

**- Cowles Library -**  
***Transforming Learning and Sustaining Community***  
**- A White Paper -**

May, 2007

“Librarians are essential for maintaining the existing structure of access to scholarship, and for functioning as leaders, change agents, teachers, and technicians in the organization of the new digital medium and scholarly information structure.” (James Neal)

## **I. Environmental Scan – Implications and Opportunities**

**Over the next decade the university library will usher in new approaches to scholarly communication and the processes for research, inquiry and discourse.** The impact of this change will transform the library and has the potential to propel the Drake experience to new levels of excellence.

The initiatives contained in this document reflect an initial effort to frame the direction of library development for the next five years. They are a response to the implications and opportunities of the environmental trends contained in the *Cowles Library Environmental Scan*.

### **Trends That Matter the Most – Shaping a Strategic Advantage for Drake:**

The Drake mission explication calls for “...students that will learn to acquire, analyze, interpret, and integrate information, employing appropriate technology to assist with these processes, and to understand the social and ethical implications of information use and misuse.” Historically the academic library has been the intellectual center and primary resource for supporting this part of the Drake mission.

Over the past decade, the library has broadened its focus beyond the traditional model of book repository and extended its reach in dynamic new directions. This new direction has been aimed at both enhancing the quality of the student learning experience – and at the same time, strengthening Drake’s connections to the global community of scholars and learners. The convergence of two significant trends (the growth of digital information resources and of networking technology) enabled the library to create new opportunities for the Drake community of learners to engage and interact with information and scholarship.

With the creation and development of virtual services and resources, the “library without walls” has transcended the boundaries of space and time - meaning that faculty and students can avail themselves of resources and assistance at point of need throughout the learning process. The impact of this development has been significant and nothing short of revolutionary. Physical visits to the library have doubled in the past five years and use of the virtual portion of the library continues to increase at an accelerating rate (approaching one million hits annually on the library web site).

A convergence of the trends presents an opportunity to continue to strengthen the library's ability to enhance the student learning experience:

- **Millennials** represent both a challenge and an opportunity. Raised on the internet and versed on Google, they nevertheless are demonstrating a positive and at times aggressive embrace of information services and resources.
- **Technology** presents an avenue to connect students with the explicit knowledge contained in libraries and formal knowledge collections of discipline based scholarship.
- **Interdisciplinary Access** will become better as search tools develop for presenting visualizations of knowledge – within and across discipline silos.
- **Scholarly Publishing** is finally beginning to enter the digital age. Peer review is likely to undergo change and formats will permit faculty and institutions to develop alternative approaches to expensive and inefficient print publishing practices.
- **Preservation** of the scholarly record will advance with the continuation of collaborations such as JSTOR and the digital repository movement. Libraries will ensure that standards are applied to these resources.
- **Library Space** will have relatively fewer demands for print periodical collections and thus be devoted to higher order support for learning activities, services, collaboration, archives, and community engagement.

## **II. Initiatives – The Library as an Agent for Change and Transformation**

Cowles Library has already established a successful framework for advancing services (i.e. initiatives). The proposed initiatives build on, enhance, and sustain this model. The initiatives outlined in this document will be carried out within the context of the following strategic program areas:

### **Core Strategic Program Areas:**

- The Library as Innovator – Transforming the Learning Organization
- The Library as Teaching Agent – Transforming Learning and Pedagogy
- The Library as Knowledge Manager – Transforming Content, and Access
- The Library as a Cultural Center – Transforming Discourse and the Commons
- The Library as Place – Transforming Learning and Community

## **Initiatives:**

(note – initiatives are numbered consecutively in this section)

### **Core Area: The Library as Innovator**

The role of the library in fostering collaboration and innovation in the wider academic community is worthy of note. Innovation and new organizational ideas require change and change means risk. Academic institutions are notoriously slow to embrace change; this is due, in part, to a rewards system that does not always reflect the changing nature of the academy. Cowles Library has built on its history of innovation by establishing beachheads in those areas of social technologies often referred to under the rubric of “Web 2.0,” “Learning 2.0,” and “Libraries 2.0.”<sup>1</sup> The Library now seeks to help establish a series of interrelated initiatives that will both engage a changing social and technical landscape, while modeling new vehicles for delivery of rewards for those willing to take chances in shaping the future.

#### **1. Student Collaboration Group**

Cowles Library will recruit students for a long-term Student Library Management Group. This student group will be formally charged with consulting with, and assisting the Cowles Library faculty and staff in the development of the next generation of services. This group will have an enriching set of project assignments and rewards that will be closely aligned with the library mission and strategic objectives.

