

Folke Bernadotte Memorial Library

Strategic Plan, 2009



May 2009

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Section One Description And Goals

1.1 Mission, Vision, & Goals

Mission

The library advances the teaching mission and intellectual life of the College by selecting and facilitating access to information and by instructing in its use, interpretation, and evaluation.

Vision

The library will play an essential role in engaging students in critical inquiry and developing the skills and dispositions of life-long learners, prepared for lives of leadership and service in a diverse and fast-changing world. To do this, the library will support the curriculum with materials and opportunities for course-related and independent learning; will provide leadership in fostering information literacy across the curriculum; will inform the community of emerging issues in information policy and trends; and will support the intellectual and cultural life of the college by developing programs, collections, and an engaging physical and virtual space for exploration.

Goals

- Enhance the library's ability to support academic programs and students' life-long learning through adding staff and funding for improved access to collections, both print and electronic.
- Develop, preserve and promote accessible special collections and archives as a learning resource, for outreach to alumni and donors, and as a record of our institutional memory.
- Enhance the library's learning spaces and integrate them with other campus resources.
- Work toward making the library an intrinsic part of the intellectual and cultural life of the college.

1.2 Programs

The library supports the curriculum by building collections and providing research assistance and instruction to support academic programs and to serve general education and the liberal arts mission of the college. These are some of the ways we do that:

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- **Instruction:** The library faculty offer various means of supporting learning. These include course-related instruction as well as a spring term course, Information Fluency. An initiative piloted in Fall 2008 developed a lab section taught by a librarian for a methods course, a model that was both innovative and remarkably successful. The librarians also see the reference desk (physical and virtual) as a site of instruction. The archives also provide instruction for classes and one-on-one opportunities for developing research skills. And for independent learning, the library provides material through its website that enable students to find resources by subject or by course. There is also a general tutorial introducing library research, information on how to cite sources, and a menu of research and technical tips. Librarians also teach courses in the first term seminar and January term programs and have been active in faculty development initiatives.
- **Liaison program:** Each librarian works with several departments to provide instruction and build appropriate collections.
- **Assessment:** Since 1998 the library has conducted annual assessments of student learning outcomes and has found those informative for our practice. We also assess our collections and services for departments as they are reviewed every ten years.
- **College and Church Archives:** the archives supports the curriculum, but also serves the college's administration through preserving its records and making information available to a variety of offices (the President's office, the office of the Provost, Alumni, Admissions, etc.) and to the general public.

1.3 Support Relationships

The closest support relationship for the library is between the library and the faculty, formalized in our liaison program but also enacted through myriad informal relationships. We also work closely with the Kendall Center on faculty development and student research initiatives, with Advancement (including the Grants and Foundations office), with Institutional Research, and with Gustavus Technology Services, which has a position that in part is devoted to specialized support of the library's technology needs. The College and Church Archives works closely with a wide variety of administrative offices as well as with students and faculty. The library also benefits from the work of a national award-winning friends group, the Gustavus Library Associates, which supports not only the library's acquisitions (this year providing about a quarter of all acquisitions funding through gifts and endowment) but also promotes literature and literacy. We rely on financial aid provided to students to fund wages for the approximately 100 student employees without whom we would be unable to function.

The library also has a number of important external relationships. These include several library consortia, the most important of which are Minitex, PALS, the OCLC Online Computer Library Center, and the Oberlin Group of liberal arts college libraries.

Section Two Strategic Review

2.1 Strategic Issues

This section of our planning document uses the 2004 [Standards for Libraries in Higher Education](#) from the Association of College and Research Libraries to organize our analysis of the current situation. The standards address libraries' successes in planning and assessment, services, instruction, resources, access, staff, facilities, communication, administration, and budget.

2.1.1. Planning, Assessment, and Outcomes Assessment

The library has an unusual [collegial management](#) structure that has been in place for the past ten years. It has provided a solid structure for planning that is inclusive and sensitive to the needs of the Gustavus community and its institutional goals. Arising partly out of a need to address issues raised in the library's 1994 external review, we adapted the collegial structure of an academic department to the library setting. Our [2003 external review](#) found that it worked well, particularly for the librarians; its benefits were less pronounced for the non-librarian staff (administrative and hourly). Still, all library staff and faculty are involved in planning and assessment through regular meetings, an inclusive committee structure, and annual learning outcomes assessments. The unorthodox structure was tested by the tornado of 1998, but that disaster provided an opportunity for librarians and staff members to work together in new roles. The liaison program, which developed at the same time as our internal organizational structure, has provided a healthy link with departments. We have used the departmental links to the library both as a means of communication with departments and as a sounding board, such as when we invited a consultant to review our support for the sciences in 2000.

*Comments from Faculty,
2003*

"The somewhat unique governance structure adopted by the librarians since the last external review has had many beneficial results in efficiency, budget, and morale." (humanities division)

"The college is fortunate to have such expert and collegial a group of librarians and staff. They do a great job within the budgetary constraints we all face." (sciences division)

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The college asked departments to develop [assessment plans](#) ten years ago. We agreed on a core set of learning outcomes and developed measures we could use to assess them. We have used that plan to guide assessment activities for the past ten years, and annually hold a retreat to review our findings. In addition to those regular assessment activities, the library faculty's scholarly work in part focuses on the scholarship of teaching and learning, resulting in a number of published studies and presentations based on our students' research and writing practices. These scholarly inquiries have enhanced our understanding of learning outcomes. We are also taking advantage of national assessments. This year with financial support from the Provost's office we joined in a [new national assessment](#) of information literacy especially well-adapted to liberal arts institutions made available through a NITLE/HEDS initiative. We have also been involved in the planning stages of a [national project](#) that promises to be the largest study ever conducted of information literacy in higher education.

In addition to measures outlined in our assessment plan, we assess our collections and services for departments by developing reports for every department and program under review annually, so that every ten years we will have assessed the entire collection and the instructional support that the library provides. We also review periodical subscriptions with departments every few years and from time to time examine standing orders and database subscriptions. Though these evaluations are not entirely outcomes-based, they do provide us an opportunity to examine our resources in terms of changing curricular needs.

