IUP Libraries Strategic Plan 2012-2014

Prepared By

IUP Libraries Strategic Planning Committee

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Introduction

The IUP Libraries provide support for teaching, research and the personal enrichment of members of the IUP community, a role we fulfill through a combination of growing collections in print and non-print formats and an extensive set of informational, instructional and media services administered by a professionally trained staff.

Higher education is changing rapidly, with students expecting and being offered a wider variety of ways of acquiring knowledge. IUP Libraries' dedication to participating in this educational and learning revolution is part of the driving force behind the planning process. We recognize that we are not a passive player in the academic community, but that we play an active and central role in our learning and cultural community. Having implemented and completed a successful strategic plan, IUP Libraries recognizes the importance and value of working in this milieu. The new plan acknowledges our past successes and provides us with the guidelines for moving forward and fulfilling our vision and mission.

IUP Libraries Strategic Planning Committee

- **Co-Chair**: Portia Diaz, *Faculty*
- **Co-Chair**: Patti Cornman, *Library Staff, Administration*
- **Co-Chair**: Terry Rittenberger, *Library Staff, Serials/Cataloging*
- Sandy Janicki, *Faculty*
- Kelly Heider, *Faculty*
- Chris Clouser, *Faculty*
- Michele Corcoran, *Library Staff, Interlibrary Loan*
- Ed Zimmerman, *Library Technology Services*
- Luis Gonzales, *Dean of Libraries*

Strategic Planning Process

Phase I

September-December, 2011

In September and October, the staff, managers and faculty analyzed the seven goals of the *Academic Affairs Strategic Plan for 2010-2014.* Of these goals, the committee addresses goals 1, 2, 6, and 7 in order to align the Libraries' goals with the larger strategic plan.

The Strategic Planning Committee has completed Phase I of the Strategic Planning Process. In Phase I, the Committee reviewed the Academic *Affairs Strategic Plan*, which is in effect until 2014. Therefore, the IUP Libraries will only be for a two-year period running from 2012-2014 in order to remain in sync with Academic Affairs. The Committee in its review presented the following documents for the review of the Communication Group Leaders to share with their various areas of communication responsibilities.

- *Strategic Plan Outline* – A guide for strategic areas to consider.

- *Alignment with Academic Affairs Strategic Plan (AASP)* – Areas where the Library fits into the plan and what are SOME of the current things we are doing.

- *Keywords/Phrases* – Language to consider in Library's strategic plan for TracDat purposes.

- *Action Items for IUP Libraries for 2011* – Revision to the current 5-year Review by Dean

- *Aligning IUP Libraries Departments/Services with AASP* – Communication group brainstorming guide.

The Committee met with the Communication group leaders and was asked to hold a meeting with their areas and complete the *Aligning IUP Libraries Departments/Services with AASP* brainstorming chart by November 15, 2011. The Committee commenced Phase II of its work to identify strategic goals and start drafting the plan into at the beginning of the Spring Term.

Phase II

January-March, 2012

The first priority for Phase II was the development of a new IUP Libraries mission and vision statement. Subsequent to that, the committee began drafting the strategic plan with the following themes as guides:

- **Academic Programs**
    Information Literacy/Instruction

- **Quality**
  - Assessment (Services, Resources, and Staff)
- **Research and Scholarship**
  - Reference, Access Services, Collections
- **Resources**
  - Collection Development, Fundraising, Grants
- **Community**
  - Library as Place
- **Twenty-first Century Learning Environment**
  - Information Commons, Social Media, Web-based Services
- **Academic Identity**
  - Marketing and Outreach

April-May, 2012

The draft plan was produced and revised extensively by the committee. Once it reaches its final draft form, it will be submitted to the entire staff of the Libraries for comments and suggestions. The committee will revise the final draft and produce the final document to forward to the Dean of Libraries, who will then forward to the Provost. During the summer and fall of 2012, the plan will be discussed with the Provost, and subsequently placed into the TracDat system.

IUP Libraries Vision and Mission

Vision

The IUP Libraries will be your link to lifelong learning.

Mission

Provide information resources and services that are well-matched to the curriculum, up-to-date and easily accessible.

Collaborate with University and community members to improve student achievement.

Promote information literacy and lifelong learning.

Be a vibrant physical space for research and learning.