#### **2. Compensation and Appointments: New Models**

In this area the library proposes to move forward on two parallel fronts. First, the **Innovation Award (Pilot Project)**: Cowles Library will pilot a new internal form of faculty/staff compensation. A category of compensation will be established that rewards unit/team performance based on criteria built around innovation and service effectiveness. This initiative is intended to further advance an entrepreneurial approach to collaboration and service.

Second, the **Alternative Appointment Category**: Cowles Library will develop a faculty/professional appointment category to accompany the Librarian (MLS) positions. This category will facilitate the appointment of additional academic specializations and joint appointments with other academic disciplines (e.g. archivist, digital historian, intellectual property specialist, etc).

### **Core Area: The Library as Teaching Agent – Transforming Learning & Pedagogy**

A brief review of relevant literature reveals many proposals for methodologies that re-define information literacy.<sup>2</sup> The goal of the following initiatives is not, however, to implement one particular strategy or methodology. Rather, it is to establish information literacy as a vibrant and

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<sup>1</sup> For a full Web bibliography constructed by Library staff, visit: <http://cowles-lf.drake.edu/bibliography.html>

<sup>2</sup> One illustrative example: Swanson, Troy, “A Radical Step: Implementing A Critical Information Literacy Model,” *portal: Libraries and the Academy* 44, 2(February 2004): 259-273.

flexible foundation of curricular development at Drake University. Clearly, to be information literate, an individual must understand the malleable nature of information and communicative technologies in modern society; it seems only reasonable, therefore, that information literacy programs should model this adaptable, changeable approach.

### **3. Program for Digital Learning and Innovation (the replacement for the Center for Digital Technology and Learning)**

The vision of this new initiative can be stated simply: “Everyone at Drake experiences an active technological learning environment and understands critical components of technology and information.” Its components include:

- Pedagogy development: Support of “A Safety Zone of Innovation” for faculty, which includes resources and collaborative support.
- Policy/awareness on open access/new scholarship: Drake University is currently the only college in Iowa that supports an institution-wide scholarly repository. Greater awareness and advocacy can leverage this into a competitive asset. (see Initiative 4, below)
- **Fund for Innovation in the Use of Digital Resources:** Develop an innovation fund for faculty for the application and use of digital resources in the curriculum. This initiative is intended to further develop the integration of digital content into teaching and research. The library will collaborate with faculty to use social software (Library/Web 2.0) technologies to link users to the library’s collections in new and innovative ways. This may include Library/Web 2.0 applications (such as blogs, wikis, Rss feeds, podcasts, etc.)
- Develop an academic program for “Social Computing.” (or other possible alternatives for the current ISIT “concentration” approach)
- Support (grants) for research and development in these areas.

### **4. Program for Management of Drake Scholarship and Learning Assets**

The Drake Digital Repository (DDR), comprising the Drake Heritage Collection and eScholarShare, are attempts to capture the digital history and the scholarly output of the institution. More direct involvement by faculty in these developments will ensure the DDR’s long-term growth and success.

Drake’s “early adapter” status in this area could be leveraged by the creation of electronic portfolios for Drake scholars. Currently, Drake faculty are not systematically sharing their scholarly output. Tools and development resources would be made available to those who wish to share and develop their scholarship online. This initiative would therefore significantly advance interdisciplinary programs and global awareness of Drake scholarship.

### **Core Area: Library as a Knowledge Manager – Transforming Collections & Access**

The intellectual model of a university has been built for centuries around the image of the scholar/researcher, whether a person is faculty, staff, or student, secluded in an office or the library, surrounded by a pile of books, journals, and note cards as he or she pounded out a solo paper or monograph.

While this model still has validity, many modern scholars are using technology and cooperative approaches to open up the research process. Journal articles and monographs are increasingly co-authored by several individuals who use collaborative technology to share their work. The output of the process is not always a paper, book or journal article; it may be a piece of software, a video presentation, or a Web page that invites the comments and even modifications of other interested scholars. Finally, instead of depending solely upon traditional academic publishers to vet and distribute their work, scholars at all levels are placing their research in electronic repositories that protect and affirm long-term access.

The library's collections exist to provide access to ensure and sustain an exceptional learning environment at Drake University. As we move now into a much looser collection environment, librarians need to work together with faculty in a more effective and collaborative manner regarding what should be purchased, what should be retained, and in what format. We still purchase books and subscribe to print journals, but in addition, we also subscribe to electronic databases, thousands of electronic journals, and thousands of electronic books. Determining the proper balance will continue to be the purview of librarians and faculty in close collaboration.