Our 2003 external reviewers called our assessment techniques "excellent;" our assessment plan and activities were also singled out during the college's most recent Higher Learning Commission visit for commendation.

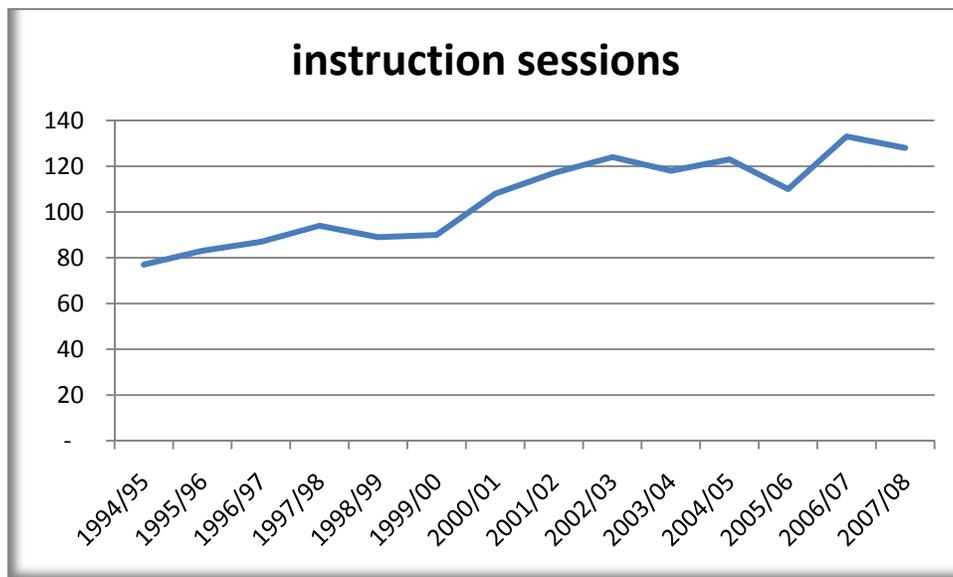
It is also worth mentioning that all of the recommendations made in our 1998 strategic plan that could be initiated by the library through hard work and/or redeploying parts of the library budget have been accomplished. Most of the facilities recommendations (with the significant exception of improving storage for the archives) were implemented during tornado recovery. The recommendations that would require increasing the library's budget have not been accomplished.

2.1.2 Services

The ACRL standards state that the library "should establish, promote, maintain, and evaluate a range of quality services that support the institution's mission and goals." Both of our external reviews (1993 and 2003) have praised the quality and extent of services the library offers and point out that outputs are much higher than inputs (e.g. compared to other institutions, the quality and extent of services is especially high given our unusually small staff). Surveys of faculty, students, and alumni conducted for our most recent external review showed high satisfaction with library services. Ratings of the quality of library services rose in the latest reported Senior Survey (2007) from 79% reporting it to be "good" or "very good" to 88%. Among the units included in that question, only the Marketplace had a higher rating for service than the library.

2.1.3 Instruction

The library has a nationally-recognized profile for innovative instructional programs that rests on foundations laid in previous generations. In the 1950s the library director emphasized the teaching role of the library, a function that was not widely recognized at other institutions until the 1970s, which is when our library formalized its instructional role by hiring its first coordinator of instructional programs. Our two previous external reviews praised our instruction efforts. The 2003 reviewers pointed out that the amount of course-related instruction we provide exceeds the Oberlin Group average by a “significant amount” and cautioned that “there are simply not enough librarians to continue to grow in the area of instruction and simultaneously to carry on their many other responsibilities.” Given the institution’s emphasis on student learning, and the importance of information literacy in a liberal education, we feel this is an essential purpose for the library and do not plan to scale our efforts back.



In addition to one-on-one tutorial assistance at the reference desk and in the archives – both important sites of learning for our students – we provide course-related instruction for over 120 courses each year, reaching over 2,000 students annually. These workshops focus on resources and research strategies tied to particular assignments and may involve one to three meetings with a class. The archivist provides both group and one-on-one instruction in the use of archival materials in connection with courses and projects. We also provide online and printed guides to resources by subject area for students who prefer independent exploration.

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We also teach some credit-bearing courses each year. For the past five years, we have offered a .5 credit 300-level interdisciplinary course in the spring semester for students who are going on to graduate study or who simply want to know more about research. Though enrollment is limited to fit into the library's small seminar classroom space, the student evaluations have been very positive. We also make an effort to contribute a course to the first term seminar program and to support Curriculum II as well teaching January term courses and overseeing independent studies and career explorations.

An innovation this fall was for one of the librarians (Julie Gilbert) to teach a "lab section" – one hour a week of a course meeting four hours weekly – of a 200-level methods course in political science. This was a successful melding of the philosophy behind course-related instruction with a deeper commitment to the more complex skills involved in information literacy that are beyond the scope of typical library sessions. This was a demonstrable success and will be continued this spring. We will be seeking ways to enable more partnerships like this, though our current staffing levels may make that difficult.

Faculty development is another area in which librarians have contributed to the College's instructional mission. In 1999 the library received a \$79,000 [National Leadership Grant](#) from the federal [Institute of Museum and Library Services](#) to develop

a model librarian/faculty collaboration to enhance developmental research skills in a hybrid print/electronic environment. This grant enabled us to host two regional librarians' institutes and to hold two summer workshops for our faculty, who designed or redesigned courses to embed in them developmental research skills. Results from the grant were disseminated through conference presentations and publications as well as invited workshops at other colleges. We remain the only liberal arts college library to ever receive a research and demonstration grant from this federal agency.

The library has also contributed to the most recent summer workshop offered by the Kendall Center, to FTS training workshops, and to various other faculty development programs. This January, thanks to support from the Kendall Center, we were able to involve ten faculty in a shortened and adapted version of our 300-level course in a three-day workshop on "[How Information Works](#)."

