at relatively low prices will alter the University's traditional courses and curriculum. Students will have a great variety of options for transferring in credits, with many choosing to complete content-based prerequisites via online programs. Face-to-face courses at the University will be more expensive but more challenging and transformational, with undergraduates engaged in tutorials, service learning, applied learning, problem solving, research, and travel.

In this new environment, the Library's mission of developing information literacy and promoting academic integrity will remain constant, although interpretations of information literacy will broaden to encompass a broad range of skills and concepts necessary for effective, efficient, and ethical use of and participation in increasingly complex information environments.

- Librarians will be more directly involved in student projects and assignments, with "embedded librarians" integrated into courses and curriculum.
- Librarians will collaborate with teaching faculty to pursue new integrated teaching models, especially for research methods classes, first-year seminars, first-year writing courses, and *eloquentia perfecta*-related courses.
- Library instruction will develop professional and lifelong learning skills such as critical thinking, discernment, evaluation, contextualization, and presentation.
- The Library will identify and provide services specifically designed for self-directed or DIY learning.
- Librarians will facilitate and foster interdisciplinary exchange between faculty and students from different departments.
- The Library will reach out to students taking online courses to ensure that their information needs are met.
- The Library will foster peer-to-peer teaching and learning.

The Library's information literacy program will reflect and implement [revisions](#) to the [Association of College & Research Libraries Information Literacy Competency Standards for Higher Education](#), scheduled to be implemented in early 2015.

Staffing

The Library's faculty and staff will continue to be one of its most valuable resources:

- Library faculty and staff will be active, valued participants in the University's teaching, learning, research, and service.
- The Library will support the development and performance of its faculty and staff by providing appropriate work spaces, access to emerging hardware, software, and other technology resources, and allowing time for research and continuing education.
- Skill sets and expertise of Library faculty and staff will be easily searched from the Library website and will be promoted in Library publications, social media, and signage.

However, increased competition for decreased resources combined with rapid changes in information systems will require new, more flexible staffing models:

- Library departments will be more integrated, with teams of cross-trained staff members assigned to specific projects, services, or tasks.
- Flexible staffing will be complemented by clearly defined expectations, cross training, and good communication across Library departments.
- Current position tasks and responsibilities will be regularly reconsidered, particularly following faculty or staff retirements.

Staffing changes will be the most noticeable to users at service points:

- Student workers and/or paraprofessionals may provide "front line" information desk support to answer basic questions, freeing reference librarians' time for deeper consultation, instruction, and research.

Partnerships

Resource constraints will make collaboration (across campus, institutions, and disciplines) not merely helpful but necessary. The Library will continue to develop campus partnerships:

- Collaboration and integration with CTLE will strengthen.
- The Library will have a strong relationship with the Information Resources division, offering shared services such as digital sandboxes where students and faculty can freely experiment with new software and hardware. The Learning Commons will house a branch of the Technology Support Center so that students and faculty have easy access to IT expertise.
- The Library will seek additional collaboration and potentially integration with the Office of Research Services, supporting faculty research and providing expertise and services related to scholarly communications, grant writing, research support, and other faculty development.
- Closer collaboration with Development and Alumni will enhance Library fundraising efforts.
- A partnership between the Library and Printing Services will enhance access to 3D printing capabilities.

Off campus, the Library will continue to maximize the availability of services, resources, and collections via collaboration with consortial partners (like AJCU, PALCI, and LYRASIS) and nearby libraries and librarians (like the Scranton Public Library, the Lackawanna County Library System, Marywood, TCMC, et al.).

- Born digital materials will be protected and maintained in multiple, geographically distant data centers, via collaborative, consortial digital preservation networks.

Assessment

Assessment will become an increasingly important part of the Library's administration, helping to demonstrate the value of Library resources and services and articulate how the Library supports the University's mission and strategic planning:

- The Library will have an integrated, comprehensive assessment plan that ties Library initiatives to learning objectives and other desired outcomes.
- The Library's assessment process will be transparent, with assessment results, as well as actions taken to address feedback, shared openly with the University community.

