

STANDARD FIVE: LIBRARY AND INFORMATION RESOURCES

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5.A: PURPOSE AND SCOPE

In The University of Montana organizational structure, the Maureen and Mike Mansfield Library provides the system support and the majority of collection resources to the system of affiliated campuses. The affiliated campus libraries include those of UM-Western in Dillon, Montana Tech of UM in Butte, UM-Helena College of Technology, and the Law Library on the Mountain campus in Missoula. Although the Law School follows a separate accreditation path, the Law Library's recent self-study report is included in [Exhibit RE 5-06](#). The library at the College of Technology (COT) is an extension of the Mansfield Library, so it reports to the Dean of Libraries. Other affiliated campus library directors have a dual reporting relationship to their institutions and the Dean of Libraries at the Mansfield Library. Financially, the affiliated campus libraries are independent and adhere to the processes and constraints of their respective campuses. This self-study addresses only the Mansfield Libraries of the Mountain and COT campuses.

The Mansfield Library recently developed a [strategic plan \(Exhibit OSM 5-01\)](#). The process was led by the Dean, and involved representative staff, librarians, and the [Faculty Library Committee](#)¹. The process began in 2007 and recently concluded with the adoption of the University's [Academic Strategic Plan \(Exhibit RE 1-01\)](#). The library views its strategic plan as a dynamic decision-making guide for the coming years. Implementation is underway, and involves improving systems of communication and tracking progress.

5.A.1-5.A.2: Sufficiency of Information Resources, Services, Core Collection

The Mansfield Library on the Mountain campus is not only the largest of The University of Montana libraries, but also the largest in the state in terms of facility square footage, staff, and collection size. As a key library in the state, the Mansfield Library seeks to act in the interest of the greater good as well as in the interest of the affiliate campuses of the University. In this role, the Mansfield librarians are active participants in statewide committees led by the Montana State Library for the purposes of digital collection creation, preservation, and resource sharing. For the past three years, the UM Dean of the Libraries has represented the Montana University System as a commissioner for the Montana State Library.

The importance with which the Mansfield Library regards its role in support of the UM affiliated campuses is demonstrated through its leadership in advancing the use of technology to access collections, and resource sharing through licensing and services. Given the organizational structure, the Mansfield Library manages technology and resource building with the affiliated campuses as expected in a consortium. The Mansfield Library hosts and provides the technical support of the integrated library system using *Ex Libris Voyager*. Each campus contributes to the maintenance costs on a proportional basis. As the result of historical collaborative relationships, this system is also shared with one of Montana's tribal colleges, Salish Kootenai College in Pablo, and

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with St. Patrick Hospital in Missoula. Much has been done to maximize the informational resources located on the Missoula campus by improving the library catalog as a database and by expanding electronic licensing agreements to include the affiliated campuses when additional costs are minimal.

The Mansfield Library has developed the expertise and acquired the equipment necessary to digitize unique collections when demand for the materials is high but access to the paper format is limited. The library has collaborated with the Montana State Library in support of a statewide digitization program and remains an active contributor to the development of the Montana Memory Project at the state library and on the university campuses. The Mansfield Library has funded this initiative through grant projects such as the digitization of both a tribal newspaper for the Confederated Salish and Kootenai Tribes and photographic collections for small historical societies.

The Mansfield Library has developed a central approach to data collections since 2004. The data are updated annually and summarized in a document called the *Mansfield Library Trends and Directions* (Exhibit RE 5-03). A committee of senior library staff is assigned to analyze the data and discern meaning and overall implications. This approach has been valuable and will receive even more emphasis in the coming years.

The University-wide challenges to sufficiently support ongoing programs while developing new services and technologies are shared by the library in every respect. Since the 2000 accreditation, the University has stabilized the collections budget by meeting the cost increases of inflation as indicated in Table 5-01. This effort of the campus has continued, even in the 2009 economic recession. The library has used these funds to negotiate better subscription rates over several years and to purchase journal packages that provide primary or supplementary materials in digital form. These collections help lay the foundation for the University's aggressive strategies to increase graduate programs and expand its research capabilities.

Table 5-01 – Total Library Acquisition Allocations from FY 2004 to FY 2009

| | <u>2004</u> | <u>2005</u> | <u>2006</u> | <u>2007</u> | <u>2008</u> | <u>2009</u> |
|------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Allocation | \$2,673,741 | \$2,823,606 | \$3,102,270 | \$3,224,670 | \$3,450,396 | \$3,691,925 |
| % Increase | 6% | 6% | 9% | 9% | 7% | 7% |
| Rescission | | \$10,241 | | \$156,000 | | |
| % Increase | | 5.5% | | 4% | | |

The University's Carnegie Foundation rating of Research University/High Research Activity requires depth and breadth in collection building, as well as services that support a variety of user types. As stated above, the collections budget was stabilized in 2000 with the addition of inflationary increases in legislative budgeting, referred to as "present law adjustment." In 2009, the inflationary increases were dropped from the legislative budgeting and increases are now a budgeting action within the University. The library was fortunate to expand its collections budget for FY 2010 through the campus budgeting allocation, especially given the economic pressures most academic libraries are experiencing.

The sufficiency of the collections to support the curriculum and expand the research agenda has improved since 2002 with the addition of several broad-based databases and electronic journal packages. Nevertheless, the [LibQUAL+ 2003 Survey](#) and the [LibQUAL+ 2006 Survey \(Exhibit RE 5-06\)](#) each indicated a concern on the part of faculty and graduate students regarding access to the informational resources needed to complete their work. Starting in 2006, systematic assessments of the collection were instituted using OCLC's Assessment Analysis in an effort to identify and communicate collections needs with every new program or degree offering. [Exhibit RE 5-06](#) addresses the procedures and documents involved in collection assessment for new programs, including the assessment template and an example of a collection assessment report for a proposed degree program. Most of the assessments demonstrate sufficiency without the need for additional funds. The collection usage data follows national trends in that the printed monographic collection circulation is decreasing; 2008 circulation statistics are lower than those from 2004.