Comparatively, we do a lot of teaching. Of the 13 Oberlin Group colleges with endowments of under \$110 million, only one of those libraries reached more students in instruction sessions than we did in 2007/08. Though we don't have comparative statistics for credit-bearing courses, our contributions to FTS, CII, and January Term are unusual and almost certainly much higher than at any of our comparison schools.

*Comments from faculty,
2003*

*"Librarians are wonderful at
teaching the necessary
skills, both on an individual
basis and in the classroom."
(fine arts division)*

2.1.4 Resources

The ACRL standards for resources address two dimensions: how many resources are provided by the library and how well the library manages its allocation of resources. We do very poorly on the first measure and much better on the second. Inadequate funding for acquisitions requires that we work closely with faculty across the campus to make good choices. Being short-staffed also requires a constant attention to priority-setting. While many faculty feel the library fails to provide adequate resources for the areas in which they teach, they seem to feel their share of an inadequate pie is at least equitable and that we do the best we can to make decisions transparently and collaboratively.

2.1.5 Staff

On many measures, our staff is outstanding. The rigors of full faculty status (and its rewards) involve librarians in teaching, scholarship, and service of a high standard. The administrative and hourly staff are dedicated, innovative, and committed to the institution. We take full advantage of opportunities for professional development and, within the limited resources of the library's budget, provide funds for non-faculty staff development using a formula similar to that for faculty travel to conferences.

On the other hand, we could do much more if we had an adequate level of staffing. Our past two external reviews commented on the disconnect between the numbers of staff and their output. In the words of the 1993 reviewers, the college "gets a lot of bang for its buck." In 2003, the reviewers said "despite a huge workload, [the librarians] are remarkable in their energy and enthusiasm." Comparatively, we are significantly understaffed.

When looking at the ratio of library staff (faculty, administrative, and hourly) per student at the 12 Oberlin Group libraries that have endowments of less than \$110 million, Gustavus has the fewest staff per student. Or to put it differently, we each have more students to serve than at any of the other libraries. Seven of these colleges have smaller endowments than ours. The data has been anonymized in compliance with our statistics sharing agreement, but it's safe to say that these are not schools generally considered superior to Gustavus.

*Comments from faculty,
2003*

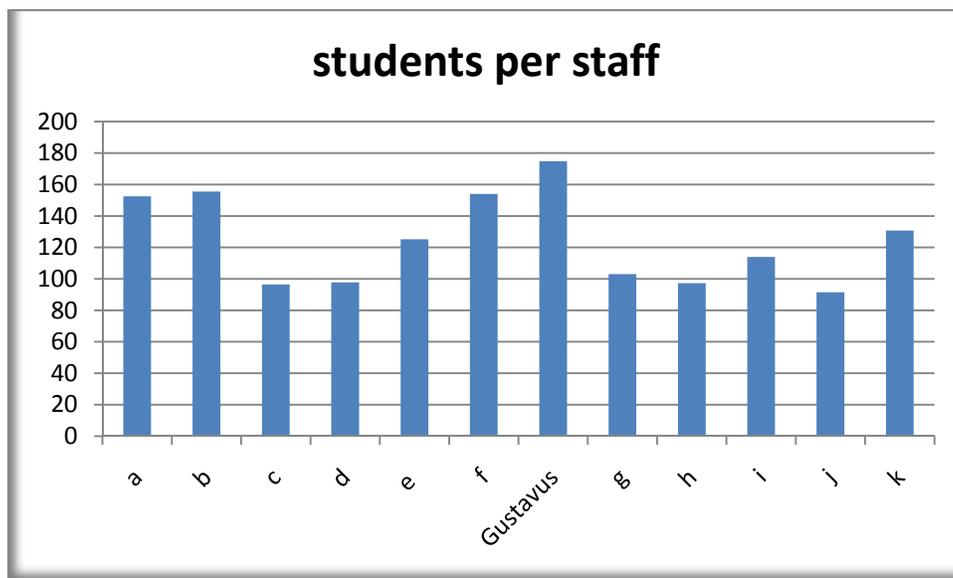
"The professional librarians are excellent resources for students and faculty, the liaison program is well-received by departments, and the library itself is an excellent site for research and learning. Very impressive." (education division)

"I have never seen a more dedicated and effective staff at a library. It is truly a model for what a liberal arts college library should be." (fine arts division)

"Reference people are great!! Calm, relaxed, willing to help." (social sciences division)

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The college and church archives are also understaffed. A consultant whose visit was funded by a Preservation Assistance Grant from the National Endowment for the Humanities in 2006 recommended that within the next year the college administration “should review the college’s commitment to the archival and artifactual collections, as more staff time and additional funding is absolutely necessary.” As Edi Thorstensson retires from the part-time Church Archivist position, the staffing shortage will only worsen.

2.1.6 Facilities

A 1965 document outlining what a new library building should look like presciently stated the emphasis was “more on *student* learning and less on *faculty* teaching.” We are grateful to those who planned the present library building and to the staff who maintain it. It has remained a remarkably flexible, hospitable space, and renovations following the 1998 tornado provided both a more sensible layout for the collections and a chance to update furniture and carpeting both in the main library and the Lund Music/Speech library.

That said, both the main library and the music branch are experiencing serious space issues. The main library was designed to hold 300,000 volumes before an addition would be needed, which at the time the building was designed expected to occur in the 1990s. In part, the need for an addition has been delayed because annual collection growth has diminished. In 1965 10,000 volumes were being added annually and, according to the report of that year, “there is no reason to believe this rate will not increase.” In fact, in the past 5 years, we have averaged less than half that number.

The cost of periodicals and databases increases at least 10% annually.

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There are rising expectations among faculty who are engaging in more student/faculty research than in the past and who expect – and are required – to be professionally engaged in their own scholarship.

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There is a greater output of both printed and electronic materials. In spite of pronouncements that books are dead, the number of books published in the last decade has doubled; the numbers of databases on offer increases constantly, as do demands to provide electronic access to the increasing amounts of research in the subjects we teach.