Funding

Changing demographics and sweeping changes in higher education will almost certainly lead to decreased enrollment and a contraction of resources in the future. The Library will soften the impact of this blow by seeking external funding:

- In partnership with Development, the Library will maintain a portfolio of projects of potential interest to donors.
- Some Library collections (for example, scientific journals) will be supported by endowments.
- Library faculty and staff will pursue external grant funding for special projects, in collaboration with other departments.

IV. Questions and Tensions

The WML+10 discussions also revealed areas of uncertainty or tension regarding Library roles, values, priorities, and best practices.

Mission and Goals

Striking changes in national demographics will likely result in similarly striking changes in the size, diversity, nationality, and overall makeup of our student body:

- How will the Library identify, understand, and serve changing student learning needs as this demographic shift progresses?
- How will we accommodate the growing needs of distance education students and international students?

The impact of emerging technologies on higher education as a whole is yet uncertain:

- How will massively open online courses (MOOCs) and other forms of online education affect the University?
- What Library services will be needed to support online teaching and learning?

Facilities

The Library's central location ensures that any major renovation or construction will be costly and complicated, raising difficult questions:

- How can we accommodate the demand for diverse learning spaces in practical, flexible, and sustainable ways?
- There is a strong consensus that both the Library and CTLE would benefit from a shared location; ideally, the CTLE could find a home in an addition to the existing Library building. Where and how could this kind of construction happen? Several of the Library Team participants wished to see CTLE either on the Library's second floor or integrated into the first floor Learning Commons; however, this would necessitate moving some of the print collections (see below). Another option might be to extend Library services into the CTLE's present location; e.g., information literacy labs might be created near the CTLE Writing Center and tutoring spaces.
- Could existing spaces be used more effectively? For example, could some print collections be transferred offsite? (see below)

Collections, Resources, and Services

The Library is committed to providing and maximizing access to scholarly resources for students, faculty, and the University community. However, models for digital publication and dissemination of scholarly materials are still evolving. In this environment, the Library's conceptual approach to and best practices for collection development remain uncertain:

- Is the Library a repository or portal – or both? Should the Library focus on merely providing access to information (e.g., by licensing and subscriptions to publications and databases)?
- How much (and in what ways) should the print and microfilm collections shrink? In a discussion with the Library Advisory Committee, some faculty members suggested that as a default the Library should purchase digital rather than print editions of monographs and journals. However, others noted that some accrediting agencies still look for print publications in related disciplines.
- Should the print collection be weeded? A Library Advisory Committee member suggested that the Library begin weeding second or third copies of under-circulating print titles.
- Could some print volumes be transferred to remote or off-site storage? Are there on-site storage options that should be considered? The Library Advisory Committee team suggested that Loyola Hall might serve as remote Library storage rather than be demolished for green space. Another possibility mentioned was the Center for Rehabilitation Education (currently under construction), though another faculty member countered that space in the new building was already very tightly allocated. Faculty members were cautiously open to off-site storage options, depending on the delivery time for requested books. One Library Advisory Committee member specified that delivery time for requested materials should not exceed 24 hours. (The Library's current Rapid ILL service frequently meets that deadline for journal articles, while print books requested via ILL or PALCI EZ-Borrow often arrive within 2-3 days.) From a reference perspective, the success of off-site storage for monographs in the humanities, especially essay collections and anthologies, would depend on the level of detail available in Library catalog records.
- Should parts of the print collection be divided into small departmental/program libraries (e.g., Judaic Studies, Jesuit Center, etc.) to facilitate ready access while also saving Library space?

These questions relate to larger discussions in the library profession about the tension between ownership and access:

- What are the risks and concerns of access-only models? (e.g., long-term access and preservation, interference with users' ability to save and share information)
- How will licensing agreements impact interlibrary loan services?
- Should the Library do more to promote or engage faculty in discussion about open access?
- Could print collections be shared across several libraries? For example, should the Library participate in shared print repository collections?

The appropriate extent of the Library's participation in the dissemination of campus scholarship also remains unclear:

- Should the Library provide an institutional repository for campus scholarship?
- If so, how can we take on that role under staffing and resource constraints?