Table 5-02 – Circulation of Materials (Table 10 of *Trends and Directions*)

| <u>Mansfield Library on the Mountain Campus</u> | <u>2004</u> | <u>2005</u> | <u>2006</u> | <u>2007</u> | <u>2008</u> |
|---|-------------|-------------|-------------|-------------|-------------|
| Total charges and renewals | 139,659 | 124,848 | 118,867 | 117,980 | 130,350 |
| Monograph charges and renewals | 92,058 | 82,692 | 80,187 | 74,046 | 76,032 |
| Print charges and renewals | 98,066 | 88,126 | 85,765 | 78,628 | 80,042 |
| Serials charges and renewals | 5,775 | 5,249 | 5,367 | 4,374 | 3,812 |
| Media charges and renewals | 34,521 | 29,372 | 27,417 | 27,816 | 27,492 |
| | | | | | |
| <u>Mansfield Library at College of Technology</u> | <u>2004</u> | <u>2005</u> | <u>2006</u> | <u>2007</u> | <u>2008</u> |
| Total charges and renewals | 4,459 | 4,289 | 5,630 | 5,083 | 4,327 |
| Monograph charges and renewals | 1,516 | 1,405 | 1,875 | 1,597 | 1,677 |
| Print charges and renewals | 2,312 | 2,230 | 2,659 | 2,239 | 2,208 |
| Serials charges and renewals | 796 | 825 | 784 | 642 | 531 |
| Media charges and renewals | 1,530 | 1,645 | 2,221 | 2,427 | 1,746 |

Interlibrary loan (ILL) user requests as well as materials requested by other libraries also decreased over this time period. Efforts are underway to investigate the general perception of a poor collection shown by the [LibQUAL+ Surveyⁱⁱ](#), and to ameliorate the resulting low usage the library is experiencing.

The usage data for electronic resources are climbing as expected with the increase of content available in this manner. In 2008, a federated search tool, one capable of searching many databases or other online information depositories at once, was added to facilitate discovery, and contributed to an increased usage of all databases. In fact, usage increased 90% to well over four million uses. Work is underway with the vendor to further refine our data collection.

5.A.3: Nature and Location of Educational Programs

UM is home to a diverse graduate program, an established base of funded research, and the largest undergraduate population of the UM system of campuses. With this in mind, the Mansfield Library is continually reevaluating its services and collections to best meet the distinct needs of each group, demonstrated by a strategic goal to develop services and provide collections tailored to specific user types. The redesigned [Mansfield Library website](#)ⁱⁱⁱ communicates differentiated services to each user type, expressed in a manner that each would find most useful.

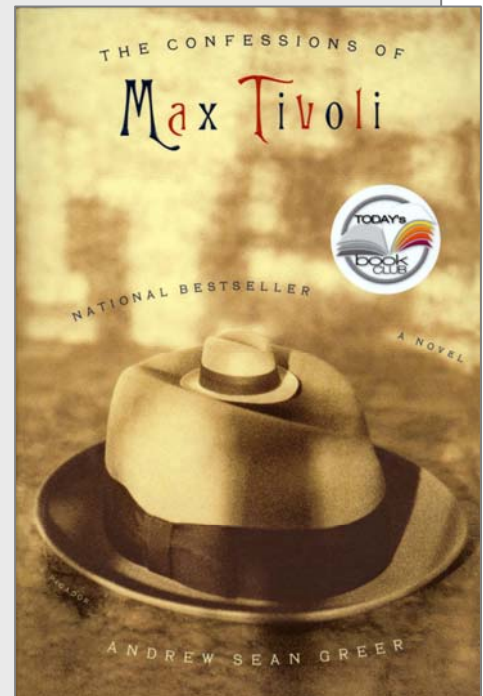
Tailoring services and collections to user types is an ongoing process within the Mansfield Library which began with the introduction of the Learning Commons initiative in 2006 ([Exhibit RE 5-05](#)). In 2007, the library established both an Undergraduate Services Team and a Graduate Student and Faculty Services Team to determine the service and collection needs of each population. The teams were composed of staff and librarians of the Information and Research Services unit of the library. The library's First Year Experience Librarian position was reframed as the Undergraduate Services Librarian and leader for the Undergraduate Services Team, with responsibility to represent the library in student orientation, support the Freshman Interest Group curriculum, and coordinate information literacy development for freshman coursework. [Exhibit RE 5-06](#) includes the *Mansfield Library Instruction Program: A Detailed Analysis*, which provides a variety of data on library instruction. The programs developed for the freshman group of the Mountain campus are replicated at the COT campus, taking into consideration differences in staffing and academic schedule.

TANGENTS TO THE OVAL...

FIRST YEAR READING EXPERIENCE

In 2005, the University implemented the First Year Reading Experience with the goal of introducing students to the campus community, the rigors of academic life, and each other through a common reading experience. The program also invites participation from administrators, faculty, and staff. The author (or another distinguished speaker) is invited to campus to speak about the book. Some of the past authors have included Ahmed Rashid (*Taliban*), Seth Kantner (*Ordinary Wolves*), and, most recently, Andrew Sean Greer (*The Confessions of Max Tivoli*). Students can choose from a wide range of activities including panel presentations, films, book groups, and classroom discussions. A writing contest sponsored by the Office of the Provost encourages students to explore and reflect upon the many themes in the book.

**Image used with permission of the publisher.*



The 2009 First Year Reading Experience Selection*

The initiative to develop what was the Information Commons into a broader based Learning Commons was launched by the Dean of Libraries upon her arrival in 2006, and is indicative of the continual search for more effective and relevant methods of fulfilling the library's mission. This initiative provides a service framework to address the changing needs and habits of our students, and creates a physical environment conducive to collaborative work, small group instruction, and special expertise from librarians and campus tutors ([Exhibit RE 5-05](#)).

