WEINBERG MEMORIAL LIBRARY

WML+10 Project

FINAL REPORT – FALL 2014

I. Introduction

Purpose

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

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

Participants

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

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

Library Team	***Library Advisory Team***
Kristen Yarmey, Digital Services Librarian (chair)	Charles Kratz, Dean (chair)
George Aulisio, Public Services Librarian and Outreach Coordinator	Taryn Anthony, Chemistry – Graduate Student
Sharon Finnerty, Media Resource Coordinator	Lori Bruch, Counseling – PCPS
Michael Knies, Special Collections Librarian	Marian Farrell, Nursing – PCPS
Mary Kovalcin, Library Systems Coordinator	Michael Fennie, Chemistry – CAS
Charles Kratz, Dean	Sandra Lamanna, Education - PCPS
Jean Lenville, Assistant Dean	Andrew LaZella, Philosophy - CAS
Sheli McHugh, Cataloging and Metadata Librarian and Learning Commons Coordinator	Christos Pargianas, Economics/Finance - KSOM
Bonnie Strohl, Associate Dean	

Narda Tafuri, Technical Services Librarian	
Donna Witek, Public Services Librarian and Virtual Reference Coordinator	

Process

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

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

The two teams shared their results in a joint presentation at a December 2013 meeting of the Library Advisory Committee, and points from that discussion were incorporated into an early draft of this report. Further input was sought from faculty members and students outside of the Committee via an Open Forum, held May 9, 2014 in the Library's Heritage Room. Faculty, staff, and students were also invited to comment on the draft via email throughout Spring and Summer 2014. All feedback has been integrated into this final summary report, which will be shared with incoming Provost Donald R. Boomgaarden, PhD, at the start of the Fall 2014 semester and subsequently disseminated to the University community.

Results

While this report brings the WML+10 project to a close, conversations about the future of the Weinberg Memorial Library will undoubtedly continue. However, the ongoing nature of the discussion has hardly forestalled progress. Products of these WML+10 conversations have been folded into the Library's 2014-2017 Tactical Plan, and several Library departments have already taken steps towards implementation of various aspects of our vision (see Section V: Next Steps and Phased Implementation). In the future, we expect that these WML+10 discussions will inspire new Library initiatives, assessment practices, and partnerships, while also guiding our preparations for the University's Middle States ten-year accreditation visit in 2018.

II. SWOT Analyses

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

Strengths	***Weaknesses***
Facilities	
• Central location on campus • Popular with students, especially at night • Students seem to feel comfortable in the building and show signs of ownership (moving furniture, etc.) • Java City café • Proximity to Scranton Public Library, Marywood University Library, and others facilitates interlibrary collaboration • Plans for the new Reilly Learning Commons involve significant, phased improvements to Library spaces and has already attracted attention and positive feedback from students and faculty	• Central location makes it hard to expand with new construction and difficult to renovate • No remaining space for print and special collections • Not enough space for study - frequently crowded (especially group study rooms and computer labs) • Some study spaces do not accommodate student needs (e.g., carrels are too small for students, who prefer to spread out their materials and work in small groups) • No large group or ad hoc space (e.g., auditorium for showing films) • Power outlets and network connections are insufficient and often inconveniently located • HVAC systems inhibit adaptation of floor plans (e.g., addition of new walls for group study rooms) • Java City is only open limited hours, despite student demand for late-night coffee • UniPrint system restricts printing options and services (e.g., color printing) • Some students are not aware of all the available spaces in the building (e.g., don't realize there are two rooms open 24/7)
Collections, Resources, and Services	
• Interdisciplinary collections and services (Note: acquisitions funds are allocated by academic department, empowering faculty to develop Library collections in their disciplinary areas) • High rate of success in delivering needed materials to faculty/students • Easy, 24/7 access to wide variety of databases, electronic journals, ebooks, streaming media • Easy access to virtual and in-person "Ask a Librarian" reference services • Interlibrary Loan and PALCI E-Z Borrow provide rapid access to materials from other libraries • Special Collections holdings include unique	• Discovery of materials across databases and the Library catalog is challenging • Many online resources are only available to current students/faculty/staff – not alumni or community members • High costs prohibit subscription to or purchase of some resources requested by students/faculty (e.g., SciFinder) • Current Library website is crowded and does not effectively convey the range and extent of Library collections and services • No sandbox or academic web space where faculty and students can experiment with

