

# Libraries of the Future

CSU LA Basin Pilot Project For Developing Cost-Effective Library Services and Resources for Student and Faculty Success in the 21<sup>st</sup> Century

CSU Dominguez Hills, CSU Fullerton, CSU Long Beach,  
CSU Los Angeles, CSU Northridge, Cal Poly Pomona

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# Libraries of the Future

Modern libraries are central to the CSU's mission to educate the future work force of California and to deliver the knowledge network for supporting scholarly activities and advancing innovation. Libraries provide the quality, affordable, and innovative educational content and learning spaces crucial to student academic success and timely graduation from undergraduate and graduate programs. Libraries also support faculty scholarship, teaching and learning as they advance their disciplines. The CSU libraries have been national leaders in innovation and the advantages of intercampus synergies. The CSU must respond to changing technology which continue to drive change in information access and library usage and cost. With the collaborative leadership of the provosts, the CSU libraries are poised to transform the design and delivery of educational content, information services, and learning spaces for the benefit of CSU students and faculty.

A task force of CSU provosts, library deans, and faculty developed recommendations for a system-wide initiative to leverage technological advances and transform the CSU's library services in support of student and faculty success and the Graduation Initiative. The task force examined how technology and changing usage patterns open doors to new multi campus opportunities and shared innovative library services and information access to support the CSU in providing a quality education in the 21<sup>st</sup> century. Transforming CSU libraries to enhance their role as campus learning centers will require additional review of cost, utilization, and effectiveness of services; strategies to increase valuable library services and expand collaborative shared services; strategic investment in library content, technology, professional development, and facilities ; and resource redistribution.

The diversity and proximity of CSU campuses in the LA basin provided excellent opportunities to explore and test innovative multi-campus library services. Beginning with the LA basin campuses enabled the CSU to make timely and informed progress in transforming our libraries for the future that can then be adopted in a scalable manner across the CSU.

## Charge of Taskforce

Develop recommendations in the following areas:

1. Multi campus collection management, including print and digital content acquisition and access strategies as well as content curation and archiving through shared resources and services.
2. Assessment of impact of library services on student learning outcomes, retention, and graduation as well as faculty instructional and scholarly success.

3. Business practices for the publication, distribution, and use of library content, including improved digital rights management tools and processes enabling faculty, staff, and students to use digital content in more flexible ways across more devices.
4. Expansion of shared technology infrastructure and services to enable reliable and cost-effective delivery of the information resources needed to support CSU instructional and scholarly activities.
5. Redesign of library facilities, space, and policies as blended learning centers, serving the campus needs for a 21<sup>st</sup> education environment.

## **Taskforce members**

- Six Provosts from the LA Basin (Dominguez Hills, Fullerton, Long Beach, Los Angeles, Northridge, and Pomona).
- Two Library Deans (Dominguez Hills and Los Angeles)
- Two representatives from the CSU Statewide Academic Senate
- One CIO from LA basin (Fullerton)
- CO Academic Affairs staff (Smith, Hanley, Perkins)

## **Outcome**

Report providing an overview of current CSU library practices and recommended strategies to transform the design and delivery of educational content, information services, and learning spaces for the benefit of CSU students and faculty.

# Background on CSU's Current Library Services

## Section 1: CSU's Digital Library Services: The Knowledge You Need At Your Fingertips

The CSU manages the development and delivery of systemwide library services that reduce campus costs and improve library services to academic programs through the implementation of three strategies:

### Cooperative Purchasing of eJournals and eBooks Deliver Significant Cost Savings

The CSU has managed the cooperation of all 23 campuses to negotiate significant discounts in the cost of academic content, software licenses, and vendor training and support services. Cooperative Purchasing produces actual cost saving because Cooperative Purchasing begins with identifying campus expenditures that are already common. The Electronic Core Collection ensures that all CSU students and faculty have access to a common, highly valued and heavily used collection of digital library content.

- Total # of digital resources – About 800 million searchable journal articles, dissertations, and other research data, with over 100 million available online in full-text.
- Total # of contracts for digital resources – about 50 covering nearly 99,000 full-text eJournals
- Total # of searches - Over 6 million searches and 5 million full-text downloads last year using systemwide discovery and access tools. Five of the top ten most visited websites hosted by the Chancellor's Office are CSU library systems. CSU library systems also receive four times as much internet traffic as CMS.



**CSU has produced \$11.6 Million dollars in cost savings for the CSU institution through its Cooperative Purchasing Strategy in 2011-12**

### Shared Services Resulting in Scalable Exemplary Practices and Cost Avoidances

The CSU delivers library technology services for 23 campuses as a shared services model. We are deploying open source strategies with shared expertise across the CSU, which enable optimization of campus services at low costs to the CSU. The Shared Services include our content discovery tools, our

digital archiving and repository services, eReference services, interlibrary loan services, and patron-driven acquisition of eBooks and eJournal articles. Working in close cooperation with the libraries, the CSU avoids the cost of developing 23 derivative academic business practices that would vary in quality and productivity and enables campuses to share support services, training costs, and propagation of best practices.



