

Middle States Reaccreditation Self Study

Rutgers University Libraries Report

Rutgers University, founded in 1766, is the eighth oldest institution of higher learning in the United States. As Rutgers has evolved into a major research university, the library system has also grown into one of the top academic research libraries in the country. Expanding from one library to twenty-six separate libraries, collections, and reading rooms, located on campuses in New Brunswick/Piscataway, Camden, and Newark, and RU-Online, a digital library, the libraries at Rutgers serve approximately 2.5 million onsite users each year and many more remotely through their website. Measures that compare the Libraries expenditures, staff, and collections favorably to their AAU peers are reported in the *2005-2006 Rutgers Fact Book* published by the Office of Institutional Research and Academic Planning (OIRAP).¹ Surveys by OIRAP during the 1990's of undergraduate student opinion showed both high awareness and satisfaction with library services.

¹ *Rutgers Factbook 2005/06*, pages 161-6, <http://oirap.rutgers.edu/instchar/factpdf/aau05.pdf>

This report brings together in one document and expands upon information about the Libraries support of undergraduate education for the Middle States reaccreditation self study that may also be incorporated in individual working group reports.

Although we have sought to address the nature and extent of the diverse ways that the Rutgers University Libraries support both undergraduate and graduate learning, our focus in this report has been on information literacy learning in support of Standards 11 (Educational Offerings), 12 (General Education), and 14 (Assessment of Student Learning). Information literacy instruction and learning is integral to our Libraries mission and goals, underlies our vision and our strategic plan, and is reflected in much of the way that we work as partners with members of the faculty and with others on the campus and in our ongoing assessment work. The Middle States Commission on Higher Education notes that information literacy is an essential component of any educational program at the graduate or undergraduate levels and expects to see evidence of collaboration among professional library staff, faculty, and

administrators in fostering information literacy and technological competency skills across the curriculum.²

We know that there is more to be done to insure that a student learning outcomes approach is fully integrated into the academic life of the university, and we believe that the current work that is being done by the faculty on the review and re-framing of the undergraduate curriculum throughout the university offers opportunities to move forward in this direction. It is, therefore, our primary recommendation that the university undertake the development of an information literacy assessment plan that is integrally linked to the new curriculum and that includes learning outcomes, assessment measures and criteria, and an assessment schedule. We see this as a multi-phased initiative that will include the linking of learning outcomes/information literacy competencies to the general education program, to the various levels of the majors, and to the capstone courses. The information literacy assessment plan will also include some guidance on the use of online tutorials and assessment measures, serving as a framework for the development of new tutorials. It should also be helpful in forwarding the undertaking of research by our librarians on the effectiveness of

²*Characteristics of Excellence in Higher Education: Eligibility Requirements and Standards for Accreditation* (Middle States Commission on Higher Education, 2006), pp. 42, 44.

components of our instructional program, including when instruction can or should be face-to-face and when it can be done through online tutorials.

The recent development by the Educational Testing Service of an Information and Communication Technology Literacy Assessment and the current report from the New Jersey Commission on Higher Education about changing state regulations for higher education licensure to include information literacy and its assessment underscore the need to insure that our students understand how to work effectively in the digital information environment. Having an information literacy assessment plan in place will assist us in this process.

Libraries Mission and Goals

Mission

The Rutgers University Libraries support and enrich the instructional, research, and public service missions of the University through the stewardship of scholarly information and the delivery of information services.

Goals

The Libraries *Strategic Plan, 2006-2011* describes five strategic goals, modeled after university goals, and objectives developed after substantial information gathering from the university community. The strategic goals are:

1. Improve the quality of scholarly resources and information services that support the advancement of academic excellence at Rutgers.
2. Enhance the effectiveness of library services for students and the development of library facilities as learning spaces.
3. Improve awareness of the resources, services, facilities, and support available to all of the Libraries constituencies.
4. Increase the Libraries resources to the levels of peer AAU public universities and manage those resources more strategically and efficiently.
5. Continue to develop an organization and the human resources to achieve the Libraries strategic goals.

The complete strategic plan may be viewed on the Libraries website at http://www.libraries.rutgers.edu/rul/about/reports/strategicplan_2006-2011.pdf.

Learning Goals

The Libraries ascribe to the information literacy competency standards³ developed by the Association of College and Research Libraries, the premier division of the American Library Association for libraries serving higher education. The standards are supported by a number of higher education

³ *Information Literacy Competency Standards for Higher Education* (ACRL, 2000).

organizations, including the Middle States Commission on Higher Education.

The five standards are:

1. The information literate student determines the nature and extent of the information needed.
2. The information literate student accesses needed information effectively and efficiently.
3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
5. The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

The standards, along with the performance indicators and outcomes detailed in the ACRL publication promulgating them, are being reviewed in institutions across the nation. In addition to the standards, ACRL has issued over the past three years major publications describing best practices, objectives, and guidelines for information literacy and instruction programs in academic libraries.