One component of the Learning Commons initiative to provide additional expertise to undergraduate users is the availability of tutoring at the Mansfield Library. Providing a facility for mathematics tutoring and increasing the availability of writing tutors began in 2008, and was opportunistic, as those programs were undergoing significant changes at the time the Mansfield Library was increasing its focus on user types. The tutoring programs have been successful in that their availability and location fit well with students' patterns of study and use of the Mansfield Library, and as such the program contributes to the campus initiatives to increase student retention and success.

Table 5-03 – Student Participation in Mathematics Tutoring and Writing Center Sessions at the Mansfield Library (Table 6 of *Trends and Directions*)

| <u>Student Service</u> | <u>FY 2008</u> | <u>FY 2009</u> |
|------------------------------|----------------|----------------|
| Mathematics Tutoring | 2,471 | 2,849 |
| Writing Center Consultations | 718 | 1,096 |

The Research Team, which focuses on graduate students and faculty, launched a graduate student orientation in autumn 2008 that included the Associate Provost for Graduate Education. Data from that orientation identified the need for instructional services aimed at graduate student research and writing. As a result, the library presented a series of workshops in spring 2009 for graduate students and faculty members focusing on three key areas: research management tools, copyright issues, and current technological tools. In the initial year participants were few, but feedback was positive. The team will use the feedback to improve timing and presentation for the next round of workshops. [Exhibit RE 5-06](#) includes a [progress report for the Information and Research Services Team](#).

5.B: INFORMATION RESOURCES AND SERVICES

5.B.1: Materials Selection, Acquisition, and Organization

To ensure connection between library collections and curricular support, the library has a well-developed program of [liaison librarians](#)^{iv} that support the academic departments, assist classroom instruction, and inform collection development. Each department appoints a [faculty member library representative](#)^v to serve as a contact with the library, primarily for collection development related to the department, but also to serve as a conduit for communication. Until 2007, the department library representatives were allocated funds to use at their discretion to select materials for their department, with the amount of funding based upon the size of the department and number of degree majors. The collection development activity under this model became uneven due to the variability of both the cost of materials by discipline and the interest and time commitment of the faculty members.

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To balance the collection development effort while maintaining the engagement of the academic units and streamlining the acquisition process, the library introduced a new approval process to the Faculty Library Committee. In 2007, the library engaged the services of Yankee Book Peddler to work with the library and department liaisons to develop a comprehensive approval plan profile ([Exhibit RE 5-11](#)). The profile is reviewed at least annually to maintain curricular relevance, and by combining the approval plan procedure with individual orders for subjects and formats not covered in the plan, the library has systematized the process.

Since the last accreditation visit, the library has experienced periods of backlog in the organization of, and access to, new acquisitions. This inspired a concerted effort in 2004 to prioritize cataloging of material, which doubled the number of collection additions that year to 53,878. Since that time, newly purchased materials have included the vendors' shelf-ready services to speed up the shelving process. The ongoing effort to keep journal and database collections up-to-date and accessible has been greatly facilitated by the rapid move to electronic resources. Nearly two-thirds of the 2009 collections budget was allocated to this area of acquisitions. Through the purchase of electronic journal packages and with the help of a stabilized collections budget with inflationary increases, the library has expanded its journal holdings dramatically, from 4,500 paper subscriptions to 25,000 subscriptions in both paper and electronic format.

While the migration to electronic format offers the benefit of convenient access, the challenges of managing contracts and discovery tools are growing. In 2007, the library purchased electronic resource management software from Serials Solutions as well as their federated search product called *360 Search*. Both are now fully implemented and are expanding to include the statistical analysis package *Counter* to evaluate collection usage. A full-time position is devoted to support these products and to create usage reports from the resources.

The investment in technologies to support the digital library is made possible by a variety of funding sources. Student fees support the acquisition and replacement of technology used by students, and general funds provide replacement for faculty computers according to the [UFA Collective Bargaining Agreement](#)^{vi}. A program of computer replacement on a three- or five-year cycle provides technology upgrades for faculty and staff computers as well as the publicly accessible computers.

Library computing capability for users has also expanded. Multimedia production equipment and software support the integration of media into student presentations. Two group study rooms have been equipped with notebook computers and projection equipment to support student collaborative work. Wireless access further facilitates the use of notebook computers anywhere in the building. Technical assistance is provided at a public service desk in the main reference area to answer questions and troubleshoot any access problems.

5.B.2: Independent and Effective Use of Resources

In every respect, the Mansfield Library has laid solid foundations in terms of services, instruction, technological access, and support. Additional discovery tools contribute to the independent and effective use of informational resources. These tools are regularly evaluated and improved as technology advances and the University's academic focus changes.

As the library collection has become increasingly electronic, maintaining a website, federated search tools, and a virtual librarian that mirrors the on campus experience has been a priority. The [redesigned library website](#) caters to user types and assists the discovery of service and collections, primarily through tools like the federated search and interactive [Library Guides](#)^{vii}. A complete list of Library Guides is included as [Exhibit OSM 5-02](#). With the continued growth of UM's distance education program, increased availability of electronic library services and collections is important as well.

5.B.3: Development and Management Policies

The [Mansfield Library Policies](#)^{viii} are available online and are included in [Exhibit RE 5-02](#). An intranet also provides library faculty and staff access to policies and best practices. Each policy undergoes periodic review, and due to changes in collection development and service approach, the library leadership undertook a complete policy review beginning in 2009.



Maureen and Mike Mansfield Statues in the Courtyard

5.B.4: Planning Opportunities for Faculty, Staff, and Students

Faculty, staff, and students participate in the development of plans and programs through formal means such as the Faculty Library Committee, which includes representation from student government and staff, as well as informal means. The Faculty Library Committee has been involved in such key projects as the development of the Learning Commons initiative and the library's strategic plan. As an example of the inclusive nature of library planning processes, the library's strategic plan was developed over the course of a year by a committee including library faculty and staff. The committee involved the full library staff through a series of meetings and made periodic reports to the Faculty Library Committee, inviting feedback from both groups.