The library's monograph (book) collection is increasingly becoming much more amorphous given that we now access many thousands of electronic monographs in addition to the purchase of print monographs. The rapid increase of digitization of print materials requires that the library maintain a proper balance between digital formats and paper formats. Initially, the enormous pressure of format hybridity has primarily impacted the journal arena, but has, in recent years, also greatly impacted the monograph area.

Obviously, there are huge challenges to both a University and its Library presented by the transformative research model that is described above. The Library proposes to adopt the following parameters for this indefinite transitional period:

- The library will still purchase books. The book as a method of scholarly communication is far from dead; in fact, the number of print books published increases each year. The monograph collection should be "leaner and meaner." This process includes Approval Plan Re-profiling, the exploration of purchasing books "on demand", and determining with appropriate faculty which disciplines are most appropriate for the purchase of e-books.
- The library will work with faculty to determine the proper "mix" of print and electronic journals with the underlying assumption that electronic access will be preferred over print. We will work towards eliminating print journal subscriptions when possible.
- Librarians will increasingly be active information advocates. We will not shirk from our role in educating administration and faculty how the information marketplace currently works, particularly regarding the monopolistic pricing of academic publications, and how this system limits fair and equitable access to our nation's scholarship. The library will serve as a center for scholarly communication and a resource for questions on copyright,

author rights and other issues of growing importance. We must educate how the open access movement has the potential to transform the information marketplace.

Initiatives 5 and 6 are meant to suggest some strategies that will enhance and sustain scholarly communities during this transition period - and into the future:

## **5. Information Resources for Excellence**

Cowles Library will partner with the faculty of each of the academic programs/majors, via the existing Library Liaison structure, to develop a profile for excellence. The primary focus of this initiative is to take the depth, scope, and quality of the library information resources to the highest level commensurate with the learning and research needs of the academic programs. We envision this initiative as a multi-year process. All of the programs need attention, but there continues to be a special need in the sciences.

## **6. Drake Archives Program (Drake Heritage Specialist/Archivist)**

Cowles Library functions as the *de facto* university archive, but is not formally charged with, or supported in this activity. This initiative calls for the establishment of a Drake University Archives Program, including the position of Drake Heritage Specialist. The Drake Heritage Specialist position will foster the preservation of the Drake historical record. Specifically, the individual in this position would: develop policies and a systematic structure for preserving university material; develop plans for housing and properly storing material; develop access services to archival materials; and collaborate with the Library's Digital Repository program. The Specialist would also develop an educational program – within a curriculum, community, alumni and advancement context. This individual would have professional training as a historian and archivist/librarian.

The Drake Heritage Specialist is deserving of unique and separate consideration, as it would help the educational and learning environment of the University and provide valuable central administrative control over historical records and information that is currently lacking at the institution. The Specialist would manage reservation activities, as well as creating awareness and access to all of the Library's unique collections.

## **Core Area: The Library as a Cultural Center**

Traditionally the academic library was thought of as the center of the university's academic community. The library was where the university community went for information and cultural enrichment through monographs. Just as the forms for providing information have evolved (see section: The Library as a Knowledge Manager, above) so have the ways people share their thoughts and opinions through academic discourse and dissent. The physical and virtual aspects of the library are logical and natural locations for the growth and cultivation of the cultural interaction of the university community and the broader community. The following initiatives are meant to suggest some strategies that will enhance and sustain the Library as a Cultural Center into the future.

## **7. Digital Bucksbaum Commons (<http://www.discourse.edu>)**

Cowles Library will collaborate with the Bucksbaum Lectureship program and the Center for Global Citizenship to plan, create and implement a Center for Global Discourse, a virtual resource that will include a collection of essays, digitized lectures, information recourses and interactive curriculum. The center will serve as the foundation for ongoing discourse that can reach beyond the geographic and time constraints of the current campus events. This could also serve as a prototype for developing co-curricular resources for other areas of the Drake Curriculum.

## **8. Drake Memory Project**

Cowles Library will continue and broaden the collaboration with the Journalism faculty and the Drake Alumni Department to develop the Drake Memory Project. This project provides a unique learning environment for students to interview Drake Alumni and other members of the Drake community. The project also would help build the archival resources unique to Drake University. Key players will include the Head of the new Drake Archives Program (see Initiative 6, above).

## **9. Community Collaboration Alliance**

The Cowles Library will work with other community groups (Des Moines Public Library, Iowa Historical Society, Iowa Jewish Historical Society, et cetera) to form a Community Collaboration Alliance. The purpose would be to provide the community the enlightenment of diverse topics through special programs and activities such as speakers or book discussion.