Working in collaboration with teaching faculty, Rutgers librarians help students learn about information sources, retrieval techniques, and research methods appropriate to the specific assignments they have been given and the level of sophistication indicated by the course in which they are enrolled. The librarians work on every level, from pre-college to graduate, in order to enhance the confidence and the expertise of students in working with information in a thoughtful and knowledgeable manner for learning during their academic experience (and throughout their life) in accordance with the ACRL standards.

The librarians look at the competencies taught using the standards as a yardstick and classification tool. The Libraries system wide Instructional Services Committee examined what was being taught in diverse information literacy sessions on all levels in November and December 2003 and, as part of that process, developed a list of those competencies that were being addressed at that time. This list serves as an initial guide to the many kinds of instructional sessions provided, whether a single workshop or class or as part of a course-integrated program. The list is located at http://www.libraries.rutgers.edu/rul/lib_instruct/instruct_competencies.shtml.

The more systematic integration of goals for teaching and learning throughout the newly revised curriculum and the more effective use of

assessment measures, as noted below, is our primary objective in the development of a more formal plan for information literacy assessment.

Libraries Vision / Leadership and Governance

Vision

The Libraries aspire to provide outstanding information resources and services that advance research and learning, support the university's goal to be among the top public AAU institutions in the country, and serve as an essential information resource for the state and beyond.

Leadership and Governance

The libraries at Rutgers comprise twenty-six libraries, centers, and reading rooms located on Rutgers campuses in New Brunswick/Piscataway, Camden, and Newark, and RU-Online, a digital library. The University Librarian is charged with leadership and governance of the Rutgers University Libraries system, which includes 13 different physical facilities containing 20 libraries, centers, and reading rooms and RU-Online. There are also separate facilities for libraries for alcohol studies, criminal justice, management and labor relations, and two law schools that coordinate with but are not administratively part of the Rutgers University Libraries. At the close of 2005/2006 academic year, personnel

reporting to the University Librarian included 87 library faculty, 213 supporting staff, and 97 student assistants.

Because library services and scholarly information resources are developed in support of the academic and research programs of the university, the Rutgers University Libraries have a long history of asking students, faculty, and administrators from all disciplines and campuses what they need to be successful. The Libraries current five-year strategic plan, for example, responds to survey data and other information gathered from Rutgers students, faculty, staff, and administrators through a year-long planning process that included the LibQual+™ survey, a communications audit, numerous focus group discussions, and departmental surveys. These assessment activities are described more fully below. Their findings have helped the Libraries envision a virtual and physical library that is more integrated into the academic life of Rutgers students and faculty and more focused on what they need most. Assessment measures that demonstrate progress will be developed for each strategic area of the plan and reported on at least annually.

Library services, collections, and personnel are managed and coordinated across the university by means of an extensive administrative and committee structure. The University Librarian's Cabinet is the senior administrative group in the Libraries and includes associate university librarians, regional campus

directors, the development officer, the university librarian's senior executive assistant, the faculty coordinator, and the deputy faculty coordinator. The university librarian is head of the faculty, and the Planning/Coordinating Committee is chaired by the elected faculty coordinator and coordinates library faculty activities. Three university wide councils for public services, collection development, and technical services include appointed and elected library faculty and staff members. The councils are charged with coordinating and developing policies and programs in their areas.

Other committees, task forces, and teams focus on more narrow areas. In the area of student learning, for example, interest and expertise is concentrated in the Instructional Services Committee, a group appointed by the associate university librarian for research and instructional services. Members include campus instruction coordinators and librarians skilled in instruction or instructional technology. The charge for the committee is available at http://www.libraries.rutgers.edu/rul/staff/groups/instructional_services/charge.shtml.

The Libraries organizational structure has undergone several changes in recent years in response to the dramatic changes and opportunities that technology has presented. During the fall and early spring semester 2006/07, the

Libraries created two new senior administrative positions that will strengthen support for learning and assessment:

- The associate university librarian for research and instructional services is responsible for university wide leadership for the Libraries public services programs, including instruction, as well as administration of the libraries in New Brunswick/Piscataway. A national search for this position has begun.
- To support development of a culture of assessment, a senior administrator was appointed associate university librarian for planning and organizational research.

In addition, the library faculty is currently reviewing its structure. The faculty coordinator and deputy faculty coordinator have become members of the University Librarian's Cabinet; and the council structure, which is embodied in faculty by-laws, is under review. A new planning committee chaired by the deputy faculty coordinator is working with the associate university librarian for planning and organizational research to oversee implementation of the strategic plan and the measurement and reporting of its progress. These organizational changes succeed an assessment committee that conducted several surveys and worked on development of a balanced scorecard.