materials of national as well as local importance (e.g., Zaner-Bloser Penmanship Collection, Medieval Manuscripts, etc.) • Rapidly growing digital collections provide online, full-text access to digitized and born digital materials from University Archives and Special Collections • Collections/services are increasingly integrated into the Library catalog – e.g., Electronic Resources Management (ERM) for databases/e-journals, Encore Harvester for digital collections • Circulating laptop and tablet computers have been popular with students	technology • No leisure reading materials
Integration into Curriculum	
• Overall, Library maintains very strong relationships with faculty (facilitated by faculty status for librarians) • Information Literacy (IL) stipends provide encouragement and support for faculty interested in incorporating IL into their courses • Librarians provide one-on-one support for students and faculty in addition to class visits • Library Research Prize celebrates student research and use of Library resources • Librarians participate in First Year Writing, Eloquentia Perfecta programs • Heritage Hunt welcomes first-year students into the Library building • Programming (e.g., Schemel Forum, Jay Nathan Lecture, Friends of the Library events, International Film Series) and Special Collections exhibits support life-long learning in the broader community	• Many students and faculty are not aware of Library resources and services available to them
Staffing	
• Excellent reputation on campus - perceived as welcoming, service-driven • Library faculty/staff are seen as leaders on campus - forward thinking, progressive, creative, daring, open to exploring new technologies • Library faculty/staff have diverse and unique skill sets and strong subject expertise • Library faculty/staff display persistence in overcoming challenges • Technology Consultant (TechCon) program fosters talents of highly skilled student workers • Strong administrative support for ongoing professional development (e.g., webinars, training sessions, faculty/staff retreats, etc.)	• Faculty/staff are stretched thin • Skills and expertise of Library faculty/staff are not sufficiently communicated to the rest of the campus • Some faculty/staff may not be open to rapid change • New/additional expertise may be needed to accommodate changing needs – e.g., grant writing, library/information science research methods

• Engagement in the University community - many Library faculty/staff actively contribute to other University programs/projects (e.g., Staff Senate, Earth Week, Employee Wellness, etc.) • Cross-training and pilot implementations of project-based staffing enhance flexibility of current staffing model and prepare for adaptation to future needs	
Partnerships	
• Collaborative culture • Well-integrated with Center for Teaching and Learning Excellence (CTLE) and Schemel Forum (which fall under the administration of the Dean of Library and Information Fluency) • Satellite Writing Center in Reilly Learning Commons and "Write and Cite" drop-in service piloted in Spring 2014 • Existing on-campus partnerships with Information Resources (e.g., Reilly Learning Commons, Technology on Your Own Terms workshops), External Affairs (e.g., 125th Anniversary celebration, press release digitization project, social media users group), Student Affairs (e.g., Game Nights, Diversity film series grant) • Strong relationships with other Pennsylvania libraries, enhanced by Library faculty/staff participation in Pennsylvania Library Association • Connected to other AJCU libraries via yearly meetings and AJCU Virtual Reference collaboration • Active membership in several library consortia (PALCI, LYRASIS) helps reduce costs, increase access to shared library materials	• Sometimes dependence on campus IT, HR can be restrictive
Assessment	
• Library administration is committed to meeting user needs • Culture of transparency, engagement with user communities • Library Advisory Committee serves as one channel for user feedback • LibQual and similar assessments conducted on a regular basis • Google Analytics collected on use of Library website and digital collections	• Not much systematic, formalized assessment of Library services, collections at this time
Funding	

• Friends of the Library organization fosters relationships with Library supporters in the community • Recent success at donor outreach and fundraising (e.g., WML 20th Anniversary celebration)	• Departmental allocation of acquisitions funding stymies purchase of "big ticket" items and interdisciplinary resources • New, interdisciplinary programs are rarely awarded funds for acquisitions/collection development • No designated recurring funding for emerging technology projects • Lack of a secure, user-friendly credit card payment system hinders donations and purchases of Library promotional items