Resource and service planning is guided by input from the University community through the many forms of assessment described in this self-study, specifically the LibQUAL+ Surveys and analysis of the instructional programs offered in the library ([Exhibit RE 5-06](#)). In addition, the library website supports a variety of informal methods for feedback such as the [suggestion form](#)^{ix}, the comment area at the bottom of each of the library web pages, and the library weblog comment session. New resources under consideration are announced via the library website and feedback from users helps guide the selection process.

Communication of ongoing planning also prompts participation. The library reports ongoing change and planning via its website, campus newsletters, and through the liaison librarians who contact faculty and students for feedback on plans or changes that would affect their research and learning. The library staff provides an important conduit to library users and are regularly informed of all manner of library operations and services through monthly all staff meetings as well as electronic media.

5.B.5: Computing and Communications Services

A description of Information Technology infrastructure improvements since 1999 is included in [Exhibit RE 5-05](#) and in *Standard 8: Physical Resources*.

The [organizational structure](#)^x for information technology on campus is centralized and administered by the Chief Information Technology Officer (CITO). The CITO is a member of the executive officers and has reported to the President since 2008, prior to which he reported to the Vice President for Research and Development.

The academic and research sectors of the University rely heavily on the [Information Technology \(IT\) office](#)^{xi} for the development of the network infrastructure (both hardware and wireless capacity), expanding the internet bandwidth in support of higher level computing needs on campus, and a host of presentation technologies. A specific division was created within the IT office to support academic needs, the [Learning Spaces and Technology division](#)^{xii}. This division supports classroom technology, student accessible computer labs, and printing.

Overall, the last decade has seen a series of steps to build and upgrade the network infrastructure on campus to increase capacity, reliability, and access. Campus networking projects during the last decade have been completed in all buildings except those

scheduled for remodel or those with asbestos abatement issues. The networking project has expanded the capacity and access of the physical buildings but improved security measures with identity management tools for user access as well as the physical security of hardware.

As discussed in *Standard 8: Physical Resources*, The University of Montana network linkages to the state offices and other campuses were upgraded as part of a state-wide effort in 2009. Regional and national network links saw significant improvement with the completion of the Northern Tier Project, which opened the door for a variety of low cost links to educational and research networks such as Internet2.

While the hardwired network improvements are underway, the campus has steadily been expanding its wireless network. As of 2009, 100 access points had been established. All are secure and authenticated for the University community. The Mansfield Library was an early installation site and has wireless access throughout the building for the students, faculty, and staff authenticated on the network. A [map of the wireless hotspots](#)^{xiii} is located on the IT website.

5.C: FACILITIES AND ACCESS

5.C.1: Accessibility of Library and Information Resources

As the library collections become increasingly digital, access to resources has expanded to a 24-hour-per-day model. To take advantage of this model, students must have access to a computer. Anecdotal evidence suggests that a majority of UM students own computers, which agrees with national reports that 80% to 90% of college students own computers. Still, computer ownership is not an admissions requirement at UM. To provide access to students who do not own their own equipment, eight [computer labs](#) are available across campus, with the largest concentration of computers located in the Mansfield Library ([Exhibit RE 5-13](#)). An assessment of computer lab usage began in 2008 with the objective to better understand changing demand.

In 2006, to further increase access to information, the Mansfield Library switched to a seven-day-a-week operation and extended its hours to 2:00 a.m. during the fall and spring semesters. Hours for the Mansfield Library at the College of Technology have not expanded, but COT students have full access to resources on the Mountain campus. Hours are regularly assessed using gate count information to establish user demand. The communication of the hours is accomplished through publications on campus as well as on the [library hours website](#)^{xiv}. Given that hours are variable depending on the academic calendar, the website allows users to look up hours for specific days.

Remote access to the library's more than 30,000 electronic journals and an equal number of electronic books is accomplished through the use of a proxy server with authentication. Access to information is supported by an active instructional program on campus with online tutorials and guides in every discipline.

Library facilities maintenance was an issue identified in the 2000 accreditation visit, but has since been addressed. In general, facility improvements are accomplished through each unit's operational budget, salary savings, donor funding, and partnerships with units across campus to share costs. Large projects, such as the library re-carpeting in 2004, are

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legislatively budgeted as capital improvements. Since that particular project was not fully completed, and frayed carpet can be seen in parts of the library today, it remains on the University's Long Range Building Program. Given the scarcity of state support for capital improvements, major upgrades in the mechanical infrastructure of the library building are slow in coming. In 2009, the library's failing air conditioning system was replaced in a \$1 million project that had been planned for a number of years.

Modernization or aesthetic changes in the library are largely funded by library financial resources that are not dedicated to collections. Since 2005, the library funded the remodeling of the service and staff area of Archive and Special Collections, and completed an earthquake bracing project in the stacks.

Looking forward, the creation of a Learning Commons on the library's main floor is a priority for library fundraising efforts. An architect was contracted in 2008 to develop conceptual designs and cost estimations for a remodel of the entire third level, including an electrical infrastructure upgrade to better support the power requirements of the technology. The Learning Commons initiative received support from the UM Foundation Trustees and the Campus Development Committee as a campus priority. It will not only modernize library services, but also support the *Partnering for Student Success*^{xv} student retention plan. With this institutional support, work is underway to identify a marketing consultant, create a steering committee, and launch a campaign for the Learning Commons initiative. Concurrent with this effort, the library is working with an interior design firm to establish a standard for general furnishings on all floors of the library. The color scheme and modern work spaces throughout the library will tie in with the expected changes in the Learning Commons.



The Maureen and Mike Mansfield Library

5.D: PERSONNEL AND MANAGEMENT

5.D.1 - 5.D.2: Number and Qualifications of Faculty and Staff

Two persistent issues within the library have been retention of faculty and adequate staffing. The library staffing levels have been flat since 2000, with the sole exception of an increase in the support staff in conjunction with the library hours extension in 2006. A high turnover rate of 18% in the faculty ranks has been exacerbated by long recruitment periods.