Each position in the Libraries that becomes vacant is reviewed by both university wide groups and the local units in which the vacancies occur for reallocation to areas of strategic importance. In support of faculty teaching and student learning, for example, the Libraries have described a senior library faculty position to lead a new effort to develop instructional technology materials and tools. Recruitment for that position will begin after the newly described position of associate university librarian for research and instructional services is recruited, anticipated to be completed before the fall 2007 semester.

The Rutgers University Libraries provide both leadership and support for information literacy at Rutgers. Recent major activities included the following:

- During the 2003/04 academic year, the Instructional Services Committee met with a representative group of teaching faculty from across the university for two in-depth discussions about information literacy. These sessions were held in conjunction with *Information Literacy and Student Learning at Rutgers: Standards, Competencies, and the Search for Strategies*, a symposium developed by the Libraries and cosponsored by the executive vice president for academic affairs, the provosts of the Camden and Newark campuses, the vice president for continuous education and outreach, the vice president for undergraduate education; the Faculty of Arts and Sciences - New Brunswick, and the Libraries. This symposium,

to which all undergraduate curriculum committee chairs received a vice presidential invitation, was sent by videoconference to all three campuses.

It was primarily directed at raising awareness among the faculty and academic administrators of the critical value and importance of information literacy. Faculty heard nationally recognized speakers address the meaning of information literacy in the context of Middle States Commission on Higher Education criteria for excellence and a practical application of how a complex, multi-campus institution is infusing its curriculum with information competence. A report on this information literacy initiative is available at

http://www.libraries.rutgers.edu/rul/staff/groups/instructional_services/reports/infolit-init-planning-sp04.shtml, and a report about the symposium with video is available at

http://www.libraries.rutgers.edu/rul/events/symposium_04.shtml.

- Among other activities in support of faculty teaching, the Libraries introduced *Searchpath*, an online information literacy tutorial; created a new faculty services web page; revised the library instruction and information literacy web pages; and developed programming that allows faculty to link electronic reserves into the Sakai course management system. Individual librarians taught more than 1,000 classes during the

2005/06 academic year, reaching approximately 24,000 students, and provided customized class sessions, research guides, and specialized tutorials and Web pages designed to help faculty incorporate information literacy into the curriculum. Most library faculty members work closely with teaching faculty when developing class content and learning goals for information literacy classroom sessions. They also frequently develop class content and learning goals independently, based on extensive past collaborations with teaching faculty members.

- Librarians served on vice-presidential committees for the review of undergraduate education and for the information technology strategic planning.
- The Libraries are currently developing strategies to connect to the new undergraduate curricular structure. In response to the report of the task force on undergraduate education, the Libraries public services council held an open forum for library faculty and staff to discuss how the Libraries could contribute to addressing the recommendations. The results were incorporated into the Libraries new strategic plan, and a summary of the discussion recorded and made available at http://www.libraries.rutgers.edu/rul/staff/planning/reports/ug_trans_forum.shtml. A liaison has been named to work with the new learning

communities, a dialog has been opened with the newly appointed vice president for undergraduate education, and two grant proposals have been developed. One proposal will enhance the new first year seminars with an innovative introduction to research methods and identity that features science faculty, while the other will integrate original and digital archival material into the undergraduate labor studies curriculum and provide a model for other disciplines.

- Librarians are actively engaged with the Office of Instructional and Research Technology and the Center for the Advancement of Teaching and regularly attend and have presented at the annual conference on undergraduate teaching.
- Librarians participate actively in supporting research opportunities for undergraduates, including independent research studies, college honors thesis, departmental honors thesis, research assistantships, paid/unpaid work on grant related activities, participation in collaborative research programs, and supervised research experiences, and overseeing experiences with primary resources in the Libraries in Special Collections and University Archives.
- Special Collections and University Archives participates actively in New Jersey public history internships for undergraduates. The internships are

administered by Gary Saretzky under the auspices of the Rutgers, New Brunswick, history department. Unpaid interns spend 112 hours per semester at host sites. Projects may include processing New Jersey collections, compiling bibliographies and/or assisting with public programs under the supervision and direction of a librarian or archivist. Oral and written evaluations are required. On average, 3 public history interns are hosted per calendar year.

Collections / Assessment

The undergraduate at Rutgers has the world of knowledge before them. The university has 30 degree-granting units offering undergraduate majors in over 100 fields and thousands of courses. This variety is the advantage undergraduates have when they attend a major research university. But it is also a challenge to the student and the university to figure out how to utilize these vast resources and create an effective undergraduate learning experience. The university is currently engaged in reorganization of undergraduate education and is focused on this challenge. The Libraries also have confronted this challenge in building library collections and developing their services.