Opportunities	***Threats***
Facilities	
• Library website can be leveraged to highlight spaces and services (e.g., floor plans to show locations of various technology/resources, • Dynamic display of lab computer availability, reservable group study rooms may increase awareness and use • Encourage student engagement by hosting student group meetings • Consider potential availability of other campus locations for additional storage space	• Demand will likely continue to grow for collaborative study space • Increasing demands on network infrastructure (wired and wireless) • Information Resources division plans to phase out support for computing labs on campus in a shift towards BYOD (Bring Your Own Device), which may drive more students and faculty to Library computer labs and overwhelm our current resources and infrastructure • Risk of theft may increase for new Library hardware, equipment
Collections, Resources, and Services	
• Budget constraints elsewhere on campus may increase the need for shared resources hosted in the Library (e.g., specialized software, hardware, spaces, etc.) • Increasing complexity of information systems may increase need for Library expertise • Attention to job/professional skills may increase interest in information literacy instruction (e.g., information evaluation), need for IPE (interprofessional education) support • Learning Commons space can be leveraged to support peer-to-peer learning (e.g., technology training/assistance via workshops or "office hours") • Emerging visualization tools and platforms (e.g., visual book shelf applications, Digital Public Library of America) may enhance browsability and serendipitous discovery of resources across different information systems • Web archiving tools can be leveraged to capture many born digital University records	• Rising costs of library materials (currently outpacing inflation) • Effectiveness of Library systems (including integrated library system/catalog, digital collections, electronic resource management, etc.) dependent on ongoing vendor support and product development • Incompatible platforms and tools may interfere with discovery and access • Digital rights management (DRM) and publisher licensing agreements restrict access to digital materials, making resources more difficult to discover and use and potentially limiting interlibrary loan (ILL) services • Electronic-only resources make it more difficult to provide access to community members, alumni • Popularly used information systems (e.g., Google, social media) are increasingly complex; evaluation and critical understanding are more difficult

• More and better promotion of Library services and resources to faculty and students will likely increase use • Online tutorials could be leveraged to meet basic informational needs while preserving valuable Library faculty/staff time for individualized instruction and support • Select tools and services with a preference for openness and interoperability • Library website could be leveraged to more effectively display collections and services • Open access movement may decrease costs of some scholarly publications (however, burden of cost may shift onto campus authors) • Allocation formula could be updated to maintain fair distribution of acquisition funds to departments	• Increased focus on information security may inhibit faculty/student use of new devices and tools • Major shift to born digital in University record-keeping increases complexity of capturing and preserving materials for University Archives
Integration into Curriculum	
• Continue/increase collaboration with faculty via information literacy stipends • Joint research projects between Library and teaching faculty • Articulate how Library services/resources are connected to specific learning outcomes • Continue to integrate information literacy into interdisciplinary academic initiatives (e.g., First Year Seminar, First Year Writing, Eloquentia Perfecta) by participating in committees, embedding librarians into courses • Support self-service, "DIY" learners • Partner with faculty and Information Resources on lecture capture (Panopto) • New campus learning management system (Desire2Learn) may offer new opportunities for integrating Library resources into course websites • Integrate access to streaming media resources into online courses (possibly via Desire2Learn or Panopto lecture capture system) • Explore use of learning analytics to tailor services and programs to student needs	• Incoming students may be less prepared for college-level work (No Child Left Behind) • Some faculty may be fearful of or uncomfortable with technology and digital resources • Information literacy (and higher education in general) devalued in popular culture, discourse
Staffing	
• Explore new staffing models • Strategically develop future leadership via succession planning • Feature Library faculty/staff (and their skills and expertise) via Library newsletter articles, social media posts, and a dynamic Staff Directory on the Library website	• Constant need for new skill sets, expertise • Increasing demand for Library services and support, but unlikely to get funding for new staff lines and may not be permitted to fill open positions if budget constraints tighten

• Cross train staff members to fill roles on specific projects	
Partnerships	
• Continue partnership with Information Resources division to select, pilot, fund, and maintain shared technology resources • More community engagement via Schemel Forum, Jay Nathan Lecture Series programming • Provide assistive technology services/support in collaboration with CTLE • More collaboration with Scranton Public Library, Lackawanna County Library System • Enhance on-campus partnerships with Career Services, Office of Research and Sponsored Programs • Partnership with University Advancement and Alumni for provision of services and resources but also fundraising • Participation in Digital Public Library of America initiative will increase findability of digital collections • Build on AJCU Virtual Reference model to collaborate with other Jesuit institutions on library services and collections • Explore options for shared storage space with other regional libraries • Expand partnership with Student Affairs • Leverage cloud services to decrease reliance on campus servers	• Professional/consortial partners may also suffer from budget cuts • Partners may not share our goals or culture (e.g., restrictions from University Advancement may inhibit relationship-building with Library supporters; restrictions from Public Relations constrain design options for the Library website, etc.) • Changes in University administration and staffing may disrupt existing relationships with other divisions/departments
Assessment	
• Use analytics to demonstrate the value of Library collections and services • Focus groups could give us insight into user needs • Active participation in the next Middle States review to strengthen the Library's voice in University-wide assessment • Leverage the ongoing revision of the Association of College and Research Libraries (ACRL) *Framework for Information Literacy for Higher Education* to develop new ways to assess information literacy competencies, behaviors, and knowledge practices	• Learning analytics movement may lead to data-driven rather than student-driven decision making • Assessment is very time consuming and may divert needed staff time/resources away from user services
Funding	
• Explore new funding models • Enhance fundraising • Pursue external funding via grant writing • Leverage University events management system to receive credit card payments and	• Higher education bubble, demographic changes, economic fluctuation, and new availability of online education may lead to decreased enrollment, budget cuts (Library acquisitions budget will be flat for 2014-2015)