IUP Libraries Goals and Strategies for 2012-2014

Academic Programs
Information Literacy and Instruction

Goal 1: Define, assess, and reorganize library instruction.
Strategy 1: *Restore coordination of information literacy/instruction programs to the Instruction Librarian*

Strategy 2: *Review current credited courses.*

Goal 2: Prepare for upcoming five year review.
Strategy 1: *Address the Action Items from original 2009 Program Review.*

Quality
Assessment of Services, Resources, and Staff

Goal 3: Build a dynamic collection of resources that supports learning, teaching and research.
Strategy 1: *Make collection development a more proactive function.*

Strategy 2: *Make resources more accessible.*

Goal 4: Create a culture of assessment.
Strategy 1: *Develop an assessment plan.*

Research and Scholarship
Reference, Access Services, and Collections

Goal 5: Strengthen library access, services and collections.
Strategy 1: *Develop a collaborative relationship between Collection Development and Access Services.*

Goal 6: Revive and restore library services for instructional design concepts.
Strategy 1: *Seek collaborative relationships.*

Strategy 2: *Work with Marketing Committee to promote services.*

Resources
Fundraising and Grants

Goal 7: Aggressively seek collaboration opportunities with outside entities.
Strategy 1: *Identify and pursue funding opportunities that support the Library's mission.*

Strategy 2: *Establish fundraising opportunities.*

Community
Library as Place

Goal 8: Provide library space for interaction that produces and fosters community.
Strategy 1: *Charge the Building and Space Committee with a plan for looking at the use of spaces for community events.*

Strategy 2: *Develop a policy governing the use of the library's services and space by external organizations.*

Twenty-first Century Learning Environment
Information Commons, Social Media, Web-based Services

Goal 9: Actively promote and support a culture of innovation in the Library.
Strategy 1: *Integrate emerging technologies into our existing infrastructure to create a seamless digital library.*

Strategy 2: *Apply innovative technologies to enhance instructional services.*

Strategy 3: *Provide a diverse environment to accommodate different learning needs.*

Academic Identity
Marketing and Outreach

Goal 10: Update the Library's mission, vision and brand identity.
Strategy 1: *Create a marketing plan.*

Strategic Planning Context

Strategic Planning for the 21st Century.

This document contains IUP Libraries' two-year strategic plan, written in the context of the existing Academic Affairs' strategic plan. This document takes into account new directions that may be set forth by the change in IUP leadership with the hiring of a new President and Provost. It also takes into account the sunset of the Academic Affairs' strategic plan in 2014; IUP Libraries will re-align its strategic plan at that time. This spring, IUP has adopted a new Liberal Studies program as well as developed the Graduate Online Program Initiative (GOPI) to move master's programs online. IUP Libraries has examined these plans to see how we might devise a strategic plan that contributes to IUP's strategic vision. IUP Libraries' vision and mission is reflected through this strategic plan for 2012-2014.

At the conclusion of this strategic plan period, we will analyze our accomplishments, comparing them with our goals and strategies.

Trends in Libraries

Resources

Managing and providing access to resources have been the business of libraries since the first library was founded. As a result of the ongoing technological revolution, libraries are rethinking how e-resources are being managed through workflows and tools designed to streamline acquisition and delivery. This challenge also involves balancing print and electronic resources with a fixed-to-decreasing budget. The cost of print serials continues to rise even while print resources become less and less suitable for the needs of today's online learners. The current trend in the library world is to cancel print subscriptions that are available in full text in databases. However, there is still the issue of serials with embargo periods for their electronic versions. Such embargoes prohibit electronic access to the most recent issues and create the need to either maintain a print subscription, purchase an electronic subscription directly from the publisher (often at a significant premium), or—a trend that many libraries are seeing—increasing the use of interlibrary loan services.

Adding e-books to library collections is another rapidly growing trend, although e-books are not replacing print collections at this time. E-books offer many positive benefits, including 24/7 access, a reduced need for physical storage space, and (depending on licensing) the ability to serve many users simultaneously with a single copy of a book. Unfortunately, a primary disadvantage is that the cost for this type of resource is still substantial, and a standard for e-readers has not been satisfactorily established. High costs for resources such as electronic journals and e-books has driven another current trend, which is the formation of more and

larger library consortia to combine purchasing power, reduce costs, and exert more leverage over suppliers.

Finally, it is not enough to purchase and have these resources in the library. Due to the electronic nature of most resources and the amount of information patrons receive constantly, it is important to market these resources aggressively. Also, user feedback is being incorporated into the acquisitions process through systems like patron driven acquisition (wherein collections are developed based on patron usage trends and requests). A related new trend is to place many resources into an open access systems that provide unrestricted access on the Internet of peer-reviewed scholarly journal articles.