Overview of Collections and Collection Development

Library collections are housed in libraries on the three campuses and in RU-Online, the Libraries digital collection. An overview of collections is provided in these 2006 statistics:

- 3,562,266 volumes
- 4,531, 599 microforms
- 2,543,213 million government documents
- 25,000 linear feet of manuscript and archival holdings
- 18,340 current print subscriptions
- 27,193 current electronic subscriptions
- 178,000 e-books
- 300 databases and indexes
- \$9,348,211 collections expenditures

Collection development is conducted in coordinated fashion throughout the library system. The associate university librarian for collection development and management coordinates all collections-related activities on the three regional campuses primarily through the Collection Development Council and its various subcommittees and the University Librarian's Cabinet. The primary strategy for collections at Rutgers is to build collections that are interdependent and serve the interests of the entire university community and the increasing

interest in interdisciplinary research and study, while being as responsive as possible to local needs. The core of this strategy is manifested in RU-Online, the Libraries digital collection, which is networked to members of the entire university community wherever they are located. This approach was developed to enhance scholarly information resources on all campuses, provide them in the most accessible format possible, and provide a means to finance them through pooling funds from campus budgets and cancellation of unnecessary added copies of print journal subscriptions throughout the library system.

Undergraduates along with graduate students and faculty have greatly benefited from this model.

To assess what is needed to support the undergraduate curriculum, the Libraries most important line of communication with the teaching departments is the library liaison or collection development librarian. As stated on the Libraries website, these librarians "are responsible for selecting library materials in specific subject areas, for communicating with appropriate departments and individuals about library collections, and for assessing information resources in their subject areas of responsibility. They also teach library instruction sessions, develop online and print materials that support research and instruction, and provide information consultation services in their subject specialties." Collection development librarian's decisions are responsive to undergraduate needs, both

by working with teaching faculty in our liaison responsibilities and by direct interaction with undergraduates. Individual collection development librarians conduct assessments of the collections in their subject areas. Their decisions are responsive to faculty and student needs and are based on their knowledge of the literatures of their subjects and the use, comprehensiveness, or other measures of the portion located at Rutgers. For more information, see http://www.libraries.rutgers.edu/rul/about/collection_dir.shtml.

Collections Support for Undergraduate Education

It is impossible to predict what all undergraduates may need to carry out their research and learning. Being in a research university allows undergraduates to pursue their interests to any level they wish. While some Rutgers undergraduates may use only required readings available in the Libraries' online course reserves, others will pursue the most esoteric topics in theoretical physics within the resources offered by the Libraries. Undergraduates benefit by having access to research resources, but for the purposes of this report the following remarks are relevant primarily to collection support for general undergraduate education.

While there are no funds specifically dedicated to purchase "undergraduate" materials, vital acquisitions that support the undergraduate curriculum are made in a variety of ways. The Libraries approval plan brings in a

wide variety of humanities and social science books from university and commercial scholarly presses in the U.S., Canada, and the U.K. Among the books acquired through this mechanism are books described as "general-academic" that is defined as "works of scholarship which assume no prior knowledge of a topic. Accessible to any college or university student, these are often studies of broad subject areas or of topics of high current interest.... All General-Academic titles would be appropriate for undergraduate study." In 2006, 7,064 titles classified under this rubric at a cost of \$252,205 were acquired.

Another fund that serves undergraduates is for course reserves, i.e., a fund to purchase materials "to support the work of a particular class for the duration of a semester or possibly a year." On average 400 items are acquired for course reserves, and \$20,000 to \$30,000 are spent on them. Furthermore, selectors' individual funds in specific areas of responsibility also are utilized to support material appropriate for undergraduates. The Libraries also order between 400 to 600 videos each year that are heavily used in undergraduate courses, either in the classroom, through reserve, or on the Libraries Mediavision cable television channel.

The Libraries provide a wide range of reference materials appropriate for undergraduates. These include indexes/databases of periodical literature providing bibliographic access and often full-text of the journal literature faculty

expect undergraduates to explore, including *Humanities Full Text*, *Social Sciences Full Text*, *Business Full Text*, and *General Science Full Text* Undergraduate students in seminars have also benefited from specialized databases like *World Shakespeare Bibliography*.

The print reference collections at Rutgers also provide a wide range of materials for undergraduates: English language dictionaries (from pocket-size to multi-volume sets), bilingual dictionaries, general and subject specific encyclopedias (from the *Encyclopedia of African American Culture* to the *Dekker Encyclopedia of Nanoscience and Nanotechnology*), atlases, biographical dictionaries, style manuals and guides to writing research papers, statistical compilations, etc. A large number of these sources are specifically aimed at the undergraduate audience, providing students with an overview of a topic, key scholars, and an introduction to research in the field. Increasingly Rutgers is combining print and digital access to such tools, including the *Oxford English Dictionary* and the *Encyclopaedia Judaica*.

With nearly 300 indexes and databases now available in RU-Online, the undergraduate has much to choose from. Among these are all of the major undergraduate-type databases such as *Academic Search Premier*, *Wilson OmniFile*, and others that are primarily geared to undergraduates. The Rutgers University Libraries are very strong in this area.