donations from Library supporters • Articulate the continuing need for Library staff, collections, and resources to the Trustees and other University stakeholders • Seek "new blood" for the Friends of the Library to begin building relationships with the next generation of potential patrons • Reinforce continuing relationships with former student workers, who often go on to successful careers	• Constant competition from other universities • Rising costs of library materials (currently outpacing inflation) • Budget constraints in other campus divisions may push more tasks into the Library/CTLE (e.g., test scanning, software licensing)

III. Vision

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

Mission and Goals

The Library will carry forward its current mission:

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

The Library will continue to actively support and participate in the University's Jesuit tradition:

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

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

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

Facilities

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

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

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

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

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

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

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

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

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

- In partnership with Information Resources, the Library building and surroundings will offer robust wired and wireless network access, with traffic during prime Library hours prioritized over nonacademic spaces.
- Library classrooms and conference rooms will be fully mediated with up-to-date technology.
- New augmented reality technology will allow the Library to integrate digital interfaces and content into physical facilities (e.g., glass surfaces may provide both sunlight and information access).
- Technology resources and study spaces in the Learning Commons will draw students into the Library and expose them to other resources and services. TechCons from the Library and Technology Support Center will provide support for peers on technology projects.

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

Collections, Resources, and Services

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

- E-content will dominate Library collections, gradually replacing print formats in most categories. Advancements in format and devices will vastly improve the user experience for reading, annotating, and manipulating electronic journal articles and digital monographs. Print on demand capability (whether off-site or via University Printing Services) will provide easy access to physical copies of digital monographs.
- Streaming media will become the prominent format for audiovisual resources as CDs and DVDs dwindle in popularity. Access to streaming media resources will be integrated into online and in-person courses in the University's learning management system (LMS). The Library's media collection may be complemented by students' personal streaming media subscriptions (e.g., Netflix, Hulu Plus, or equivalent).
- University Archives will collect, preserve, and provide access to University records and other archival materials in both print and born digital formats (such as video recordings of campus events). Likewise, Special Collections will include print as well as digital collections (e.g., web archives). Capture, description, and publication will be automated to reduce staff time required for processing.

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

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

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

- Access to specialized software (e.g., graphics and media editing, visualization tools, etc.) and hardware (e.g., 3D printers, high powered processors, etc.) will become an important Library resource for faculty and students. The Library will provide and support as many hardware and software platforms as is practicable.
- The Reilly Learning Commons will serve as a home for formal and informal technology training, with peer-to-peer "office hours" and workshops.
- Research services for faculty, such as assistance with data curation, data visualization, and geographic information systems (GIS), will become part of the Library's portfolio of expertise, complementing current support for citation management and social media.
- Student projects, papers, and reports from advanced courses can be published via the Library's digital collections as contributions to scholarly research. For example, reports from student labs replicating experimental data will be published and linked to the original research as supporting evidence. Faculty research materials, including datasets, posters, pamphlets, and other scholarly products, as well as information about faculty members' subject expertise, may be maintained in an institutional repository.
- A "tiny library" of leisure reading materials from the Scranton Public Library will be available for self-checkout.

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

- In order to assist faculty with evolving research needs, librarians will serve as translators between disciplines, identifying timeless concepts involved in research and working with individual faculty members to map their needs to new tools.

Integration into the Curriculum

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

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

- Interactions with students and faculty will emphasize *cura personalis*. Library faculty and staff recognize the importance of face-to-face interaction and building relationships with students to better meet their research needs and to encourage their intellectual development.
- Librarians will be more directly involved in student projects and assignments, with "embedded librarians" integrated into courses and curriculum.
- Librarians will collaborate with teaching faculty to pursue new integrated teaching models, especially for research methods classes, first-year seminars, first-year writing courses, and *eloquentia perfecta*-related courses.