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Electronic journals are bundled into expensive packages that can change overnight both in contents and in price.

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The consolidation of publishing industries leaves more publications in fewer hands; parent corporations often demand higher profit margins and increase costs to libraries. The instability of current/traditional publishing models leaves us vulnerable to the possibility of critical parts of the information industries failing altogether.

Though collection growth has been slower than expected, we have reached capacity for collections and are planning an ambitious effort to evaluate and remove outdated books. (We have already been aggressively weeding our journals collection by removing those for which we have stable electronic access.) We also recognize that the facility is heavily used by students for individual and group study and at times our study spaces approach saturation.

The archives is also in need of more and better space. We need more room for storage of materials, more appropriate shelving, and better environmental controls. According the NEH-funded consultant, the college and church archives “are in desperate need for more storage space and additional practical work space.”

Under strategic initiatives we will describe some recommendations for changes in facilities to address these issues.

2.1.7 Communication and cooperation

The library has made strides since our 1993 external review on communication both within and beyond the library. We have built strong relationships with faculty through our liaison program. Within the library we have regularized a committee structure and regular all-staff meetings and share budget information, decision-making, and planning. We are using Web 2.0 technologies such as a blog, RSS feeds, and social bookmarking to add to more traditional means of communication. A new committee on outreach and promotion, formed in 2008, is seeking regular ways to enhance communication with the community and to tap into campus-wide initiatives.

2.1.8 Administration

According to ACRL standards, “the library should be administered in a manner that permits and encourages the most effective use of library resources.” We feel our inclusive and collaborative structure, coupled with a high degree of individual commitment to the mission of the library and the college, accomplishes that.

2.1.9 Budget

Some of the ACRL standards language on budget deals with how well a library prepares, administers, and monitors its budget. We feel we accomplish those tasks well. Sylvia Straub, in particular, deserves credit for monitoring our complex budget throughout the year.

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However, in answer to a key questions raised in the ACRL standards, "are the library's annual authorized expenditures adequate to meet the ongoing, appropriate needs of the library?" the answer is, quite bluntly, no.

A faculty survey conducted for our 2003 external review showed that faculty felt quite strongly that the library will continue to be an essential resource on campus in future. They did not believe that the library provides the resources students need or sufficient support for faculty research needs, though many added parenthetically that this was due to limited funding, not poor management of resources.

This concern was not limited to any one division. Access to journal literature is a perennial sore spot with faculty across campus. Even though we have access to more electronic journals, they come in packages that don't necessarily match our curricular needs.

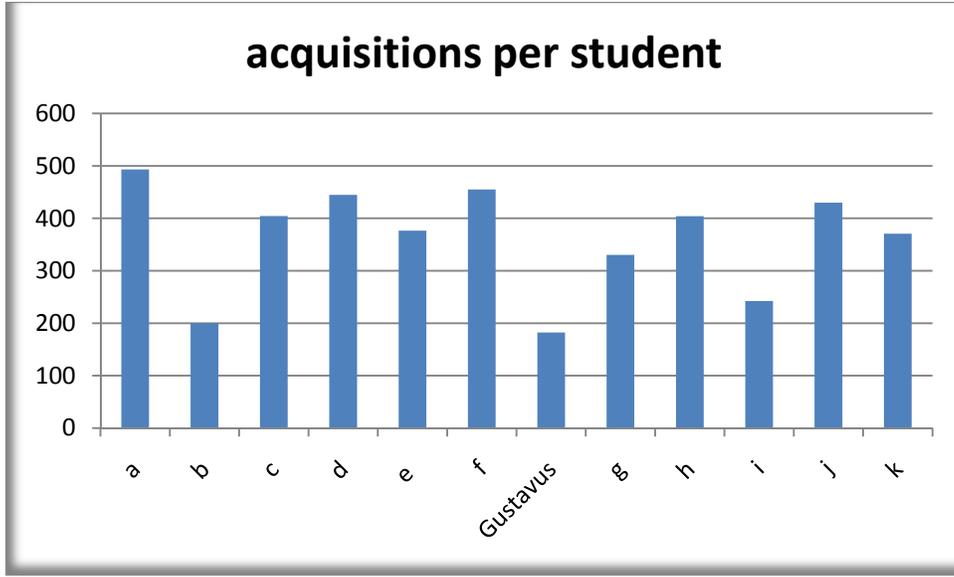
We are spending an increasing amount of money on copyright fees to pay for access to articles that we obtain through interlibrary loan that fall outside of fair use provisions. Each calendar year, an institution may only obtain five articles published within the most recent five years from any one journal. Beyond that use we must pay a fee that is often as high as the price of a book. Articles obtained through interlibrary loan, even when permissions are paid, are only for individual use and cannot be used in a class or placed on Moodle. Interlibrary loan is meant to be the exception, not the rule. According to our agreement with Minitex, our library must supply at least 95% of our local needs. If we begin to rely too heavily on interlibrary loan, we will run the risk of losing access to it altogether.

Comparatively, our library is underfunded. When looking at acquisitions expenditures per student among the 13 Oberlin Group institutions with endowments of less than \$110 million, Gustavus ranks dead last.