To help the undergraduate locate relevant materials for her work, the Libraries have developed many online guides and filtering devices and direct classroom instruction that are described more fully in the instruction section of this report. A few are also mentioned here. The Libraries are developing federated search with the specific needs of undergraduates in mind so that an undergraduate with one search of a subject term or author can search across eight databases containing peer-reviewed articles and identify relevant full-text articles. Also located on the Libraries website are finding aids that identify library material relevant to specific courses and subject research guides providing a more comprehensive guide to appropriate information on broad subjects or topics. In addition to the many undergraduate instruction activities related to collections that are described in the instruction section, it is important to note that Special Collections and University Archives offers many opportunities that many other research universities do not. The Sinclair New Jersey Collection, the premier resource for New Jersey history and culture, gets considerable use by undergraduates from Rutgers and elsewhere. Special Collections and University Archives provides orientation programs for undergraduate and graduate classes. The typical courses include English, history, American studies, undergraduate honors classes, business history, and landscape architecture. Furthermore, Special Collections and University Archives

has hosted three undergraduate research fellows, a program that enabled undergraduates to work with primary resources and with a senior manuscript curator. In addition, the institutional repository under development by the Libraries will allow undergraduates to have more access to primary source materials.

Areas for Improvements and Challenges

Assessment

Comprehensive assessment of collections has been carried on in a somewhat limited fashion at Rutgers. Beginning in 1999, the Libraries assessment committee studied user success and ease using library resources and services. That same year, the head of library systems began to track use of licensed databases. Electronic reserves and e-journal user surveys followed in 2002. Results of the LibQUAL+™ survey, conducted in 2005, indicated that in the opinion of our users "Making electronic resources accessible from my home or office" was a high priority. This result supports the Libraries aggressive effort to add databases and convert print journals to electronic format. During fiscal year 2006/07, statistics on the use of electronic resources were used to make retention and cancellation decisions. Past survey reports, including LibQUAL+™ can be reviewed at:

http://www.libraries.rutgers.edu/rul/staff/groups/assessment_com/reports.shtml.

More sophisticated analysis of user data is being planned. The Libraries integrated library system, SIRSI, has developed Director's Station, an application that allows us to combine and analyze different data elements such as circulation data and collections expenditures. We are also investigating new software that will mine more complex data on electronic resource usage, such as status of user, and that will allow us to identify, for instance, what resources undergraduates are using.

Funding

Funding for collections at Rutgers is an issue pointed out in the last Middle States Accreditation review in 1998. Since that time the Libraries have invested in resource sharing and document delivery to leverage scholarly information resources with such arrangements as the Pennsylvania Academic Library Consortium, Inc. (PALCI), with E-ZBorrow, which is a user initiated interlibrary loan service that often delivers books in a matter of days, and the Virtual Library Environment (VALE), a consortium of New Jersey academic libraries.

The problem of base funding vs. one-time funding, however, remains. This can be attributed to a large extent to New Jersey's inconsistent funding of higher education, but other sources of university funding for collections need to be found to support the rapid growth of programs and research institutes. The

funding problems have an impact on all users, including undergraduates. This year the Libraries approval plan, the main source of acquiring "general-academic books" mentioned above, is in danger of being curtailed completely. Already that portion of the approval plan dealing with reference books designated for the humanities and social sciences has been suspended. Instead of receiving books automatically, we will need to order them individually, as funds allow. While this will save money and prevent the shipment of some marginal titles, it will also drastically reduce the number of books we are able to acquire, and will likely mean that we will not acquire some titles quite important for undergraduates. When limited funds are available we are only able to acquire more specialized reference works to support graduate and advanced research rather than more general works.

Until this funding problem is resolved, the tension between collection support for undergraduates and for research is likely to continue.

Facilities / Assessment

The Rutgers University Libraries facilities have spaces that are conducive to reflective study and research and that provide students places where they receive research assistance, find books and journals, or use computers. The Libraries also provide cultural experiences in the form of the many exhibitions

highlighting collections, book arts, or fine arts. The Libraries are committed to developing spaces that meet the changing curricular needs of students, faculty, and staff, such as spaces for group study and the creation of digital multimedia. The Libraries also recognized during an open forum to consider the report of the Task Force on Undergraduate Education that one of our roles is to provide social spaces, a campus wide need identified by the Task Force. In many small and large ways, the Libraries strive to make our facilities responsive to campus needs. One of the small ways is the Libraries commitment to making the buildings attractive. In the last few years, for example, we have spent considerable funds refurbishing the furniture in the Library of Science and Medicine and the Kilmer Library. In the Alexander Library lobby lounge furniture, plants, and art were acquired to make a casual gathering place for faculty and students.