Figure 5-01 Library Staffing Levels (FTE) from FY 2005 to FY 2009

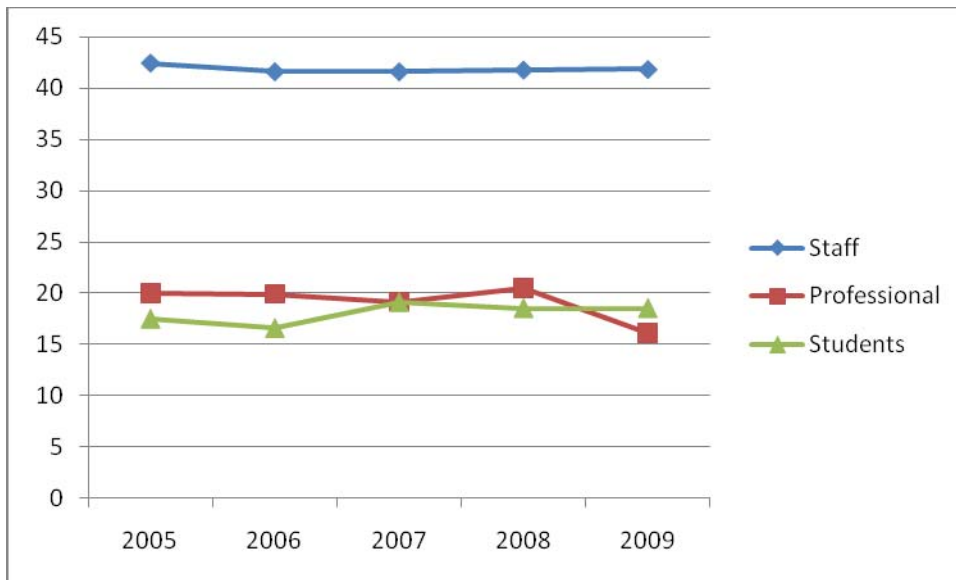


Table 5-04 – Turnover Rates and Vacancy Savings (Table 2 of *Trends and Directions*)

| | <u>FY 2006</u> | <u>FY 2007</u> | <u>FY 2008</u> |
|-----------------------------|-------------------|-------------------|-------------------|
| Faculty Turnover | 18.75% | 18.75% | 6.25% |
| Staff/Professional Turnover | 17.00% | 22.00% | 17.00% |
| Vacancy Savings | \$116,616 (6.46%) | \$185,378 (9.50%) | \$186,851 (9.00%) |

One key problem the Mansfield Library has faced is recruiting a replacement to head the Bibliographic Management Services Unit for cataloging and acquisitions. This manager position has been vacant for four years, and subject to two failed searches. In addition, during this period all faculty members in this unit have retired and been replaced. The unit is currently managed by a combination of Assistant Professors on interim assignments, staff councils, and the dean.

A second challenge is the level of experience among the library faculty. Of a possible faculty FTE of 20, only five are currently tenured. With the majority of faculty positions filled by Assistant Professors who are just entering a career and working toward tenure,

professional development has focused upon advancing expertise and providing opportunities for research and publication. Consequently, the pace of advancement in planning and program development is superseded by the professional development needs of the faculty and flexibility is limited in filling managerial positions on an interim basis from the faculty ranks.

The library's strategy for addressing the staffing issues is focused on increasing the number of staff and retaining current faculty. Increasing faculty lines is difficult for a financially strapped University, so to improve faculty retention the library has aligned salaries for Assistant Professors with campus norms for that rank. The library used permanent salary savings with new funds from the Office of the Provost to accomplish a market adjustment for this group over FY 2009 and FY 2010. To maintain service levels in the face of the faculty vacancies, an adjunct faculty pool was established in 2007 using salary savings to fund the temporary positions. The adjuncts have provided additional reference and instructional support, while liberating tenure-track faculty members from desk responsibility as they pursue tenure and contribute to library management teams.

The temporary salary savings from vacancies and the permanent salary savings from replacing retiring faculty members at lower salary levels contribute to operational expenses of the library, especially the student assistant budget. The library has been able to financially support the student assistant workforce primarily from copy service revenue and salary savings. At this point in time, if the library were fully staffed, it would not be able to sustain the student workforce.

5.D.3: Collection Development and Management Policies

Collection development policies are overseen by the division head for collections and the librarian liaisons. Each fall, meetings are held between the [liaison librarians](#) and the [faculty member library representative](#) for each academic department to present the collections budget, review policy changes, and make face-to-face connections between librarians and departments. These meetings are also promoted by the Faculty Library Committee, the primary faculty advisory group ([Exhibit RE 5-02](#)).

5.D.4: Support of Institutional Mission and Goals

The complementary linkages between the library and the Information Technology Office are formally recognized by including library personnel on a variety of committees that involve instructional technology and website development, and informally realized through consultation between department personnel. The Dean of Libraries is a member of the [Student Computer Fee Committee](#)^{xvi}, which directs funding to all the academic units for computer labs, port charges, and student staffing in support of technology.

The Provost created the [Academic Information Technology Committee](#)^{xvii} (AITC) to further explore the interdependence of technology, instruction, and service. The AITC serves in an advisory role to the Provost and the CITO in the strategic development of instructional technology. The committee members include deans, systems administrators from the academic units, and the assistant information technology officer for Instructional Support Services. The Academic Information Technology Committee was charged with drafting a strategic plan for academic technology to be incorporated into the [Academic](#)

[Strategic Plan \(Exhibit RE 1-01\)](#). The [AITC Strategic Plan](#) calls for increasing classroom technology, introducing professional development programs to promote effective use of instructional technology, optimizing the use of the University's learning management system, and evaluating the use of fees to support technology on campus ([Exhibit OSM 5-03](#)).

The Student Computer Fee Committee is conducting an examination of the ongoing need for general computer labs. Also under scrutiny is the formulaic method of allocating funds to the colleges and schools. The formula had been based on enrollment and the number of degrees offered in a unit, which may not accurately indicate the technology uses or needs for each discipline.