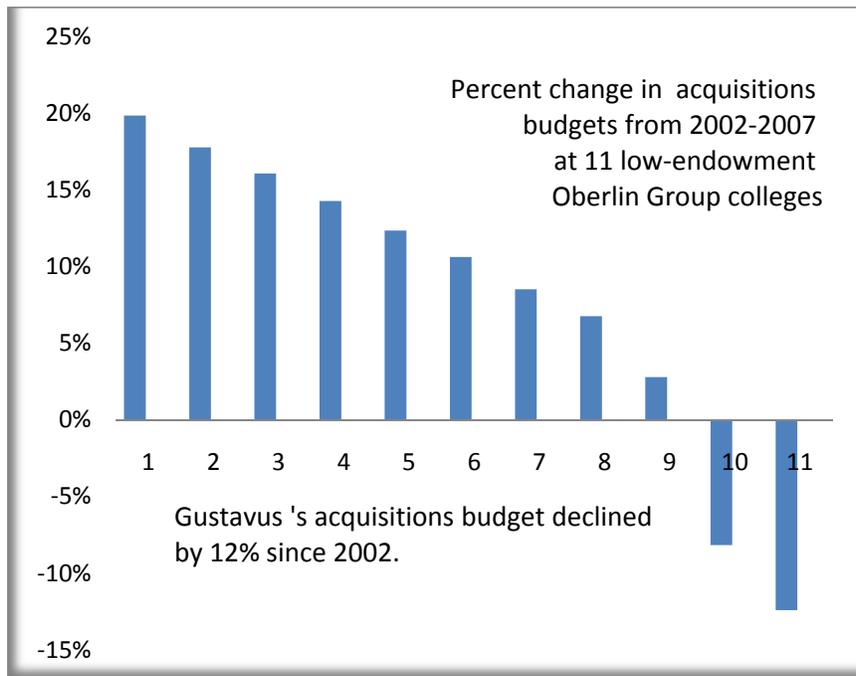
Copyright law changes made in 1998 have pushed materials out of the public domain and will keep newer publications out of the public domain far longer than previously; an increasing number of works will be "orphaned" – without anyone to provide permission for use; digital materials are protected under terms that limit fair use. A brewing legal dispute between libraries and publishers over electronic reserves may lead to restrictions on current practices that could lead to much higher costs to libraries, students, or both.

Every year, a greater percentage of our budget goes to electronic resources that we don't own and which will disappear if we fail to pay high annual subscription fees that increase annually at double-digit rates.

An external review of our support for the science departments in 2000 concluded our access to research materials is inadequate and "an overall increase in the library budget is the only solution. This may take a few years to accomplish, and probably will, but Gustavus needs to adopt this philosophy in order to maintain a quality science program." Our budget since that external review has decreased by over \$50,000.

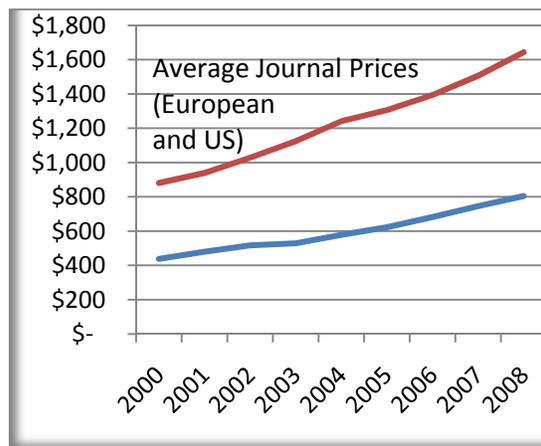
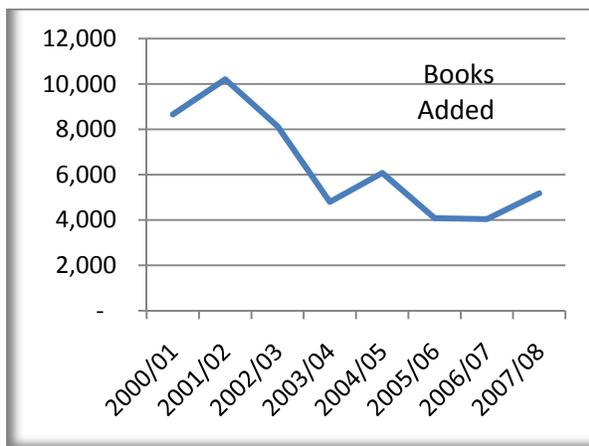


Our acquisitions budget, a mix of funds from the college’s operational budget and from restricted endowments and gifts, has not only failed to keep up with cost increases, it has shrunk. Our budget has declined by 12% since 2002, while expenses rise. This is unusual among institutions with comparable endowments.

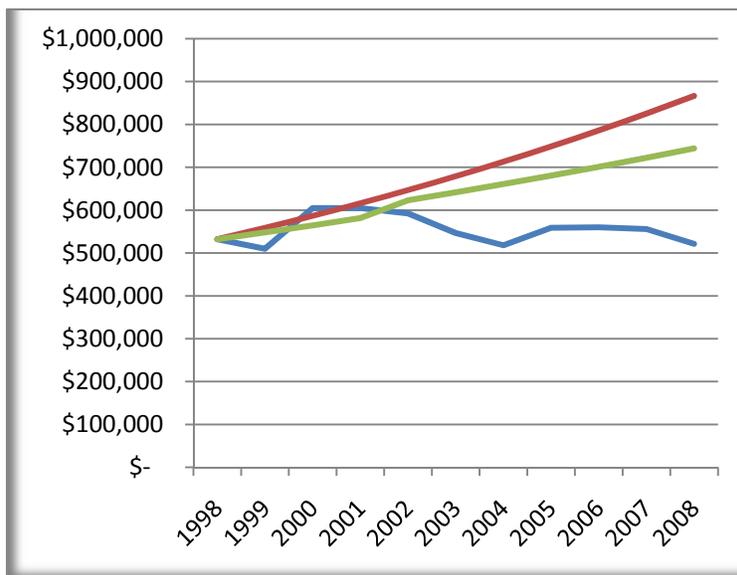


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Our ability to add books has declined since the price of subscriptions to periodicals and online databases increase steeply every year, from 10 – 15% annually. Even when we cut journal subscriptions, as we have done frequently, we can't make up enough ground to do more than maintain what's left. The chart below shows what the library's budget would look like if we had increased our 1998 total budget (not including wages and benefits) by 5% or 3% annually. The bottom line is our actual budget.



To summarize our strengths, weaknesses, opportunities and challenges, we have the imagination, the energy, and the commitment that it takes to have an excellent library. In this rapidly-changing information environment, the kind of learning we promote is needed more than ever. We are pleased that AAC&U recognizes this and includes information literacy in its list of "[essential outcomes](#)." We have developed a national profile for doing this well, and are contributing to the professional discourse by engaging in the scholarship of teaching and learning in this area.