Douglass Library

To meet the challenge of the changing nature of the academy, the Libraries have recently finished a first phase renovation of the Douglass Library. This facility has different kinds of spaces to meet the study needs of different kinds of students, ranging from a group study room with a plasma monitor to banquette style seating conducive for talking. We are currently constructing a multimedia resource room for the performing arts where students will use

specialized software, alongside library resources, to create, for example, dance notation or score a piece of music. This flexible space will allow students, perhaps, to dance while composing music. Plans for the next phase of the renovation include such facilities as the Margery Somers Foster Center: A Resource Center and Digital Archive on Women, Scholarship, and Leadership; the Women's and Gender Studies Resource Room; instructional laboratories; many group study rooms; a unified and enhanced Media Services Department; and graduate student carrels.

Capital Campaign

For the university's capital campaign, the Libraries have prepared several proposals to create spaces attuned to the needs of faculty and students in the new millennium.

- A small, but significant project is the proposed renovation to the Balinky Graduate Reading Room in the Alexander Library. The space will be remodeled to make it more conducive to the contemplative study needed on the graduate level and to meet the needs of different study styles of graduate students. Renovations include the creation of two seminar rooms for faculty and graduate students to meet in larger groups, reconfiguration of individual study carrels to maximize space and make it more attractive, utilization of the architectural landscape to create quiet

- study zones, increasing the stack area for an enlarged core collection, and refurbishing comfortable seating.
- A new combined science library on the Busch campus will encourage transformation, collaboration, and engagement: *transformation* because science research at the university is now highly collaborative among disciplines; *collaboration* because this science library for the 21st century will increasingly play the role of partner with the faculty in the creation, access, manipulation, and mining of digital information and data; and *engagement* because the Rutgers community will be provided with space for research, learning, and socialization. The facility will include space for exhibitions, both physical and digital, that highlight the successes of the Rutgers science community. In addition to many group study rooms, there will be a science bookstore, café, seminar rooms, and a “smart” auditorium with stadium seating.
 - A proposed total renovation of the Kilmer Library will create a collaborative learning center that will be an exciting, attractive, and comfortable social learning space that will promote education, intellectual curiosity, and quality academic engagement for Rutgers University students, faculty, and staff. The renovation will allow partnerships with such offices and centers as the Learning Resource Center, the Center for

the Advancement of Teaching, and the Writing Center, enabling students to obtain the academic assistance they need in one place. The spaces will be designed for comfort, seamless use of technology, and the promotion of collaborative learning and will include several electronic classrooms equipped with state-of-the-art presentation facilities and designed for participative learning. Group study areas will be designed to support diverse learning styles. This new and improved environment will make the Kilmer Library a center on the Livingston Campus for information, collaboration, innovation, and inspiration.

- Our vision for the Paul Robeson Library is to create a learning commons for the Net Generation student. This commons will have space where students can receive peer tutoring and help in writing, help with information technology and using basic business software, practice working with tools in a media studio, and instruction in basic and advanced research methods as well as strategies using the extensive online collection of the library. There will be work pod areas, rooms for collaborative group projects, room for audio/video production, extensive wireless access in comfortable surroundings with a café setting, room for faculty to produce course materials in various formats, and a music room.

- To respond to the new focus in the academy of libraries as technology-supported learning spaces and as places that facilitate collaborative and other aspects of social learning, the Newark Campus has recently (2007) completed a conceptual master plan for the Dana Library. The master plan considers the needs of the entire facility that will allow it to be a fully 21st century library. It calls for spaces where students can be with others, whether faculty or other students, in a learning, social, and cultural environment that fosters a sense of community. It also calls for quiet spaces where students, whether graduate or undergraduate, can study and reflect on their work. The plan addresses the need for state-of-the-art instructional labs where students and others can gain experience in searching for, evaluating, and using information in all formats, and the need for a reconfigured reference area where librarian and technical expertise are readily available.

There is a jazz café in the Dana plan, located in what can be a 24-hour space that responds to the need for the social, as well as building on the jazz theme associated with the Library's Institute for Jazz Studies. The jazz café is envisioned as being a focal center of the reconfigured first floor south wing commons area. There is a seminar room and a 150-seat auditorium for performances, concerts, lectures, films, and other

programs. The Dana Digital Media Lab will be expanded and upgraded for creation of digital audio, visual, and other files. The Dana Room, which serves as another kind of technologically enabling instructional and social space that has proven to be popular, will also be upgraded. Other spaces will address research and other longstanding operational needs. All in all, the plan will address many facets of the new learning culture and the important role of the library in fostering learning.

The planning committee that developed the Dana conceptual master plan was a Newark Campus one, with representation from faculty, staff, librarians, and Campus administrators. There was also a subset group of Dana librarians and staff who met with the architect over a several month period. Many of the needs were identified earlier – some from the strategic planning and Communications Audit focus groups, some from the Dana security assessment study, some based on long-term need and experience with the existing seminar and group rooms and the Dana Room and the information literacy classrooms, some from group discussions. Other needs were identified by Dana librarians.