**The CSU has produced an estimated \$4.8 Million dollars in cost avoidance for the CSU institution through its Shared Services Strategy in 2011-12**



**TOTAL ANNUAL SAVINGS AND COST AVOIDANCE = \$16.4M**

## **Efficiencies Through Innovation Resulting in Improved Services at Reduced Costs**

The CSU has been a national leader in innovations that significantly transform library services with technology. Working with world-leading vendors, the CSU has been a major partner in designing, developing, deploying, and sustaining innovative library services for the 21<sup>st</sup> Century. Listed below are some of the systemwide innovations that are now in use within the CSU.

- **Xerxes** is a simple, yet powerful, discovery tool (i.e., scholarly search engine) that allows students and faculty to search over 800 million books, journal articles, and other research data. It is an open source system, developed and hosted by the Chancellor's Office, and customized to meet each campus' needs.
- **The bX recommender service** provides library users with scholarly recommendations based on journal articles they discover during their research. The service draws upon worldwide research usage analytics to make its recommendations: "Researchers who read this article also read . . ."
- **Get It @ Calstate** is a pay-per-view service that provides CSU library users with selected eJournal articles that are not currently part of the CSU collection. In collaboration with Copyright Clearance Center, the articles are delivered directly to users within minutes, in digital format, and at a significantly lower cost than purchasing them directly from publishers.

- **The Xporter service** seamlessly integrates our library discovery tools with the different learning management systems by leveraging international IMS Global technology standards.
- **Patron-driven eBook licensing** has enabled CSU libraries to acquire eBooks that have demonstrated demand from our faculty and students and then ensure that all CSU campuses have access to the eBook collection through the business relations with different eBook vendors.
- **Library Services for your Mobile Devices** have been enabled by our open source strategy (Xerxes) adjusting the display of our library search tools to accommodate the parameters of the user's mobile device.
- **ScholarWorks** is a digital archiving service that allows CSU campuses to preserve and share student and faculty research, including digital content in a variety of formats (text, audio, images, video, etc.), currently through an open source application (DSpace) that is hosted and managed by the Chancellor's Office and customized to meet campus needs.

## Section 2: CSU Libraries Print Collection and Services

CSU Libraries have a significant print collection and interlibrary loan services have been cost-effective shared services for many years.

- Total # of print books in the CSU libraries – about 17 million.
- Interlibrary Loan Services: CSU and UC libraries use a common systemwide book delivery service (Accurate) to implement our interlibrary loan services. This common delivery service provides CSU faculty and students access to titles not available at their campus libraries with a delivery time within 3-7 days and at a significant cost savings.
- 660,000 Interlibrary loan requests were filled in 2010/2011 across the CSU campuses.



**Estimated cost savings for the ILL shared service is about \$100K annually**

# A Re-Vision for the CSU Libraries

LOFT has articulated a number of characteristics of the re-visioned libraries to improve the academic success of students and faculty while improving the efficiencies and effectiveness of the libraries' services, resources, and facilities. Appendix A provides summaries and references for relevant publications supporting the re-visioning of higher education libraries

1. Library as Networks
  - a. Networks of collections
  - b. Networks of experts
  - c. Networks of facilities
  - d. Networks of technologies
  - e. Networks of business practices
2. Library as Place
  - a. Places for learning
  - b. Places for teaching
  - c. Places for research, scholarship, and creative activities
  - d. Places for collaboration
  - e. Places for social student engagement
  - f. Places for community engagement
  - g. Place as integration of virtual and physical learning environments
3. Library as Service Center
  - a. Research Services providing easy access to content
  - b. Resource Services providing affordable learning materials
  - c. Reference Services providing expert advice
  - d. Student Services providing learning assistance
  - e. Instructional Services providing ICT literacy classes

The re-vision of CSU libraries will enable productive innovations for delivering education. Innovative in educational practices include

- Student completing group projects that require them to meet face-to-face, while using the educational content and technologies they need to create their learning eportfolios
- Students engaging in the campus academic and student service communities that help them succeed (retention and graduation);
- Student participating in a range of academic and student support services that help them succeed (retention and graduation);
- Faculty discovering, using, and creating a growing knowledge base for instruction, scholarship/research/creative activities, and university/community services.

LOFT has drafted a number of examples to illustrate how these characteristics will be blended to deliver innovative library services to CSU students and faculty. Appendix C provides these illustrations.

## **Supporting the LOFT Activities**

The revisioning of libraries will require expertise that the CSU does not currently have available. The CSU Office of the Chancellor conducted an RFP for consulting services to support the 5 priorities of the LOFT taskforce. The consulting agreements are Master Enabling Agreements which qualify the selected vendors to be contracted by both campuses and the Chancellor's Office to deliver specific services. The vendors that have qualified under the Master Enabling Agreement are:

1. Sustainable Collection Services (SCS): Print collection analysis and management strategies
2. Pfeifer Partners: (Re)Design of library facilities and space
3. Godfrey Associates:
  - a. Academic, business, facilities policies and planning
  - b. Business strategies for acquisition and use of electronic content

The Chancellor's Office will also be contracting with the Social Sciences Research Center at CSU Fullerton to provide the consulting expertise for the assessment of library impact on student and faculty success.