A specific concern for Academic Affairs has been a shortage of classrooms with instructional technology. In 2008, a classroom census demonstrated that fewer than 20% of classrooms had the basic equipment to project lecture notes or had a computer equipped to use the internet in the classroom. These needs have been met through a reservation and delivery service from IT, equipment purchase by the academic units, or in the case of new buildings, the purchase of state of the art equipment for classrooms within each new structure. Budgetary issues have been the primary cause of slow progress.

A renewed dedication to improving classroom technology has evolved from the AITC plan. In 2009, a seven-year project began to address classroom technology needs through a funding model including several revenue sources. This project funds a standard set up for classroom, establishes an equipment fund for replacements, and funds student employees for onsite support. The initial installation, including classrooms in the School of Law and 12 other classrooms, was completed during the summer of 2009. The prioritization of the classrooms and the evaluation of equipment are accomplished by a committee of faculty members and IT staff. The AITC is also evaluating Blackboard, the University's current learning management system, as required by the State of Montana following 10 years of contracting.

5.D.5: Staff Involvement in Curriculum Development

Curricular changes at the program or degree level require analysis by the library and approval by the Dean. A standard methodology of collection analysis with peer library comparisons and financial impact review was established in 2006. With the exception of the introduction of new degree programs, the library collections have been sufficient to support new degree options, additional majors, and interdisciplinary degrees.

The [liaison librarians](#) communicate regularly with [faculty member library representatives](#) from each department about teaching, learning, and research needs of the departmental faculty, staff, and students. The library currently has a representative on the Academic Standards and Curriculum Review Committee (ASCRC). The Dean of Libraries' review is required for curriculum changes that involve degree programs or new majors as outlined on the [Office of the Provost Curriculum and Program Review website](#). In Academic Year 2007-08, the Faculty Senate Library Committee presented a resolution, adopted by the Faculty Senate, urging the administration to provide adequate funding for the library to support the needs of new programs and centers. Part of the resolution was to add space to the Level II Regental form (required for approving new programs and

centers) for a short “Library Impact Statement” by the Dean of Libraries. Proposals would be required to address the question: Are the resources included in the proposal sufficient to adequately support the new program’s library needs? The library conducts a systematic review to answer this question with respect to all new program proposals ([Exhibit RE 5-06](#)).

5.D.6: Sufficient Financial Support

Budget summaries for each fiscal year since 2000 are included in [Exhibit RE 5-09](#). Financial support to sustain library collections has increased considerably since 2000. Since the interim accreditation visit in 2005, the library has received inflationary increases greater than 5% each year. In two instances, FY 2005 and FY 2007, funds were rescinded to meet University budgetary demands. Still, the collections budgets have continued to increase overall.

The stabilization of the collections funding has resulted in an impressive growth in the percentage of electronic resources and overall collections growth as seen in Table 5-05 comparing the data from FY 2000 to FY 2007.

Table 5-05 – Seven-Year Mansfield Library Collections Budget

| | <u>FY 2000</u> | <u>FY 2007</u> |
|--|----------------|----------------------------------|
| Acquisitions Budget | \$2.1 million | \$3.3 million |
| Items Cataloged and Added | 9,706 | 13,239 books; 3,257 media |
| Journal Subscriptions/ # Titles Accessible | 4,500 paper | 25,000 + electronic and paper |
| Electronic UM Dissertations | 0 | 1,100 + |
| Electronic Books (Netlibrary, PsycBooks, Gale) | 0 | 14,000 + |
| Government Document Catalog Records with URLs | 0 | 50,000 + |

Funding for replacement of computers for general use in the library is a flat amount of \$34,000 per year, funded by the student computer fee. Additional student employee assistance for technology support is also made possible by this fee. Library faculty computers are replaced in a cycle negotiated in the UFA Collective Bargaining Agreement. Staff computers have been replaced with a combination of library operational funds and repurposing of faculty computers.

Beyond the collections budget, the library’s overall budget has not seen growth. Supplementary funds available from campus charged fees, the library’s salary savings that result from staff vacancies, donor funding, and revenue generating services (print center) enable the library to maintain its physical space and current equipment. Large scale infrastructure changes, such as the recent replacement of the heating, ventilation, and air conditioning (HVAC) system components, are accomplished through a priority setting process at the institutional level Long Range Building Program. Smaller remodels in the library have been accomplished through the entrepreneurial cumulating of funding sources.

5.E: PLANNING AND EVALUATION

5.E.1: Planning Involves Library Users, Staff, Faculty, Administrators

Central to the library planning process is the involvement of the faculty and students who are the primary customers. Two important paths for this involvement are the Faculty Library Committee and the liaison librarian model. The membership of the Faculty Library Committee goes beyond what the name would imply by including undergraduate and graduate student representatives. The liaison librarian program connects each of the library faculty members to a faculty member representative in the academic discipline to provide collection development and service support and serve as a conduit for ongoing communication.

An example of this planning model includes the Mansfield Library's strategic planning process which involves the Faculty Library Committee's feedback in its creation. As this plan is implemented, the liaison librarian program will be used to further engage faculty and students in plan assessment. As a recent example, the Learning Commons concept was initially developed with an architect who conducted conversations with the Faculty Library Committee and library staff. The design assessment was available for perusal and comment by anyone entering or exiting the library.

Collection development has included departmental representatives to inform them of collections budgets and uses. This included the change from a distributed acquisition model to the use of an approval plan in 2007. New database purchases often include trial periods where faculty representatives are asked to participate and provide feedback.

5.E.2: Management and Technical Linkage

The governance structures that address the development of information technology are primarily centered on the allocation of student fees that support the labs, enterprise software, and technology utilities. The Dean of Libraries is a member of a key committee that supports academic informational technology, the Student Computer Fee Committee. The Information Technology Office has an Instructional Support area to handle media production and distribution, and to develop the plan for and oversee classroom technology.