Services

There will continue to be an increase in remote access to the library (virtual reference, blogs, downloadable books and audio, more electronic full-text, and more personalized services). As a result the library will become more user-centered and must increase outreach efforts to remain relevant. The traditional reference desk will become less relevant and there will be an increase in roving reference with librarians being called to a patron's point of need.[1] Additionally, the total number of reference questions will continue to decrease, but the questions themselves will *increase* in complexity and the time it takes to answer them. Library services will also be increasingly present where the users are, and there will be an increasing expectation for 24/7 services, though many libraries may not have the funding to provide access to all services beyond their web sites.

Libraries will continue to lead efforts to develop scholarly communication and intellectual property services (educating faculty/students about authors' rights and open access publishing options, recruiting content for institutional repositories, and helping patrons in understanding copyright issues). Increased collaboration will expand the role of the library within the institution and beyond. Faculty will continue to seek out information literacy instruction and librarians will collaborate with faculty to integrate library resources into the curriculum, especially in the online environment. Librarians will develop online tutorials and user-friendly interfaces to digital collections, and instruction will become more personalized and geared to point-of-need with podcasts, videos, and other modern technologies. As circulation of traditional books continues to decline and access rather than ownership becomes more important, the use of ILL will continue to grow

As a final note, technology will continue to change library services, and with them, the skills required of librarians. New skills necessary to successful service delivery will include the use of cloud computing, discovery tools, open content, open source software, and new social networking tools.[2,3,4,5]

Technology

Jeff Phillips, author of "Relentless Innovation," spoke at the *2012 Computers in Libraries* conference held in Washington D.C., on "Innovation as a Discipline." The crucial point of his

presentation was to emphasize *not* doing business as usual, and that five factors are contributing to our need to build innovation into our business methodologies. Of the five, three need to be looked at more closely: increasing rate of change and short product life cycles, increasing customers' expectations, and increasing access to information. In light of these three factors, some distinct trends do emerge.

First, the growing variety of consumer devices will heavily impact the library business. Libraries will need to be able to react to customers' demands to support their devices, and while this does not imply that all devices will be supported, the library can help shape services that may focus on a subset and help define loose standards. The library can also create how-to guides and help to organize and disseminate support-type information related to library services. This level of support previously was considered to be a "plus;" in the future it needs to be part of the norm.

Second, the virtual library will need to become more mobile friendly. Today the trend can be summed up by the phrase "there is an app for that." Device-specific apps will fall to the wayside, replaced by the development of HTML5 sites. HTML5 along with new CSS (Cascading Style Sheet) definitions will help standardize how information is both retrieved and written via the web. As more of these sites emerge there will not be the necessity to create device- or operating system-specific apps. Better integrations will need to be developed between the traditional ILS, institutional wide repositories, reserves, document lending, and course management systems.

Third, cloud computing and social media opportunities will need to be leveraged to reduce costs and to provide a venue for collaboration with and outreach to our customer base. Utilizing services such as Google Plus with features like "Hang Outs" will provide virtual meeting spaces that can support formal and informal training opportunities as well as supporting marketing efforts.

In conclusion, technology will continue to be the vehicle on which library services ride.

Space

The academic library as a place holds a unique position on campus. No other building is as symbolic in representing the academic heart of an institution. In order for a library to remain dynamic, it must support the academic community in new ways (such as showcasing faculty work, inviting student organizations, and hosting special events). Space must be flexible and accommodate evolving information technologies and usage. It must include a space for collaborative learning as well as traditional space for quiet study with good isolation between them. The library's physical space needs to foster a sense of community and advance the institution into the future. The trend in transitioning physical collections to electronic collections is opening new space in the library to accommodate new uses. However, it is the library's responsibility to ensure such use remains consistent with its primary academic mission.

The information commons model has become a blend of computer technology services and classical library reference and research resources. It serves as an area for students to gather, exchange ideas, collaborate, and utilize multiple technologies. The growing trend to have these spaces available on a 24-hour basis will require the library to investigate new avenues and adopt new security and service models.

Users

The IUP Libraries faces the challenge of preserving the values and services of a library while adapting to a continually changing user demographic. As an academic library, the challenge is further complicated by the multiple constituencies we serve. Remaining responsive to the needs of undergraduate students, graduate students, faculty, and maintaining positive rapport with the local community requires that the IUP Libraries be an agile organization with a keen understanding of trends in the various user groups we serve.