But we face a grave weakness in funding for staff and collections and face pressing challenges in providing access to information needed to support our programs because of high and constantly increasing costs. Without increases to our budget that match increasing costs, we are forced to either stop buying books and videos, cut subscriptions to journals and databases, or both.

2.2 Barriers

We have excellent relations with faculty across the disciplines, a general belief within the community that the library matters, and a pleasant and well-used facility. Our friends group, Gustavus Library Associates, provides a national model for fund-raising and support. Our instruction program has a strong national profile. But still, funding for staff and collections is a huge barrier. Every dollar our friends raise is used as budget relief, and even so we've seen our budget shrink in recent years. Though the staff has boundless energy and imagination, we can only do so much without financial support. And with such a lean staff, we cannot engage in initiatives that would enhance our programs and are stretched to the limit to sustain what we currently do. If we are forced to cut acquisitions further, as we almost certainly will in the coming months, it will have a harmful impact on faculty recruitment and retention. Student/faculty research opportunities will suffer, and our best students will be underprepared for graduate work.

Externally, the uncertain economy, keeping up with changes in the information landscape, challenges facing the information industries as they transition to a digital future, and the rising costs of materials are all barriers. So is copyright law that has reduced the public domain and fair use and criminalizes use of cultural materials that might fall outside the fuzzy four factors test of fair use. As state funding is reduced, we also may lose access to databases funded by the state (Academic Search Premier being the most important of those) and the contributions made by state funding to consortial subscriptions to databases and electronic journal collections. In 2008, Minitex estimates it provided over \$360,000 in materials and subsidies to Gustavus, primarily for electronic databases. The governor has recommended a minimum of a 10% cut in the Minitex budget; it may turn out to be a deeper cut, depending on the state of the economy.

Lack of funding for school libraries, inequitable access to broadband Internet access, disparity among school districts, and the emphasis placed by NCLB on teaching to the test are barriers for our instruction efforts. We no longer can assume, for example, that students have ever been introduced to the idea of using a book's index to locate specific information or that they can interpret a citation. We also recognize that most students are less skilled at finding information for academic purposes on the Internet than their confidence levels would indicate.

Section Three Strategic Initiatives

Goal 1. Enhance the library's ability to support academic programs and students' life-long learning through adding staff and funding for improved access to collections, both print and electronic.

1.1: Increase and enhance library staffing

1.1.1 Provide a career path within the library for non-faculty library staff. To do this, we would like to see the establishment of ranks (library specialist I, II, III, and IV) so that employees who continue to grow in their professional responsibilities can be recognized and rewarded without having to take a different position. Under this new system, previous relevant experience would be acknowledged at point of hire. Thereafter, to advance from one rank to another, staff would submit a detailed portfolio of their professional work to be evaluated against pre-established guidelines. A committee of peers (librarians and library staff) would determine whether the individual should be advanced to a higher rank and would make a recommendation to the Provost. Advancement would carry with it an increased salary. This system would provide opportunities for growth, recognition of excellence, increased flexibility within positions, and meaningful accountability.

1.1.2 Design a high degree of flexibility into all staff positions so that staff responsibilities can continually adapt to meet new needs. While all staff would continue to have areas of specialization, they would also share some responsibilities (with cross-training where appropriate) and be able to work together on projects and tasks.

1.1.3 Make sufficient resources available to provide non-faculty library staff with professional development opportunities and the time and financial support for engagement with state and national initiatives.

Links to the College's Strategic Plan

Enhance Gustavus academic strength in student-centered learning in the liberal arts disciplines and pre-professional education by investing in academic departments and programs.

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Develop more fully and staff appropriately a program of undergraduate research and creativity across the curriculum.

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Develop and implement a robust model of lifelong learning that is firmly rooted in our liberal arts tradition and consonant with our academic and co-curricular programs.

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Set competitive compensation goals for staff, faculty, and administrators informed by appropriate budget models and timeframes by which to meet these goals.

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Engage in ongoing strategic planning throughout the College in a manner linked to responsible resource management.

1.1.4 Bring in a consultant to conduct a workflow analysis within the next three years. This consultancy (possibly provided by [R2](#), a consulting firm that has been used successfully by several peer institutions) will enable the library to examine current practices, recommend ways to streamline processes, and advise the library on ways to manage both print and electronic resources. The ultimate hope is that it will create space for pursuing new projects and allow us to take a more deliberate, less reactive, approach to electronic resources management. Such a consultancy could also advise us on efficient and effective ways to weed the collection, a task that is urgent since we have reached the building's capacity for print collections.

1.1.5 Upgrade the administrative coordinator/budget manager position following the recommendation made in our 2003 external review which stated it was "probably one of the most important positions in light of the new organizational model. If this style of organizational management continues, it is important to have this business manager elevated to administrative status."

1.1.6 Add positions to provide room for innovation. Faculty positions would have an area of specialization while also teaching, serving as a liaison to departments, providing reference services, and participating in collegial management of the library. Staff positions would include student employee supervision, service on library committees, and participation in library planning and development. The specializations for these new positions should be:

- Faculty position specializing in outreach, promotion, and programming. Responsibilities would include serving as liaison to the Gustavus Library Associates; coordinating support of academic summer programs; planning library programs that complement campus initiatives; coordinating library-related faculty development and relationships with student affairs and the Diversity Center.
- Faculty position specializing in Web development. Responsibilities would include providing leadership in developing an accessible and standards-compliant website, integrating the catalog and other databases into the website and course management systems through RSS feeds and adapting other Web 2.0 developments to the library setting; integrating new digital formats into our online collections, and assisting with migration of audio-visual formats to digital access.
- Faculty position for scholarly communications. Responsibilities would include serving as a copyright resource for the faculty, advising the campus on ways of using digital and print resources in scholarly and creative work without violating copyright, assisting with the development of an institutional repository for student and faculty work, and encouraging open access to scholarly work.
- Staff position (full time) for archives and special collections. Responsibilities would include work involving the arrangement, description, evaluation, and preservation and rehabilitation of historical materials; digitization of paper and photographic

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records; assistance locating archival information; and training and supervision of student employees. [Note: we have requested a 12 month half-time position]

- Staff position (full time) to manage the music library. Responsibilities would include supervision of student employees and collections, keeping up with trends in music librarianship, including digital and streaming alternatives to analog audio collections, and keeping the library abreast of intellectual property issues as they pertain to music. [Note: there is currently no position assigned to this library; when a half-time employee retired, the work of that position was absorbed by staff in the main library.]