- Library instruction will develop professional and lifelong learning skills such as critical thinking, discernment, evaluation, contextualization, and presentation.
- The Library will identify and provide services specifically designed for self-directed or DIY learning.
- Librarians will facilitate and foster interdisciplinary exchange between faculty and students from different departments.
- The Library will reach out to students taking online courses to ensure that their information needs are met.
- The Library will foster peer-to-peer teaching and learning.
- The Learning Commons will provide resources and support for media (e.g., video editing), allowing faculty to assign more diverse projects in their courses.
- Librarians will offer guidance to faculty on syllabi and assignments, encouraging students to visit or consult with a librarian rather than directing students to one specific resource for a class project.

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

Staffing

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

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

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

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

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

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

Partnerships

Resource constraints will make collaboration (across campus, institutions, and disciplines) not merely helpful but necessary. The Library recognizes the importance of a "team approach" to education, such that students and faculty have many places where they can turn for help. The Library will continue to develop campus partnerships:

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

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

- Born digital materials will be protected and maintained in multiple, geographically distant data centers, via collaborative, consortial digital preservation networks.
- Continued partnership with the Scranton Public Library and Lackawanna County Library System will increase access to leisure reading materials and media.

Assessment

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

- The Library will have an integrated, comprehensive assessment plan that ties Library initiatives to learning objectives and other desired outcomes.
- Assessment will be grounded in and driven by the Library's mission and goals. Assessment methods and means will be determined with a constant eye towards potential outcomes and actionable improvements (i.e., continually asking *why*).
- The Library's assessment process will be transparent, with assessment results shared openly with the University community, as well as progress on actions taken to address feedback (or "close the loop").
- Assessment results will be presented visually, with interpretative remarks and follow-up on action items.

Funding

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

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

IV. Questions and Tensions

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

Mission and Goals

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

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

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

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

Facilities

As of Spring 2014, the Library's stacks are at capacity, leaving no room available for new acquisitions of print monographs or Special Collections materials. Demand from students for collaborative, flexible study space conflicts with demand from faculty for easy access to browsable stacks of print monographs. The Library's central location ensures that any major renovation or construction will be costly and complicated, raising difficult questions:

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

Collections, Resources, and Services

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

- Is the Library a repository or portal – or both? Should the Library focus on merely providing access to information (e.g., by licensing and subscriptions to publications and databases)? Do we have a responsibility to preserve some or all materials for the enduring future?

Not surprisingly, many questions involve the nature, extent, location, and availability of the Library's print collections:

- Should the existing print collection be weeded? A Library Advisory Committee member suggested that the Library begin weeding second or third copies of under-circulating print titles. Other faculty members suggested weeding outdated resources (especially in health sciences) and textbooks. Librarians expressed a willingness to undertake deaccessioning projects, but stressed that active involvement from faculty departmental Library liaisons would be not only welcome but necessary. Careful attention should be paid to accreditation requirements for print materials.
- How much (and in what ways) should the print, microfilm, and physical media collections continue to grow? In a discussion with the Library Advisory Committee, some faculty members suggested that as a default the Library should purchase digital rather than print editions of monographs and journals. However, others noted that some accrediting agencies still look for print publications in related disciplines. Another faculty member emphasized that faculty are still purchasing hard copy books, and with limitations on space, a breaking point is quickly approaching. A faculty member from World Languages and Cultures commented on physical media collections: many foreign films are not available as streaming media, so physical DVDs as well as multiregional DVD players are still needed.
- Could some print volumes be transferred to remote or off-site storage? Faculty members were cautiously open to off-site storage options, depending on the delivery time for requested books. One Library Advisory Committee member specified that delivery time for requested materials should not exceed 24 hours. (The Library's current Rapid ILL service frequently meets that deadline for journal articles, while print books requested via ILL or PALCI EZ-Borrow often arrive within 2-3 days.) Another faculty member stipulated that the process and schedule for requesting retrieval of off-site books must be clear and consistent.
- Would off-site storage meet access needs? Several faculty members expressed concerns about the discoverability of books stored offsite, arguing the importance of "stack serendipity" – that is, discovering books of interest by physical browsing in the Library stacks. Library discovery tools are improving but do not yet fully replicate the serendipitous browsing environment; however, as the Library's electronic collections grow, neither does physical browsing fully replicate the discovery capabilities of the Library catalog. Librarians and faculty agreed that a shift away from providing direct access to physical books should be accompanied by continued enhancement of catalog records and browsing environments for electronic resources. Humanities faculty and reference librarians emphasized that the success of off-site storage for monographs in the humanities, especially essay collections and anthologies, would depend on the level of detail available in Library catalog records (such as a table of contents or searchable index).
- Are there on-site storage options that should be considered? Should parts of the print collection be divided into small departmental/program libraries (e.g., Judaic Studies, Jesuit Center, etc.) to facilitate ready access while also saving Library space? The Library Advisory Committee team suggested that Loyola