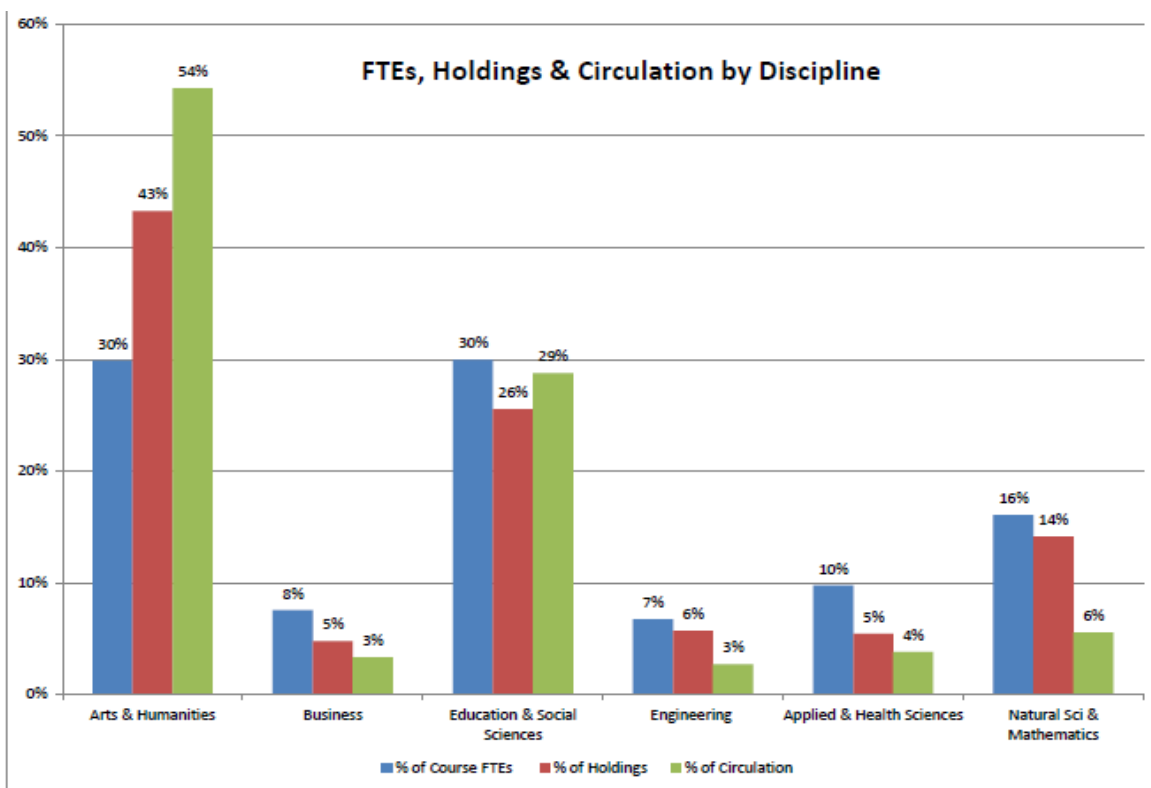


## Assessing Library Services Needs, Utilization, and Outcomes

The CSU Council of Library Directors has implemented a systemwide standing committee, the COLD Assessment Team (CAT) that is developing, testing, and deploying various research methods, analytics, and business intelligence projects that will provide campuses valuable, reliable, and valid findings on how CSU libraries' services, resources, collections, and facilities are contributing to the success of students, faculty, staff, and the university community. LOFT has been working with CAT so the CAT planning is aligned with LOFT priorities.

LOFT recognized that there are probable difference in the needs and expectations of library services across disciplines. The table below provides findings from CSULB illustrating the differences in book circulation across disciplines.

Data from CSU Long Beach illustrating differences in library services across disciplines



The 6 LA basin campuses committed to conducting preliminary focus groups on expectations and needs of future library services for different disciplines. Below are the campus assignments for conducting faculty focus groups across the different disciplines.

<b>Disciplines</b>	<b>Campus</b>	<b>Campus</b>
Art and Humanities	CSULB	CSUDH
Business	CSUF	CSUN
Education and Social Sciences	CSUN	CSULA
Engineering	CPP	CSUF
Applied and Health Sciences	CSUDH	CPP
Natural Sciences and Math	CSULA	CSULB

## Analyses of CSU Print Book Collections: Beginning with 6 LA Basin Libraries

LOFT recognized that the first focus for innovation and transformation was the print book collection and services. Many of the "re-visioning" elements of libraries of the future will require redesign and repurposing of the facilities and services within campus libraries. LOFT hired SCS consulting services to conduct an analysis of the circulation and redundancies of the 6 LA basin print book collections.