Ongoing evaluation and realignment of processes occur as needs change. A prime example is the current evaluation of the learning management system. The process to evaluate all possible systems, as well as the way each system is supported and developed, includes the evaluation of past linkages of support by the Information Technology Office to a hosted solution.

5.E.3: Quality, Adequacy, and Utilization of Information Resources

The Mansfield Library strives to integrate evaluation and assessment initiatives into all aspects of library operations. These efforts are coordinated by the Assessment Services Group, and provide insight into the perceptions and needs of library users, as well as reveal trends in collections, service delivery, instruction, and work efficiency.

Collection Assessment

Assessment of the library's collections is done through regular reviews that utilize a variety of reports and tools: comparative benchmarks, approval plans, supplemental purchase of expenditure reports, books added versus used by subject classification, journals that had the most requested articles via interlibrary loan, bibliography comparisons, and vendor turn-away statistics. The data are used in curricular analysis for new programs, to adjust the approval of plans to address gaps, and to review database decisions for new subscriptions. A [collection of the findings and reports](#) generated are included in [Exhibit RE 5-06](#).

Assessment Methods

The library's assessment efforts take many forms, including formal surveys, trend analyses, and scholarly research. Through these initiatives, the library seeks to predict the needs of library users and inform decision making in all areas of library operations.

Assessment measures are collected using three primary methodologies:

- Statistics Central
 - Mansfield Library Trends and Directions
 - Database Usage
- Library Patron Observations/Comments/Suggestions/Feedback
 - LibQUAL+ surveys
 - Online Communication Links
 - User Studies Committee Projects
 - Library Instructional Feedback
- Scholarly Research Projects

Statistics Central

Statistics Central is designed to collect both basic and in-depth statistical information from all aspects of the Mansfield Library and serve as the library's primary quantitative information repository. This central source provides statistical data that can be used for sharing, reporting, and decision making relative to library operations, personnel, materials, and services.

Statistics Central is based on NISO Z39.7-2004 *Information Services and Use: Metrics and Statistics for Libraries and Information Providers – Data Dictionary* ([National Information Standards Organization](#)^{xix}, approved October 6, 2004). This standard identifies categories for basic library statistical data reported at the national level and provides associated definitions of terms. In doing so, the standard addresses the following

areas: reporting unit and target population, human resources, collection resources, infrastructure, finances, and services. In addition, the standard identifies new measures associated with networked services, databases, and performance.

The goals of Statistics Central are:

- To make accessible all reported data for the purpose of sharing information among library personnel.
- To provide consistent, quantitative data in support of the reporting needs of the library.
- To provide consistent, quantitative data in support of decision making within the library.
- To foster an environment of assessment within the Library.

In addition to library data, Statistics Central provides links to institutional data resources, identifies peer institutions, and links to academic library trends and statistics provided by the Association of College and Research Libraries.

Mansfield Library Trends and Directions

Statistics Central data provide a consistent point of comparison for establishing patterns of use of collections and service points. As a result, the Assessment Services Group analyzes these data in an annually updated document, *Mansfield Library Trends and Directions*. This report supports strategic planning and operations management ([Exhibit RE 5-03](#)).

Database Usage

In an effort to provide 24-hour access for on-campus students, distance students, faculty members on sabbatical assignment, and faculty members doing fieldwork, a significant portion of the collection supports electronic resources that include indices and full text journals. Beginning in 2003, access to these resources has been documented through a point-and-click counter methodology used widely by academic libraries. It provides a consistent data element for identifying use patterns and trends. It also serves to document the change in use patterns since federated searching capability was implemented in July, 2007. The ability for users to search across a suite of databases caused changes in use patterns that were easily identified in this data set.

Library Patron Feedback

Library patron information is critical to the service mission of the library and is gathered through multiple inputs of formal surveys, structured feedback assessment forms for library instruction, online communication opportunities, and targeted user studies.

LibQUAL+ Surveys: 2003, 2006, 2009

The [LibQUAL+ Survey](#), sponsored by the Association of Research Libraries, provides a reliable instrument that academic libraries can use to assess services and resources. The findings are reported on the library website at and in [Exhibit RE 5-06](#). Along with other standardized surveys, it includes faculty and staff as primary library users. The Library received feedback from these formal surveys and used it to implement modifications, which are outlined on the [library's assessment website](#)^{xx}.

Library Patron Observations/Comments/Suggestions/Feedback

Library patrons are encouraged to both provide suggestions for library services and request assistance using online forms. Feedback or questions can be submitted via the [suggestion form](#), email reference service, and instant messaging. Responses to the instant messaging service are completed within minutes, while responses to the other forms are completed within 24 hours.

Using categories established in the LibQUAL+ Surveys, all user messages received through online links are captured using a Microsoft Access database and analyzed by category. Analyses of these comments are included as part of the [Mansfield Library Trends and Directions](#) document and provide a basis for identifying areas of concern, success, and trends among users.

In addition, project-specific feedback is requested from library patrons through feedback forms, communications with department faculty via liaison librarians, and from the Association of Students of The University of Montana (ASUM) and campus committees.

The User Studies Committee

Created in response to faculty discussions on design thinking and the growth of ethnographic and qualitative studies within libraries, the *ad hoc* User Studies Committee explores and documents the research and library use behaviors, as well as perceptions held about the Mansfield Library by its primary patrons. Central to this charge is the process of discovery and of making unarticulated knowledge explicit: to expose and document user behaviors and perceptions (e.g., habits, processes, and mental models) for the potential benefit of service designers and, in some cases, the UM community members themselves.

The User Studies Committee develops and conducts research to supplement the quantitative findings of the Assessment Services Group and the University in pursuit of library goals. The committee builds and maintains a knowledge base of findings on users and communicates those findings both internally and externally. The committee also reports on studies in progress and brings any requested quantitative data (demographics and psychographics) to the Assessment Services Group.