1.2 Improve collections and enhance access

1.2.3 Add funding, with annual increases, to support the purchase of resources needed for our programs and to enhance their management and access. This will aid in recruitment and retention of the faculty and students who we want at Gustavus and will alleviate the persistent need to cut journals, databases, and book allocations just to balance our budget. It will also enhance our ability to support student and faculty research by making the library's resources more seamlessly accessible.

1.2.4 Support the regular evaluation of collections by using OCLC's [WorldCat Collection Analysis](#) tool every 3-5 years, engaging in a regularized weeding program, and examining use statistics for our print and electronic collections.

1.2.5 Integrate library resources more effectively with the campus Course Management System. We should seek ways to feed relevant materials via RSS to course pages and draw students from their course pages to library resources, enhancing these "walled gardens" in ways that will encourage students to explore beyond the core course content.

1.2.6 Create an effective documentation system for electronic resource management to identify, maintain, and (where necessary) create documentation for electronic resource management, including policies, procedures, and workflows. The documentation should be accessible to library faculty and staff and to patrons, when appropriate. This initiative will reduce duplicate, outdated, and hidden documentation, and make our electronic resources management program more transparent and efficient.

1.2.7 Acquire an effective electronic resource management system (ERMS) to assist us in managing the details of our subscriptions, from licensing terms to usage statistics. We will explore a range of ERMS options, from commercial products, to open source software, to locally developed databases and spreadsheets. While we ideally would like to coordinate all of our electronic content in one system, we may find it best to use alternate systems for certain types of information. For instance, it may be that ERMS software works well for databases, while a separate module is best for individual e-journals that we manage through our subscription agent. Developing an effective ERMS not only involves identifying tools with which to manage our subscriptions, but implementing an effective system for

communicating information about those subscriptions to library faculty and staff and, in some cases, teaching them to use the ERMS themselves.

1.2.8 Advance seamless access to electronic resources and the systems we use to support them. We will explore ways to provide our patrons with more seamless access to electronic content through a variety of tools, from database interfaces, to the online catalog, to link resolvers, to federated (one-stop) search tools, to the library's web site, to the course management system. We will continue to investigate emerging developments in catalogs, including open source options, and the emerging expectation that cell phones will become a standard access tool for Internet-based information. (According to the [Pew Internet & American Life Project](#), "the mobile device will be the primary connection tool to the internet for most people in the world in 2020.") Our hope is not only to advance access to learning resources for patrons, but also to promote better integration of the internal systems that our library faculty and staff use to manage them, from our ERM systems, to our web page authoring environment, to our online catalog staff modules, to our systems for tracking budgets.

1.3 Support use of new information formats with enhanced staffing and the addition of equipment, software, and materials (datasets, visual resources, audio collections, poster printers, etc.) to enable students to become adept at using new information formats such as geographic information systems, video production, poster design, and to provide expertise in the technical, legal, and intellectually effective use of these materials. Currently the library is not able to support the most basic traditional needs of the college, much less venture into emerging forms of expression. We have pockets of expertise on campus. The geography department currently is the only department with resources for combining spatial information and data – but geographic information systems are useful for all fields and are an increasingly important form of information analysis. Video production is another form of intellectual expression that currently is only supported within one department. All students would benefit from having the opportunity to create scholarly projects in video format. And as students are increasingly presenting their research in the form of poster presentations, the means to do so should be more readily available during hours that are more convenient for students. The library would be the logical place for all of these emerging technologies to be put in play. (To frame it differently, not having them in the library would be like providing access to computers only for students in the Mathematics and Computer Science department, as once was the case.) The library could then become the center not just for information literacy involving traditional forms of information but for visual and media literacy.

Goal 2: Develop, preserve and promote accessible special collections and archives as a learning resource, for outreach to alumni and donors, and as a record of our institutional memory.

2.1 Follow up on the recommendations made by the NEH consultant concerning the urgent need to upgrade resources in terms of staff, space, and environmental controls. The archivist needs time and resources to review needs and create a comprehensive collections

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management policy in order to work with campus constituents to regularize and formalize accession and preservation of materials.

2.2 Evaluate special collections with the aim of building a collection appropriate for our curriculum that is also visible (most likely by relocating it to the main floor where security and accessibility would be better balanced). Develop instructional uses for both special collections and archives. Integrate the use of these collections, where appropriate, into courses across the curriculum.

2.3 Consider grant sources for conservation, preservation, and digitization projects.

2.4 Invest in a robust online repository system such as OCLC's [CONTENTdm](#) so that archival materials can be digitized and shared with the campus and the world. This would be particularly valuable for promotion of the college's 150th anniversary, for classroom teaching, and for outreach to alumni, donors, and scholars, and could be valuable for other programs, as described below.

2.5 Complete digitization of the *Gustavian Weekly* (currently only available for the years 1980 – 2005) for preservation and for use by students, alumni, and researchers.

Goal 3: Enhance the library's learning spaces and integrate them with other campus resources.

3.1 Plan an addition to the library in conjunction with other building projects (e.g. the new Social Sciences building and the renovation of Anderson) so that features that would be more effectively situated in the library are not preemptively placed in other buildings without evaluating best placement in future. Consider bringing in a consultant, such as [Scott Bennett](#), to inform discussions early in the planning process.

3.2 Provide security for the music library's collections. Currently our branch library lacks the security measures available in the main library, which has led to significant losses.