### Preliminary Findings

1. Table 1: Circulation data, how often a book was checked out, provides a measure of how often the book was used. The follow table provides the number of title holdings that circulated in the last 10 years

Table 1: Circulation of Print Book in the last 10 years

	<b>CSU Library Title-Holding Counts</b>	<b>6 LA Basin Libraries</b>	<b>Percent</b>
<b>1</b>	<i>All Title Holdings - Filtered</i>	<b>3,575,321</b>	<b>100%</b>
<b>2</b>	<b>Total Circulation = 0 times</b>	<b>1,161,359</b>	<b>32%</b>
<b>3</b>	<b>Total Circulation = 1 to 3 times</b>	<b>1,071,029</b>	<b>30%</b>
<b>4</b>	<b>Total Circulation = 4 to 9 times</b>	<b>699,350</b>	<b>20%</b>
<b>5</b>	<b>Total Circulation = 10+ times</b>	<b>643,583</b>	<b>18%</b>

6	Last Circulation after 2010	501,890	14%
7	Last Circulation after 2007	914,325	26%
8	Last Circulation after 2005	1,157,845	32%

Table 2: The redundancy of book titles held by the 6 LA basin libraries

	CSU Library Print Book Title-Holding Counts	6 LA Basin Libraries	Percent
1	<i>All Title Holdings</i>	3,575,321	100%
2	Title-holdings stored in 1 library	978,728	27%
3	Title-holdings stored in 2 libraries	717,012	20%
4	<b>Title-holdings stored in 3 or more libraries</b>	<b>1,879,581</b>	<b>53%</b>
	Title-holdings stored in 3 libraries	630,176	18%
	Title-holdings stored in 4 libraries	556,887	16%
	Title-holdings stored in 5 libraries	445,660	12%
	Title-holdings stored in 6 libraries	246,858	7%

The preliminary analyses of the print book collection of the 6 LA basin libraries indicate that there are significant opportunities for deselecting print books from open stacks. The removal of books from open stacks can

- Produce space that can be redesigned for new library and learning support services (Table 3);
- Produce cost savings by reducing the cost of cleaning, staffing, and maintaining books and environment (Table 4).

Table 3:

Volumes	Square Feet
100,000	20,000
250,000	45,000
500,000	80,000
1,000,000	150,000
2,700,000	405,000
<p><u>Source:</u> Stephen R. Lawrence, Lynn Silipigni Connaway, and Keith H. Brigham, "Life Cycle Costs of Library Collections" <i>College &amp; Research Libraries</i>, November 2001, p. 546.</p>	

Courant and Nielsen (2010) estimated the cost of servicing a book on open stacks as compared with high density storage systems. The costs below are provided in 2009 US dollars (Table 4).

- \$4.26 per volume in open stacks
- \$0.86 per volume in high density stacks (e.g. robotic systems)

Table 4:

<i>Cost Element</i>	<b>Open Stack</b>	<b>High Density</b>
<b>Construction</b>	108.51	16.40
<b>Maintenance</b>	16.69	1.24
<b>Cleaning</b>	3.64	0.28
<b>Electricity (heating and cooling)</b>	2.39	0.20
<b>Base staffing</b>	6.08	1.20
<b>Circulation</b>	4.58	9.45
<b>Total</b>	<b>141.89</b>	<b>28.77</b>
<b>Annual Average</b>	<b>4.26</b>	<b>0.86</b>

## **What do we do with the deselected books?**

The deselected title holdings can be processed in a number of ways in accordance with CSU library retention strategies (which need to be developed):

- Archived in compact or robotic storage facilities on existing CSU campuses
- Distributed by donation or other agreement to approved, non-CSU libraries

## **Diversity of CSU Libraries:**

LOFT recognizes that there is a wide range of library facilities and services across the CSU. There are a number of newer facilities with reduced books collections from the outset (e.g. CSU Monterey Bay and CSU Channel Islands). Many CSU libraries have also invited relevant academic and student service programs within their facilities to better support learning.

# Recommendations: Next Phase of CSU Libraries of the Future Initiative

LOFT recognizes that CSU campuses and libraries can share many elements of a common vision for libraries of the future but the campuses' strategy to achieve the shared vision will be have both systemwide and campus-specific components. Some CSU libraries have already made significant investments to redesign their libraries though print collection curation, compact book/journal storage systems, technology integrations and facilities redesigned as student learning commons.

## **Recommendation 1: Each campus will develop their Vision-Strategy document.**

The Vision-Strategy document would describe the campus-specific strategy, should take about 3 months to develop, and will include:

- A description of their current library resources, services, collections, and facilities
- A vision of the library's resources, services, collections, and facilities in the future that will deliver significant benefits toward the campus's strategic priorities. The vision would include how the campus will blend both systemwide shared services and campus-specific services. Examples illustrating their vision will be one component of the description of the campus vision (see Appendix C for examples).
- A strategy "roadmap" that describes the possible transformations that the campus could implement to turn the vision for its library into reality. The strategy roadmap would include how the campus will blend both systemwide shared services and campus-specific services.

## **Recommendation 2: A print collection management strategy will be developed and implemented as a combination of campus specific and systemwide strategies.**

- Each campus will develop its campus-specific deselection strategy which will remove print books from open stack shelving and other storage.
- Campuses will work collaboratively to develop/improve cooperative;
  - Access strategies that provide students and faculty reliable and timely access to the print library resources they need through interlibrary loan services and digital alternatives;
  - Retention strategies that defines the procedures for retaining access to the print book within the libraries circulation services, including open stacks, compact shelving, robotic shelving, interlibrary loan, and digital archiving;

- Acquisition strategies which coordinate the purchasing of new print books that optimize use and access as well as reduce costs and redundancies.