The goals of this committee are to:

- Identify and document current qualitative knowledge of UM community members' research behaviors, library use behaviors, and library perceptions.
- Develop recommendations for studies needed.

- Design and develop user studies to inform the design of library services in line with library goals.
- Investigate best practices for user studies and facilitate the sharing of these practices for implementation across user study projects.

This group is completing a usability study of the new Mansfield Library website implemented in December 2008 and has completed a study regarding library patron notebook computer usage during the Spring 2009 Semester.

Library Instruction Assessment

Assessment is the basis of student-centered learning and teaching and should be a cornerstone of an effective library instruction program. In fact, it is particularly important that libraries integrate assessment into their instruction since much of that instruction occurs within the framework of credit classes offered by non-library teaching faculty. Importantly, the National Survey of Student Engagement (NSSE) annually measures undergraduate “participation in programs and activities that institutions provide for their learning and personal development” (Kuh, 2000). NSSE measures mesh well with the research instruction provided as part of the library instruction program that seeks to create information-literate students who know how to find, evaluate, and use information effectively.

Multiple levels of assessment are integrated into the library instruction program, and these data are used to implement changes within the program, improve pedagogy for library teaching faculty, substantiate the value of information fluency in the institution, and corroborate the combined mission of the academic library. These multiple levels of assessment create a culture of continuous improvement for the library instruction program.

Online Instruction Feedback Forms

Online assessment of each library research instruction session has been refined each year since its inception in 1999 to enhance teaching effectiveness and explore student learning. Now standardized to reflect the important elements of library sessions that are usually integrated within a credit class, online assessment solicits feedback from the students enrolled and the teaching faculty. This multi-level feedback includes multiple-choice responses and an opportunity to provide written entries. Once submitted, the feedback is immediately available to library teaching faculty for review. Faculty can then incorporate responses to provide effective teaching and learning experiences and include aggregate data into their teaching portfolios. Analysis at the program level provides an effective indicator of trends across the curriculum. In FY 2008, over 750 feedback forms were analyzed at the program level.

Standard Statistical Data

Success of the library instruction program is also documented by its outreach to students and department faculty across the campus. As seen in the [progress report for the Information and Research Services Team \(Exhibit RE 5-06\)](#), the data reflect a growing program at both the lower-division undergraduate level and at the upper-division undergraduate and graduate student levels. In FY 2008, librarians taught or designed

instructional components for 445 curriculum-integrated research sessions in departments across the disciplines, reaching over 10,000 students.

Teaching Portfolios

Another instructional assessment methodology is teaching portfolios. The library teaching faculty is encouraged to create individual teaching portfolios that build on assessment data and demonstrate the effectiveness of their instruction sessions. A teaching portfolio represents the efforts of faculty members to improve their pedagogy, develop their expertise, and seek student input to determine the effectiveness of their classroom teaching. Portfolios are a self-reflective method of assessment.

Peer Review of Teaching

The goal of the Mansfield Library's Peer Review of Teaching (PROT) program is to foster good teaching within the unique framework of the information literacy curriculum. A carefully crafted PROT program inspires junior faculty members to explore their teaching potential, invigorates senior faculty members through their involvement in dynamic dialog, and encourages mentoring by all participants. It builds on the strengths of colleagues, delivers a high-quality student-centered service, and fosters an environment committed to instructional improvement and professional growth.

Scholarly Research

Assessment also occurs as part of scholarly applied research completed by library faculty. These findings are published in peer-reviewed journals and presented as sessions or posters at national and regional conferences. The findings are based on carefully crafted studies or surveys conducted at the Mansfield Library and provide an excellent source of information for assessing the quality and direction of services within the library and can be extrapolated for potential application to other academic libraries. Examples include a survey of users of government documents, an analysis of the promotion and use of diversity-related media, examinations of library instruction to undergraduate students, and peer review of teaching. All of these studies are detailed in library faculty vitae ([Exhibit RE 5-10](#)).

WEBSITES REFERENCED

ⁱ Faculty Library Committee:

<http://www.umt.edu/facultysenate/committees/faclibrary/default.aspx>

ⁱⁱ LibQUAL+ Survey: <http://www.lib.umt.edu/assessment/#LibQUAL>

ⁱⁱⁱ Mansfield Library website: <http://www.lib.umt.edu/default.php>

^{iv} Liaison Librarians by Department: <http://www.lib.umt.edu/integratedinstruction/#instructors>

^v Faculty Member Library Representatives by Department: <http://www.lib.umt.edu/node/129>

^{vi} UFA Collective Bargaining Agreement:

<http://www.umt.edu/provost/facultyinfo/docs/UFACBA.pdf>

^{vii} Library Guides: <http://libguides.lib.umt.edu/index.php>

^{viii} Mansfield Library Policies: <http://www.lib.umt.edu/policies>

^{ix} Online Library Suggestion Form: <http://forms.lib.umt.edu/forms/suggest/suggestform.htm>

^x Information Technology Organization and Structure: <http://www.umt.edu/it/itorg/default.aspx>

^{xi} Information Technology website: <http://www.umt.edu/it/default.aspx>

^{xii} Learning Spaces and Technology website: <http://www.umt.edu/it/learning/default.aspx>

^{xiii} Map of Wireless Hotspots: <http://www.umt.edu/it/wireless/accesslocations-map.aspx>

^{xiv} Mansfield Library Hours of Operation website: <http://www.lib.umt.edu/hours>

^{xv} *Partnering for Student Success* plan: <http://www.umt.edu/partnering/default.aspx>

^{xvi} Student Computer Fee Committee: <http://www.umt.edu/committees/studentcompfee.aspx>

^{xvii} Academic Information Technology Committee:

<http://www.umt.edu/committees/academicit.aspx>

^{xviii} Academic Standards and Curriculum Review Committee:

<http://www.umt.edu/facultysenate/committees/ASCRC/default.aspx>

^{xix} National Information Standards Organization: <http://www.niso.org/dictionary/>

^{xx} Library Assessment website: <http://www.lib.umt.edu/assessment>