Integration into the Curriculum

In light of the revisions being made to the ACRL Information Literacy (IL) Standards in Spring 2014, one of the greatest challenges of IL programs moving forward will be to find a way to teach higher level IL concepts and behaviors, in a manner that is transferrable to other contexts, within the limits imposed by the traditional "one-shot" IL session model of delivering IL instruction. With this context in mind, challenges to integrating information literacy into the curriculum include:

- Teaching practical skills (useful right now) vs. teaching big picture thinking (transferrable to other contexts)
- Communicating the role and importance of IL to student learning within disciplinary majors, programs, and colleges
- Effectively assessing IL competencies, behaviors, and knowledge practices, when these are primarily learned, practiced, and mastered within disciplinary course content

Staffing

Flexible staffing will be essential for the Library's ability to successfully support teaching and learning in a rapidly changing environment. Implementation of a new staffing model, however, will be challenging:

- How do we balance clear expectations with freedom and flexibility?
- How could staff time and skill sets best be shared across Library departments?
- How can the Library faculty and staff keep up with the need for new skills and competencies?

The Library's evolving roles and collections will further necessitate changes in staffing:

- What kind of staffing will be needed for the Learning Commons and its diverse spaces and equipment?

Assessment

All agreed that more formalized assessment would be needed to help the Library articulate and demonstrate its roles and values to the University community. Deceptively simple questions remain:

- What is valuable?
- How do we assess it?

Funding

The recurring theme of resource constraints resonated throughout our discussion and presents significant challenges:

- How can the Library address increasing user expectations with a decreasing pool of resources?
- Where can we cut costs without impacting services? If services must be cut, how can we determine conflicting college and departmental priorities? (The Advisory Team gave the example of *Chemical Abstracts*, a key resource for chemists that is not available in our Library because its high cost exceeds available funding.)
- How can the Library demonstrate its value to stakeholders?
- How – and to what extent – can the Library participate in or initiate entrepreneurial ventures?

V. Next Steps and Phased Implementation

The WML+10 vision was not developed with immediate implementation in mind. However, in this report we outline a proposal for several phases of progress towards fulfilling the vision, with targeted goals in mind. These next steps were developed in coordination with the Library's Learning Commons committee.

<u>Target Date</u>	<u>Goals</u>
<u>In progress</u> <u>Fall 2013 – Spring 2014</u>	<ul style="list-style-type: none"> • Café tables and multitouch table installed in Pro Deo room • Planning for phased implementation of Learning Commons • Pilot implementation of satellite Writing Center • Librarians embedded in Communications/Computing Sciences Eloquencia Perfecta (EP) courses • Two librarians invited to serve on First-Year Writing (FYW) Committee • Implementation of Electronic Resources Management (ERM) to better manage and assess journal and database subscriptions • New Library Communication and Outreach committee formed to better promote Library services and expertise • New Library Staffing, Resources, and Priorities committee formed to improve project management and interdepartmental collaboration • Project-based staffing being piloted for a digital collections initiative • Initiating Library-wide assessment planning • Updating Library website to improve access to collections and services
<u>1 Year</u> <u>January 2015</u>	<ul style="list-style-type: none"> • First phase of Learning Commons installed in Reilly Room: sound-absorbing furniture, specialized and reservable hardware/software, presentation practice room, whiteboard walls, charging stations or circulating chargers • Full implementation of satellite Writing Center • Development of Library-wide assessment plan • Expanded web archiving initiative • Full implementation of off-site, cloud-based digital preservation service DuraCloud
<u>3 Years</u> <u>January 2017</u>	<ul style="list-style-type: none"> • Second phase of Learning Commons installed in Reilly Room • Self-checkout • Poster printer and 3D printer • Library faculty/staff member(s) serve on committee(s) for 2018 Middle States Self Study • Research services for faculty including data management and visualization • Digital collections will appear in Digital Public Library of America for increased findability
<u>5 Years</u> <u>January 2019</u>	<ul style="list-style-type: none"> • Expansion of Learning Commons throughout the rest of the 1st floor and 2nd floor • Technology Bar at Java City • Meditation space

<p><u>10 Years</u> <u>January 2024</u></p>	<ul style="list-style-type: none"> • Integration of Writing Center and Tutoring into Library • Atrium or connecting space between the Pro Deo and Reilly rooms
<p><u>Beyond</u></p>	

VI. References and Resources

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