**Recommendation 3: The CSU Office of the Chancellor, working with COLD, will conduct a “spend analysis” of the expenditures within the CSU libraries to identify opportunities where the collective campus expenditures might be more cost effectively served by systemwide strategies.**

We expect that:

- The CSU Office of the Chancellor and the CSU libraries can begin an analysis of, and planning for, a shared library management system, or a set of shared systems, with additional funding to support the selection, purchase, and management of such systems.
- The CSU libraries can begin exploring shared cataloging and collaborative electronic resources management workflows to reduce redundant efforts in these areas across the CSU.

**Recommendation 4: The COLD Assessment Team, with support from the CSU Fullerton Social Science Research Center, will develop and implement high quality, valid and reliable research on the impact of library services on student learning outcomes, retention, and graduation as well as faculty instructional and scholarly success.**

The assessment reports will be useful for both campus and systemwide planning and decisions.

## **Next Steps: 2013-15**

1. **Launch the Libraries of the Future Initiative** which will include:
  - a. Communications and collaboration campaign;
  - b. Program strategy connected with Council of Library Directors planning and operations;
  - c. Project management, program support, and consulting services provided by the Chancellor’s Office Academic Technology Services.
2. **Advance Print Collection Management Strategies:**
  - a. LA Basin campuses will use the print book collection analyses by SCS to:
    - i. implement their deselection strategies

- ii. review and revise collaborative access/interlibrary loan strategies
    - iii. develop collaborative retention strategies,
    - iv. develop collaborative acquisition strategies, and
    - v. share lessons learned with other CSU libraries
  - b. The remaining 17 campuses can begin the print book collection analysis process and will be able to:
    - i. Apply lessons learned from the LA basin campuses to inform and streamline their own analysis and deselection strategies;
    - ii. Inform the LA basin campuses as they develop scalable and sustainable collaborative retention and acquisition strategies.
  - c. The Council of Library Director (COLD) will implement systemwide print collection management strategies (version 1.0) for sustaining collection analysis, deselection, retention, access, and acquisitions
  - d. COLD will expand collaboration on physical collection analyses to include:
    - i. Collection management of print journals,
    - ii. Collection management of special collections, and
    - iii. Collection management of other physical media.
- 3. **Transforming Library Facilities and Services:** Campuses will develop their visions and strategies for transforming campus library services and facilities to deliver the benefits for students, faculty, and institutional operations. A portfolio of plans for redesigning library facilities and services will be developed and analyzed to identify opportunities for collaborative and shared services projects.
- 4. **Assessment of Library Impact on Student, Faculty, and Institutional Success:** COLD will develop and implement assessment methods and analyses to produce high quality, valid and reliable reports on the impact of library services on student learning outcomes, retention, and graduation as well as faculty instructional and scholarly success. These reports will be useful for both campus and systemwide planning and decisions. The Chancellor's Office will support the COLD Assessment Taskforce by contracting with the CSU Fullerton Social Science Research Center to design and implement the assessment methods and analyses.
- 5. **Expanding Shared Library Services:** The CSU Office of the Chancellor, working with COLD, will conduct a "spend analysis" of the expenditures within the CSU libraries to identify opportunities



where the collective campus expenditures might be more cost effectively served by systemwide strategies. We expect:

- a. CSU Office of the Chancellor and the CSU libraries can begin an analysis of, and planning for, a shared library management system, or a set of shared systems, with additional funding to support the selection, purchase, and management of such systems.
- b. CSU libraries can begin exploring shared cataloging and collaborative electronic resources management workflows to reduce redundant efforts in these areas across the CSU.

# Appendix A: Libraries of the Future: Background Information

The transformation of Academic Libraries is an ongoing topic in the literature. Two publications can provide a solid context for the discussion of Libraries of the Future.

1. Lewis, David W. "A Strategy for Libraries in the First Quarter of the 21<sup>st</sup> Century," *College and Research Libraries*, September 2007, 418-434. Lewis, Dean of the University Library, Indiana University Purdue University Indianapolis, lays out the transformation issues for academic libraries succinctly and effectively. Abstract:

The wide application of digital technologies to scholarly communications has disrupted the model of academic library service that has been in place for the past century. Given the new Internet tools and the explosive growth of digital content available on the Web, it is now not entirely clear what an academic library should be. This article is an attempt to provide a strategy for academic libraries in what is left of the first quarter of the 21st century. There are five components of the model: 1) complete the migration from print to electronic collections; 2) retire legacy print collections; 3) redevelop library space; 4) reposition library and information tools, resources, and expertise; and 5) migrate the focus of collections from purchasing materials to curating content. Each of the components of the strategy and their interactions will be considered. It is hoped that the result will provide a useful roadmap for academic libraries and the campuses they serve.

ACRL Research Planning and Review Committee. "2012 top ten trends in academic libraries: A review of the trends and issues affecting academic libraries in higher education," *College and Research Library News*, June 2012, 311-320.