Anticipated assessment data will include usage of the group study rooms by students; the seminar room by faculty; the information literacy teaching area by librarians, faculty, and students; the commons area by

students; the Jazz café by students and faculty; the specialty areas for the IJS archives by the IJS staff; and the like. The number and kinds of events to be held, with attendance, will be part of the assessment process for those spaces that lend themselves this way. From time to time, focus groups can be held with the various constituencies to assess changing needs.

Instruction / Information Literacy Assessment

Instruction

Instructional services offered by the Rutgers University Libraries include basic or advanced classes tailored to particular assignments and curriculum; finding aids tailored to the curriculum and subject research guides in a field or discipline; workshops for faculty, departments, and students; online tutorials; assistance at service desks; and individualized consultations. Each campus has an instruction coordinator, and the library system has over 50 subject specialist and instruction librarians who teach. During 2005/2006, 23,837 students were taught in 1,040 classes. In addition, over 5,000 individuals used the *Searchpath* tutorial.

The Rutgers University Libraries promote the use of information and learning resources and information literacy by making a wide selection of

scholarly information resources and services accessible through its website, including point-of-need assistance for selecting and using appropriate scholarly information resources and service. Following are examples, with URLs, for some of the features on the website:

- The *How Do I...* option features step-by-step instructions to finding and using scholarly information resources and services (i.e., find a book?, find an article on my topic?, or contact a librarian?).
[http://www.libraries.rutgers.edu/rul/how_do_i/how_do_i.shtml]
- *Finding Aids* are short topic-focused guides to scholarly information resources, including brief bibliographies, webliographies, or "how to" documents designed for the use of students in a particular class or program and are often most useful as introductions to a given subject.
[http://www.libraries.rutgers.edu/rul/rr_gateway/f_aids/f_aids.shtml]
- *Subject Research Guides* provide guidance to important information sources on a particular subject or major discipline.
[http://www.libraries.rutgers.edu/rul/rr_gateway/research_guides/research_guides.shtml]
- Instructional guides such as the *Scholarly Peer-Reviewed Literature vs. Popular Literature: What's the Difference?*
[http://www.libraries.rutgers.edu/rul/indexes/scholarly_articles.shtml] for

beginner researchers, *Guide to the Wildcard and Truncation Symbols...* used in our online databases

[http://www.libraries.rutgers.edu/rul/indexes/wild_cards.shtml], and *Alert Services*

[http://www.libraries.rutgers.edu/rul/indexes/alert_services.shtml] for keeping up-to-date with current research publication for advanced researchers.

- Tutorials are tools for learning how to use the library and other information sources. Modules include help in getting started with a paper or project, using the online catalog IRIS, finding articles, evaluating sources, citing sources, and avoiding plagiarism. The Libraries provide tutorials for general research purposes and for subject-based research, such as communication and psychology.

[http://www.libraries.rutgers.edu/rul/lib_instruct/instruct_tutorials.shtml]

- *Ask a Librarian* is an asynchronous virtual reference services to which individuals can forward queries at anytime. An extensive FAQ that gives answers to many of the most common questions is included with the link to this service.

[http://www.libraries.rutgers.edu/rul/ask_a_lib/ask_a_lib.shtml]

- *Service Desk Hours and Phone Numbers* as well as building hours and directions are provided. Librarians are available to provide individual assistance at reference desks across the libraries.

[http://www.libraries.rutgers.edu/rul/ask_a_lib/desk-hours.shtml]

- *Library Instruction and Information Literacy*

[http://www.libraries.rutgers.edu/rul/lib_instruct/lib_instruct.shtml]

provides links to information on the availability of librarians to collaborate with faculty on integrating information literacy into the curriculum, *Learning Tools for Students*

[http://www.libraries.rutgers.edu/rul/lib_instruct/lib_instruct.shtml],

individualized research consultations, and information about information literacy at Rutgers.

Librarians work with faculty to provide customized face-to-face synchronous library research instruction, to help integrate information literacy into a course or curriculum, or develop materials tailored to a class or curriculum. These are services provided as part of the Libraries information literacy/library research program.

There are information literacy/library research instruction coordinators in each of the four major libraries in the libraries in New Brunswick/Piscataway (Alexander, Douglass, Kilmer, and the Library of Science and Medicine) and a

coordinator on each of the Newark and Camden campuses. Librarians provided an annual average of 995 library research instruction class sessions and reached an annual average of 21,155 individuals per year within instructional classroom settings. See the appendices for statistical details.