### **Core Area: Library as Place – Transforming Learning and Community**

“For several generations, academic librarians were primarily preoccupied with the role of their library buildings as portals to information, print and later digital. In recent years, we have reawakened to the fact that libraries are fundamentally about people—how they learn, how they use information, and how they participate in the life of a learning community. As a result, we are beginning to design libraries that seek to restore parts of the library’s historic role as an institution of learning, culture, and intellectual community.”<sup>3</sup>

To meet today’s academic needs as well as those in the future, the library must reflect the values, mission, and goals of the institution of which it is a part, while also accommodating myriad new information and learning technologies and the ways we access and use them. Library space needs to embody new pedagogies including collaborative and interactive learning modalities. Significantly, the library must serve as the principal building on campus where one can truly experience and benefit from the centrality of an institution’s intellectual community.

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<sup>3</sup> Council on Library and Information Resources. Library as Place: Rethinking Roles, Rethinking Space. 2005. <http://www.clir.org/pubs/exccsum/sum129.html>

## **10. Cowles Library Renovation/Addition**

Drake University should have a library facility that is commensurate with its aspirations to be a greater university. The main library facility needs to be upgraded and expanded to meet the needs of the 21<sup>st</sup> century mission of Drake. Some of the potential functions and features that this library/learning/cultural center should exhibit include:

- Organized and designed around learning needs (not just book stacks)
- Flexible and adaptable to emerging social/technological trends
- “People space” for individuals, groups, classes, and community events
- Space dedicated to “learning clusters” that bring together collections and services for individual disciplines and/or learning styles and experiences
- Integration of services – including student assistance and advising; faculty technology support; Centers
- Drake archives and special collections
- Technology spaces – that invite and encourage the use of a broad range of technologies
- Relaxation and social interaction – coffee bars and cafes
- ADA – make the facility truly accessible
- Extended services hours of operation

*(note that a feasibility study is currently underway that will examine the long term library space needs of Drake)*

## **III. Collaborations - Opportunities**

Because the library is in essence a service, collaboration is therefore both a core value and operating principle. In this regard, all of the library initiatives will be undertaken as collaborations. The form of collaboration will range from consultation, to joint projects, to joint programs and positions.

Following is a list of each of the library initiatives enumerated and discussed in Section II (excluding the rationale and description). Major partners/collaborators are listed for each initiative:

1. Student Collaboration Group (Student Life, Student Senate, Cowles CNAC)
2. Compensation and Appointment Pilot (Human Resources, Academic units)
3. Program for Digital Learning and Innovation (OIT, Academic Units)
4. Program for Management of Drake Scholarship (Academic Units)
5. Information Resources for Excellence (Academic Units, Advancement)
6. Drake Archives Program (History Department, Advancement/Alumni Relations)
7. Digital Bucksbaum Commons (Bucksbaum Lectureship, Vendor)
8. Drake Memory Project (Journalism, Advancement/Alumni Relations)
9. Community Collaboration Alliance (various community groups)
10. Cowles Library Renovation/Expansion (Facilities, Academic Units, etc)

## IV. Resources – Realignment and Revenue

Cowles Library has already undergone an extensive set of changes over the last decade, resulting in a significant realignment of resources and service initiatives. Resources, especially staffing, have been eliminated and or reallocated to support emerging needs. The development of remote access to library holdings has also contributed to an increase in use – furthering a core objective of all library programs and providing for an improvement in unit costs.

Additionally, the existence of a professional library staff contributes to the efficiency of university operations – especially in the areas of central management of such programs as acquisition, database pricing and licensing, and support services

The following additional realignments and opportunities for revenue are areas of exploration, *dependent upon the concurrent development of above initiatives:*

- Reduce retrospective serial print holdings – as long term, permanent digital alternatives become available.
- **Open Source Collaboration**  
The library will pursue an emerging opportunity to collaborate with Open Source collaboration with peer institutions on an open source software/service initiative. The objective of this initiative is to enhance the functionality of access software and reduce or eliminate dependency on expensive proprietary software, SIRSI.
- Reallocate staff positions from maintenance of the print collections (serials/monographs).
- Reallocate/realign monograph allocations to fund digital incentive fund.
- Increase the use of “student associates” to staff service and technology functions.
- Evaluate Drake’s continuing participation in the Federal Depository Documents Program.
- Consider split positions with the Law Library (subject to accreditation standards and guidelines).
- Replace existing proprietary software systems (e.g., Sirsi) with open source solutions and or providers with lower cost alternatives.
- Renovate the existing facility to make it more efficient (by reducing the number of service points, by replacing the current HVAC system, more maintenance friendly, etc.). A renovated facility should have community space that can be used to support revenue generating functions and activities.