The top ten trends presented in alphabetical order, each with a brief summary before discussion, are (1) Communicating value; (2) Data curation; (3) Digital preservation; (4) Higher education (turmoil; change); (5) Information technology; (6) Mobile environments; (7) Patron driven e-book acquisition; (8) Scholarly communication; (9) Staffing; (10) User behaviors and expectations

## Brief Bibliography

Association of College and Research Libraries. *Value of Academic Libraries: A Comprehensive Research Review and Report*. Researched by Megan Oakleaf. Chicago: Association of College and Research Libraries, 2010. [http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/val\\_report.pdf](http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/val_report.pdf)

This very comprehensive report is cited throughout the current literature. Oakleaf reviews the literature, methodologies, and best practices in demonstrating academic libraries' value. Informative report reviews existing research on library performance, research gaps, and potential measures and best practices. The 15 page executive summary addresses the purpose of the report and its scope, presents a comprehensive summary of next steps, and describes a research agenda.

Education Advisory Board. *Redefining the Academic Library: Managing the Migration to Digital Information Services*. Washington: The Advisory Board Company, 2011.

Report of the Education Advisory Board that was prepared largely for provosts and VPAs at member institutions. This report generated interest at several CSUs in the LA Basin and ultimately serves as background for the Libraries of the Future Task Force. Web site <http://www.eab.com/Research-and-Insights/Academic-Affairs-Forum/Studies/2011/Redefining-the-Academic-Library> indicates availability to member institutions. Google Search provides links to other PDF copies. Here is the executive summary from the EAB web site:

Academic libraries are faced with a daunting series of challenges brought on by the digital revolution. In an era when millions of books, articles, images, and videos available instantaneously via the web, libraries across all institutional types are experiencing declining demand for their traditional services, built around the storage and dissemination of physical resources.

At the same time, new demand for digital information services and collaborative learning spaces promise new areas of opportunity and engagement with patrons. A rapid and orderly transition to "the library of the future" requires difficult trade-offs, however, as no institution can afford to continue expanding both its commitment to comprehensive, local print collections as well as new investments in staff, technology, and renovations.

This report illustrates how progressive academic libraries are evolving in response to these challenges, providing case studies and best practices in managing library space, staff, and resources.

*Standards for Libraries in Higher Education*. Chicago: Association of College & Research Libraries, 2011. Current standards approved and adopted by the Standards and Accreditation Committee and the Board of the Association of College & Research Libraries, a division of the American Library Association. From the "Introduction":

The Standards for Libraries in Higher Education are designed to guide academic libraries in advancing and sustaining their role as partners in educating students, achieving their institutions' missions, and positioning libraries as leaders in assessment and continuous improvement on their campuses. Libraries must demonstrate their value and document their

contributions to overall institutional effectiveness and be prepared to address changes in higher education. These Standards were developed through study and consideration of new and emerging issues and trends in libraries, higher education, and accrediting practices.

These Standards differ from previous versions by articulating expectations for library contributions to institutional effectiveness. These Standards differ structurally by providing a comprehensive framework using an outcomes-based approach, with evidence collected in ways most appropriate for each institution.

# Appendix B: Illustrations of Library of the Future Services for Students and Faculty

LOFT drafted four scenarios to illustrate how the library of the future would apply to different types of students and faculty on our campuses.

## 1. Maria- the First-Time Freshman

It's the 4<sup>th</sup> week of class in the fall and Maria is a first-time freshman - the first in her family to go to college. She is going to the library to begin her first college term paper for history and is very anxious. The professor is requiring at least a 10 page paper with at least 10 references from peer reviewed resources. Maria comes from a high school where the school closed its library due to budget cuts and the local library wasn't in a safe neighborhood. She also doesn't have access to the internet at home but does have a smart phone. Her family has a 4 year old computer in their living room.

She walks in the front doors of the library and ....she remembers that the University 100 course she took the week before classes started provided her with some early practice using the library services. During the course, the instructor helped her download a library app that lets Maria do some simple library services from her smartphone.

Maria pulls out an handout her teacher prepared to her students (e.g. Libguides) Maria is afraid to ask a person for help so an Info Kiosk or TV provide information as she enters the library, such as:

1. Writing a term paper and need help – visit the Student Writing Center – with good advice and support, you can succeed.
2. Looking for a quiet place to study? Visit the 3<sup>rd</sup> floor
3. Looking for group project rooms? Visit the 1<sup>st</sup> floor

Maria spends 2 hours getting started on her term paper after visiting the Student Writing Center and doing some initial library research. She is feels much less anxious about writing her term paper has she drives to her 30 hr. /week job.

## 2. John: The Transfer Student

John is a transfer student from CCC with limited library knowledge, has smart phone and laptop but hasn't had to go beyond Google to search for information. He's a chemistry major with a 3.4 GPA from the CCC but is finding the course work at the CSU significantly more demanding. He needs to write an

upper division paper that is really a proposal to applying the course curriculum to address a sustainability or “green” problem. He knows he has to do extensive research and learn beyond the content of his course.