Hall might serve as remote Library storage rather than be demolished for green space; however, plans for the demolition of Loyola seem to be quite firm. Another possibility mentioned was the Center for Rehabilitation Education (currently under construction), though another faculty member countered that space in the new building was already very tightly allocated. Another avenue for possible exploration would be the transfer of some or all Special Collections materials to an on-site location with sufficient climate control. Two potential sites for Special Collections storage mentioned were the basement of Loyola Hall (post-demolition) and Ciszek Hall.

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

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

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

- Will open access and/or other changes in scholarly communication affect the research and publication needs of faculty on our campus?
- Should the Library provide an institutional repository for campus scholarship?
- If so, how can we take on that role under staffing and resource constraints?

Integration into the Curriculum

In light of the revisions being made to the Association of College and Research Libraries (ACRL) Information Literacy Standards in Fall 2013 and Spring 2014, one of the greatest challenges for information literacy programs moving forward will be to find a way to teach higher level concepts and behaviors, in a manner that is transferrable to other contexts, within the limits imposed by the traditional "one-shot" session model of delivering information literacy instruction. With this context in mind, challenges to integrating information literacy into the curriculum include:

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

Staffing

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

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

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

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

Assessment

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

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

Funding

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

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

V. Next Steps and Phased Implementation

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

Target Date	*Goals*
Completed Fall 2013 – Spring 2014	• Café tables and multitouch table installed in Pro Deo room • Pilot implementation of satellite Writing Center and "Write and Cite" drop-in service

	• Six librarians embedded in Communications/Computing Sciences Eloquentia Perfecta (EP) Foundations courses • Two librarians invited to serve on First-Year Writing (FYW) Committee • Implementation of Electronic Resources Management (ERM) to better manage and assess journal and database subscriptions • New Library Communication and Outreach committee formed to better promote Library services and expertise • New Library Staffing, Resources, and Priorities committee formed to improve project management and interdepartmental collaboration • Project-based staffing piloted for Digital Services' University of Scranton Clippings Collection project • Pilot implementation of reservable group study rooms • Implementation of off-site, cloud-based digital preservation service DuraCloud • Media collection opened to circulation among students • How Do I…? web pages developed as basic online tutorials for Library services • Implementation of JSTOR Patron Driven Acquisitions (PDA) program, in which user interest triggers purchase of ebooks
In progress Summer – Fall 2014	• First phase of Learning Commons to be installed in Reilly Room: five group study rooms, lecture capture-enabled presentation practice room, color printer, sound-absorbing furniture, high-end Mac and PC hardware • Initiating Library-wide assessment planning • Updating Library website to improve access to collections and services • Integrating streaming media into online courses via Desire2Learn or Panopto lecture capture system • Subcommittee on Library Expansion holding preliminary discussions with Facilities about options for on-site storage • Subcommittee on Library Allocation evaluating factors and appropriate weights for allocating acquisitions funds across departments • Participating in revision of Association of College and Research Libraries (ACRL) Information Literacy Standards (now known as the *Framework for Information Literacy for Higher Education*)
1 Year January 2015	• Full implementation of satellite Writing Center • Development of Library-wide assessment plan • Expansion of web archiving initiative • Pilot installation of 3D printer in Learning Commons
3 Years January 2017	• Second phase of Learning Commons installed in Reilly Room • Self-checkout • Poster printer and 3D printer available in Learning Commons • Library faculty/staff member(s) serve on committee(s) for 2018 Middle States Self Study • Research services for faculty including data management and visualization

	• Digital collections will appear in Digital Public Library of America for increased findability • Research factors related to alternate reference staffing models, both in the LIS literature and through a survey of University community, to inform a discussion of what changes to our reference staffing model, if any, might better meet the research services needs of our users • Robust systems in place to capture and preserve born digital University records
5 Years January 2019	• Expansion of Learning Commons throughout the rest of the 1st floor and 2nd floor • Technology Bar at Java City • Meditation space
10 Years January 2024	• Integration of Writing Center and Tutoring into Library • Atrium or connecting space between the Pro Deo and Reilly rooms
Beyond	• Full integration of CTLE into Library Learning Commons

VI. References and Resources

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