3.3 Increase and improve group and individual study spaces and include space for faculty development programming and high-end technology experimentation.

3.4 Provide a new space for special collections on the main floor – perhaps by relocating the contents of the microfilm area and building locked shelving to house our rare books in a visible and accessible but secure location. Create space for reception, research, and instruction in the archives.

3.5 Increase the number and convenient placement of electrical outlets. The 1965 plan for the new library building commented that "libraries never have enough outlets." That statement is even more true as students bring laptops to the library for extended periods of work. Our furniture has been migrating toward the scarce outlets on pillars and walls as students seek power for their laptops.

Links to the College's Strategic Plan

Build and renovate academic facilities in a manner informed by the curriculum, student needs, and environmental stewardship.

-

Enhance Gustavus's strength in student-centered learning through a strong partnership between the Divisions of Student Affairs and Academic Affairs.

-

Ensure access to the critical support services needed to ensure students have the opportunity to achieve their fullest potential.

-

Increase engagement with our alumni to enable them to actively advance and engage in the mission of the College.

-

Enhance student engagement through the development of residential learning communities to integrate student learning beyond the classroom.

-

Develop and sustain a community committed to and practiced in intellectual diversity and civil discourse.

3.6 Provide a 24/7 study space for students that can be part of the library during regular library hours, but restricted after hours. When students complain that the library has insufficient hours, they are really seeking space that is conducive for study, not for access to the print collections.

3.7 Consider housing GTS in the enhanced library. Media services, technical support, instructional support, etc. could all benefit from proximity to the library staff and library users as well as to one another.

3.8 Include a café in the library to encourage faculty presence in the library and the kinds of accidental conversations that happen in places where good coffee and books are available.

3.9 Include a flexible learning commons space that integrates resources and services for students working individually and in groups. Incorporate flexible dividers so that varying amounts of the space can be set aside for classes using technology. Ensure that there are seminar-style tables for discussion as well as computer stations.

3.10 Consider locating allied student and faculty services in the library as appropriate – academic advising, the Writing Center, the Kendall Center, tutoring services, disability services, the Diversity Center, etc.

Goal 4: Work toward making the library an intrinsic part of the intellectual and cultural life of the college.

4.1 The library is well positioned to foster an understanding of emerging issues in information policies and trends in collaboration with faculty, staff, students and the greater community. This could include programming in coordination with the Kendall Center and GTS to enhance the use of emerging technologies in teaching and learning. The library could also serve as a clearinghouse and "early warning system" for changes in the information industries and intellectual property law and legislation. The library could also assist faculty in their participation in the open access movement to increase both the visibility of their scholarship and the profile of the college. The [NIH initiative](#) and the Harvard Arts and Sciences faculty vote to [deposit their scholarship online](#) are

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indications that the [open access](#) movement, properly supported, will lead to new and less expensive ways to make research accessible.

4.2 The library is the common ground for the campus, and we should make use of it to promote the appreciation of cultural expression as well as for enhancing students' inclination to become engaged in the world. This is work that can be presented in both physical and virtual formats, but will require additional staff, enough space, and the technical facility to do this work effectively.

4.3 With additional staff and funding, the library could create a repository for a wide variety of expression. Such a repository (already described in 2.4, above) could host material from the college archives and special collections to make them available to the wider world, could showcase exemplary student work, could serve as a public gateway for the Hillstrom Museum and other programs that have cultural materials to share, and could be a digital space where faculty could deposit those scholarly and pedagogical materials that they wish to make accessible. Accessibility would depend not just on providing the server and software, but appropriate metadata and organization.

4.4 Designate time and space for collaborative research and exploration among library staff to enhance our instructional goals, use of our collections, and our sharing of what we learn with the wider world. This creative activity will enable us to better support our patrons in our daily work and participate more deliberately in discussions on issues ranging from the implementation of new educational technology on campus, to the creation of an institutional repository, to the identification of gifting opportunities, to the implications of intellectual property and scholarly communication issues, to joint efforts among libraries to better integrate the systems we use for access and discovery and our instructional collaborations with faculty across campus.

Section Four Assessment

We will use a combination of input, output, and outcomes measures to assess whether we have reached the goals spelled out in this document.

Goal 1: Enhance the library's ability to support academic programs and students' life-long learning through adding staff and funding for improved access to collections, both print and electronic. Success will mean having a sufficient budget that increases regularly to keep up with rising costs, additional staff lines, a new way of evaluating and promoting staff to reward professional growth throughout a staff member's career, more instructional programs in collaboration with faculty in the disciplines, more forms of information such as datasets and visual resources as well as the ability to use them in instruction, and improved student learning as demonstrated through our [assessment plan](#) measures.

Goal 2: Develop, preserve and promote accessible special collections and archives as a learning resource, for outreach to alumni and donors, and as a record of our institutional memory. Success will mean having a larger, more secure facility, enough staff to curate and process collections, a digitization program for appropriate records, a public repository for appropriate materials, special collections that are more visible and integrated into the curriculum, and a common understanding of the role of the archives and what decisions need to be made for records management, digital assets management, and the preservation of historically significant documents. Outcomes will include enhanced engagement with constituents both on and off campus, greater alumni awareness of the college and its assets, and improved student learning.

Goal 3: Enhance the library's learning spaces and integrate them with other campus resources. Success will mean having an expanded library that allows for more and better learning spaces as well as the presence of student and faculty services that would benefit by being located in the library and an increase in the number of visits. Outcomes will include measurements of greater student engagement with research and creative activities as well as improved satisfaction with the facility.

Goal 4: Work toward making the library an intrinsic part of the intellectual and cultural life of the college. Success will mean having more and better dialogues with faculty and students on cultural and intellectual issues, more programs identified with the library, more exhibits in the library, and a well-organized institutional repository that will be visited and will enhance Gustavus's institutional profile. Outcomes will be a higher level of student engagement with cultural and social issues as measured in the Senior Survey, NSSE senior data, focus groups, department reviews, etc.