Most student users of the library—whether undergraduate or graduate—have come of age in an era of ubiquitous Internet connectivity, massive adoption of mobile devices, and rapidly growing social media services such as Facebook. Furthermore, while it is unwise to assume that modern students are innately more "tech-savvy" than previous generations, trends in technology have created certain expectations among our users. These include an expectation that the library offers a simple and familiar way to access its resources, leverages those technologies students *do* use in their daily lives, and lets students interact with the library in a meaningful way. Due to trends in the way the Internet and social media have grown, users expect to see their feedback incorporated into the service in a substantive fashion.

We find that graduate students demand even more responsiveness and rapid feedback from the Library. Graduate students are often faced with the need for highly specialized resources, and the intensity of their work does not offer the luxury of waiting for long periods to receive them. Rather, they expect the Library to *proactively* acquire resources to support their research and coursework, and provide multiple ways to access this information from both local and remote locations.[6] In addition, graduate students bridge the divide between undergraduates and faculty, and as a result are a more demanding group than undergraduates, with increased clarity regarding their needs and elevated expectations for our services. As IUP expands its graduate programs, the Library must adapt to the increased demands of a growing graduate student population. Studies of the IUP Libraries have also found that graduate students are frequently unaware of the full breadth of our services, and require proactive outreach and marketing efforts tailored specifically to them.

University faculty are the third key constituency of the IUP Libraries. Basic expectations for library service are similar to other users – modern technology, responsiveness to feedback, and expansive resources are a universal desire. Like graduate students, faculty are generally well aware of what they need for their teaching and research, and expect the library to address those needs quickly, sometimes even before the need is fully articulated. Generally, faculty desire immediate access to resources (increasingly *electronic* access), fast turnaround time on

services, and support for their pedagogy (such as information literacy instruction), while minimizing impact on their limited time. However, surveys of and interaction with faculty reveal that they are sometimes unaware of the range of services and resources that we offers. Therefore, it is incumbent on the Library to create focused outreach efforts to faculty. Finally, the trend toward increased collaboration between librarians and teaching faculty to incorporate the Library into courses and develop course-specific library tools mandates adapting the library and the librarian to meet new challenges while remaining relevant.[7]

The IUP Libraries' final user group is the local community. We serve community members of all ages, and during difficult economic times, research reveals that library use tends to increase as individuals leverage the resources of the library to assist in seeking employment, educational opportunities, and services that could help them. Additionally, libraries cover what Lee Rainie called "access divides": providing access to technology resources that individuals may not possess in their own homes.[8] While our primary mission is to serve the University community and support the academic success of our students, we must remain conscious of our community ties, and ensure that we promote positive relationships with the community in which IUP resides.

Evaluation

Demands for accountability in education originated in the late 1990s and gained momentum when President George W. Bush signed the *No Child Left Behind Act of 2001* (*NCLB*) which holds states and public schools more accountable for student achievement.[9] *NCLB* began a ripple effect that has recently begun to extend into higher education, prompting policy makers to pressure colleges and universities to evaluate their performance—especially as it relates to accreditation, finance, scholarly productivity, college rankings, governance, tenure, and standardized tests.[10] In addition, the challenges of financing higher education in the current economic climate have administrators examining the impact departments and divisions have on a college or university's overall performance. As a result, many academic libraries are being asked to assess the value of their resources and services to teaching, learning, and research. According to Besara & Kinsley, sharing assessment data with administration can leverage funding and resources for new initiatives.[11]

Much of the current literature on academic library assessment focuses on organizational performance. Bowlby defines organizational performance assessment as an equation:[12]

<u>PLANNING + ASSESSMENT $\rightarrow$ IMPACT + VALUE</u>

The Association of College and Research Libraries has also recognized organizational performance assessment as a means to justify impact and value. In ACRL's recent publication, *The Value of Academic Libraries: A Comprehensive Research Review and Report,* Oakleaf provides a review of the literature on academic library assessment, identifies gaps in the research, and offers best practices for measuring the value of academic libraries.[13]

Besides organizational performance assessment, another trend in the literature is the assessment of distance education library services. Many traditional universities are developing online courses and programs to compete with schools (such as the University of Phoenix, Kaplan University, DeVry University, and Liberty University) that offer all of their coursework online. The popularity of distance education has prompted academic libraries to rethink the way they provide services to students who may or may not have access to a physical library. As virtual library services are developed, academic librarians need to develop a plan for evaluating their impact and value. Several authors have published articles that outline plans for the assessment of distance library services.[14,15,16]

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