John’s professor for the course (Dr. Green) recognizes that many of his students come to the CSU with significant variability in their ICT (Information, Communication, and Technology) literacy skills and knows that their success in writing the sustainability proposals is very dependent upon their ICT literacy skills. As part of his Chemistry course, Dr. Green assigns his student to complete the CSU’s ICT for Scientists certificate program that is delivered by the library. Dr. Green and the Library’s ICT Dept. Chair (Dr. Ice) collaborated with a lead faculty from the Departments of Biology and Physics on developing this 3 week, student-learning-outcomes based curriculum that blends the development of both general ICT literacy skills and those specific to the bio/chem/physics-tech discipline. Drs. Green and Ice also worked through their campus process to have the certificate noted on the students’ transcripts. Drs. Green and Ice published the curriculum as Open Educational Resources with a Creative Commons license so librarians and scientists around the world can use this curriculum, bringing Drs. Green and Ice international recognition. The CSU’ BIOCOMPASS program (“Advancing Industry with Education <http://www.csubiocompass.org/index.html>) shares this curriculum with its industry partners to improve their research capabilities.

John goes the library for the first session of the ICT for Scientists course and to his delight, finds out the course is guided by project-based, social learning pedagogies and the entire library faculty are resources for students to draw upon in building an ePortfolio demonstrating these skills they have acquired. John likes this idea because he sees the ePortfolio as the beginning of the academic ePortfolio he can present during job interviews. Dr Ice provides the rubric for students to complete the certificate program successful and the “homework” he needs to do for the certificate is exactly what John needs to learn so he can write his chemistry proposal.

The Library’s ScholarWorks institutional repository, which stores all the masters’ theses, has been expanded to store student projects and ePortfolios what become some of the evidence that the Chemistry Dept uses in their program review and WASC accreditation. The Library ensures the digital content conforms to IMS Common Cartridge packaging so a student can download their work so that it can be uploaded and successfully displayed in other technology platforms.

It’s midterm time and John’s feeling a bit overwhelmed. While in the library, he sees the “Learning Success Center” (formerly named the Learning Assistance Center), which looks very welcoming and has a good “buzz.” John drops in for a visit and ends up talking with a peer counselor who helps John with his time management techniques.

John turns in his sustainability proposal, feeling satisfied with is work and feeling energized about how the chemistry he’s learning is important for address important global climate issues. He is ready to take on the next semester’s full load of courses and he’s thinking about going on to graduate school.

### **3. Julie: The Online Student**

Julie is a student from Arizona taking an upper division history course in a CSU's online program to complete her degree. Julie had dropped out about 4 years earlier with 105 credits toward her history major due to personal circumstances. A single mom with 2 teenaged children, she is working full time, and she wants to complete her degree so she can get a better job. Julie needs to complete an independent senior project for her degree, and the project requires both a written "paper" and delivery of a webinar within the senior project seminar on her topic.

From within the campus' learning management system (LMS), Julie is able to use the library's online discovery tools (e.g. Xporter) to search, find, and organize an extensive reference list (with RefWorks) that will become the reading list for her webinar. She's able to build the reading list within the LMS. All the other students will have full-text access to these resources for free since the articles are within the library's electronic core collection. Also from within her LMS, Julie has access to the library's 24 X 7 online "Live Reference" services where she can get guidance on finding the materials she needs. She uses this service a lot during her late nights waiting up for her 2 teenagers.

The last time Julie did a seminar presentation, it was with a handout and a whiteboard while speaking to her fellow students face to face. Presenting a webinar is a completely new experience. Fortunately, Julie's CSU library is the university's "Learning Center" and its ICT literacy program provides a wealth of tools and support. It offers online tutorials for using virtual meeting software (e.g. Elluminate, Google Hangouts, etc.) and media production (e.g. PPT, Captivate, etc.) that provides her the basic instructions about how to produce and deliver a multimedia webinar. The library also has a student-run service that provides 1:1 help and support for students developing their multimedia senior projects. The Media-Mentoring services is a "cloud" service that includes: 1) a repository for students to store and manage the versions of their project, 2) a virtual media lab where the campus pays for the licenses of the different media production tools, where as a student, Julie can learn to use the tools to create her project, and 3) an online peer review community where she can get feedback from other students within a social media environment.

Julie is able to use all the library services with her mobile/smart phone, which makes it very convenient for her to keep on top of her project. During breaks at her job, she is able to get her library research and reading done. Julie completes her webinar successfully and finds that the ICT literacy skills she's learn through the library services has enabled her to get a promotion in her current job.

### **4. Sam: The New Tenure Track Faculty**

Sam is a new tenure-track faculty coming from a premier research institution in nuclear physics. His primary research resources are online library databases and journals. The cost of these resources is

significant but the usage is very low because of the specialized area of research. It is the summer before his 2<sup>nd</sup> year and he's trying to get his research program going with students in his lab.

Sam is concerned that he won't have access to the research articles he needs for his scholarship and these students in the Physics Dept Master's Program. He remembers a presentation by librarians during his online new faculty orientation which occurred during the summer before he came to the CSU. The librarian talked about the CSU's *Get It @ Calstate* service that licenses specific articles from journals the university can't afford. He visits with the science librarian to discuss strategies to support his research and scholarship. The science librarian let's Sam know that she's part of a CSU network of 15 reference librarians who specialize in science who share services across the CSU. Sam and his students can request support from the network as his projects develop. The science librarian also explains how the libraries and the campus deans of research and graduate studies have been building a database of CSU researchers, research projects, consortia programs, and more in which Sam and his students can participate (e.g. FRESKA <https://fresca.calstate.edu/>). The science librarian then shows Sam the wide range of multimedia production and student group research facilities that the library has available. Knowing this is a great relief to Sam since his lab space was very limited.

With his grant money, Sam can set up an account to purchase specific articles for his research at significantly lower costs. He is shown how to set up a secure online research library and community where he can store the digital versions of the *Get It @ Calstate* articles for his ongoing use. The science librarians have been working with a number of reputable and free open access journals, published by professional societies and institutions which Sam was not aware of. The CSU has been publishing open access journals as well; the CSU's MERLOT Journal for Online Teaching and Learning (JOLT) has been published since 2005 with a 28% acceptance rate and the CSU Student Research Journal publishes articles produced from the CSU's annual student research competition. The library has become the CSU's open access publisher with its cloud repository, cataloging, and delivery services. Sam sees this service as a real benefit for his students and it will help provide them with a quality educational and professional environment for learning.



# Appendix C: Guidelines for Developing Campus Vision-Strategy Statements for 6 LA Basin Campuses

## Vision

Define the characteristics of the CSU campus library that will be essential in the future to transform the academic library, with emphasis on improving the academic success of students and faculty, while improving the efficiencies and effectiveness of the library's services, resources, and facilities

## The Present

Describe the current status of your library. At minimum, include the items below, and provide specifics.

- Essential collections for campus academic program
- Adequacy of current space to meet materials collection needs
- Ability of current facility to manage closed archiving of materials collections (compact storage, robotic systems, etc.)
- Current ability to meet library collections and services needs (staffing, facilities, technology, etc.)

Context: CSU Planning (Access to Excellence), COLD Strategic Plan; CSU Campus Planning (strategic plan, academic plan, library plan—as available)

## The Future

Describe your campus goals

- At minimum, include services to be delivered from within the library and the benefits of concentrating them in a *learning commons*<sup>2</sup> framework

Additional considerations:

- Develop existing synergies (Where are the synergies on your campus between the library and student support services, faculty development, research, teaching and learning, other academic resources?)

- Develop new synergies (Where do you need to make better connections between the library and functions/operations that support research and scholarship, teaching and learning, community service?)

## Outcomes

What are the strategic outcomes most important to your campus?

- Student success (retention, graduation rates, high impact practices)
- Reduced opportunity costs for the university;
- Consolidated and efficient use of facilities and staffing,
- Learning and research supported beyond the classroom and laboratory,
- Multi-disciplinary services for students, faculty, and staff

## SAMPLE CSU Long Beach Vision-Strategy

### Vision for the transformed library and an outline of their specific strategy for transforming space and services

This report is an action item from the October 12, 2012 LOFT meeting. .

Basic facts regarding space:

- The Library began with **253,564** square feet between the main Library building and the east side of library.
- In 1990 the completion of the North Campus Library (now the Horn Center) added 40,000 usable square feet of library space to the 253,564 for a total of **293,564** square feet.
- In the east side of the Library, 139,381 square feet were occupied by book stacks holding print collections already at capacity and requiring expansion.
- In 1996 a multi-year deselection program was initiated and numerous organizational changes were made resulting in the library over the next several years vacating 32,000 square feet of the Horn Center and the entire 53,564 square feet of the East library (now the Academic Services building) for a total of 85,564 square feet. The space so made available was repurposed by the

university for much needed faculty offices, classrooms, and various services for students and faculty such as Academic Advising, Learning Assistance Center, Art Museum and others.

- In sum, the Library gave away **93,564** between the HC and the east side for non-Library purposes.

## Today

- Today, the library occupies **161,708 usable** square feet or 91,856 *fewer* than in 1990.
  - Of this, **44,800** square feet are book stacks or 94,581 *fewer* than in 1990.
  - 8,000 square feet in the Lower Level of the Library and 22,200 square feet on the fifth floor were repurposed from book stacks to collaborative study space for students adding 396 and 320 seats respectively.
  - On the first floor, the 6,600 square feet of reference collection book stacks were downsized by 4,000 square feet and the resulting space was repurposed into a 200 station open access lab for students.
- CSULB library is in an optimal situation with 107,739 linear feet of shelving of which 35,274 is available for growth and 350,000-volume capacity still available in the onsite automated book storage and retrieval system.
- We queried the Librarians on which departments/programs have an ESSENTIAL need for print collections available locally as well as analyzed print usage and those results can be found in part 3 of this report.
- The library currently houses the University Honors Program, President's Scholars Program, the Beach Learning Community Laboratory, the California Child Welfare Resource Library, the Faculty Center for Professional Development, and a Starbucks café. These occupy 10,200 square feet of library space. At this time, we can think of no other services that should be in the Library.