The Libraries collaborate with a number of faculty and programs to integrate information literacy skills through library research instruction sessions into courses that require research and writing. Following are examples of such collaborations:

- The libraries in New Brunswick/Piscataway have long-standing relationships with the English Department Writing Program and the Douglass College Shaping a Life Program that have become increasingly collaborative over the past six years. Writing Program courses make up the core of the general education for writing and research in New Brunswick/Piscataway, and the Shaping a Life course is the first-year mission course required of all Douglass College students. Sequential library research instruction sessions with articulated information literacy learning goals are integrated into the curriculum of English 201: Research in the Disciplines, English 301: College Writing and Research, and Shaping a Life. One-session library research instruction sessions are incorporated into most of the courses of the Business and Technical

Writing division of the Writing Program, such as 303: Writing for Business & Professions. The Libraries information literacy tutorial *Searchpath* and a web-based repository of library research instructional materials are tools available for the course instructors and librarians to use for planning the sessions. Other topic-specific tutorials such as “Plagiarism and Academic Integrity”

[<http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html>] as well as teaching and learning assessment tools are embedded in the Shaping a Life course.

- The Dana Library has a long-standing collaboration with the Academic Foundations Center summer program in which at-risk students are taught the basics of using the library and general web resources for research. The Library collaborates with the Writing Center to integrate information literacy skills into selected sections of English 122, a skills-building class for transfer students, and into the workshops for the Graduate Research and Writing Workshop Series, focusing on the research and writing process for graduate studies. The latter is also in collaboration with the Graduate School and the Program in American Language Studies. Additionally, the Dana Library offers open Internet & Information

Technology Workshops each semester, such as “When Google Isn’t Enough....”

- The Robeson Library incorporates sequential library research instruction sessions into the English 101 and English 102 general education courses. Also, the Library collaborated with the Psychology Department in the integration of a seven-module interactive online multimedia tutorial “Adventures on the Information Highway” into 830:101: Introduction to Psychology. This tutorial uses the Sakai learning management system. It incorporates the learning outcomes that correspond with the Association of College and Research Libraries “Information Library Competency Standards for Higher Education” and is a prototype for the development of tutorials for three courses required of all psychology majors.
- Opportunities to work with primary source materials under the direction of librarians and archivist in Special Collections and University Archives are described above in the collection section of this report.

Librarians collaborate with faculty on digital projects to make information accessible to students for courses. Examples of such projects, including URLs, are:

- *English Advice Manuals Online at Rutgers (E-AMOR)* provides bibliographic access to the *E-AMOR* archive, containing selected books printed in

- England between 1475 and 1700. The books have been selected from *Early English Books Online (EEBO)* by Rutgers undergraduate students participating in an FAS Honors Seminars on popular culture and the print revolution in early modern Europe. [<http://www.scc.rutgers.edu/e-amor/>]
- *Italy's Peoples* is a comprehensive research database of links related to Italian culture and history. It has been developed through the Rutgers University Department of History and has been offered as an open source platform for the study of culture.
[<http://www.scc.rutgers.edu/italy%27speoples/>]
 - *Digital Library Projects* includes other examples of collaborations with faculty in making information available and accessible for use by students.
[http://www.libraries.rutgers.edu/rul/dig_lib_projs/dig_lib_projs.shtml]
 - A task force of the Libraries Instructional Services Committee completed a report on *A Learning Framework for Information Literacy and Library instruction Programs at Rutgers University Libraries* (August 2003) that provides recommendations for an appropriate learning framework for information literacy at Rutgers University.
[http://www.libraries.rutgers.edu/rul/staff/groups/instructional_services/reports/learning_frameworks.shtml]

Information Literacy Assessment

Searchpath

In Spring 2005, the Libraries released an online information literacy tutorial for undergraduates called *Searchpath* [<http://Searchpath.libraries.rutgers.edu>]. *Searchpath* is an adaptation of the tutorial developed at Western Michigan University and an offspring of the Texas Information Literacy Tutorial (TILT). It is an interactive web-based tutorial designed to teach students basic library and research skills and covers the research process from initial topic selection to citation styles and the issues of copyright and plagiarism. Each of the six modules: *Starting Smart*, *Choosing a Topic*, *Using IRIS*, *Finding Articles*, *Using the Web*, and *Citing Sources* includes learning outcomes towards building information literacy skills for effectively searching, selecting, and evaluating information sources. The tutorial is intended as a stand-alone tool and as a supplemental tool to library research instruction sessions. Preliminary quantitative and qualitative assessment of the *Searchpath* tutorial has been underway since its introduction, primarily in the form of written feedback from students, module quiz results, and interviews with students. A number of instructors in the New Brunswick Writing Program 355:201 and 355:301 courses have incorporated the tutorial into their sections.

Each *Searchpath* module includes a test of skills learned that allows results to be mailed to a student's instructor. The Libraries Instructional Services Committee oversees Searchpath, which also has a reports function from which analyses are developed for tutorial improvement and for informing instruction planning discussions with academic faculty. The analysis shows that students viewed the opening page of the first module 5,165 times during the fall 2005, spring 2006, and fall 2006 semesters. For those same semesters, the first question of the quiz for the first module was answered 1,974 times. Quiz scores range from a low of 79.8% for the module "Choosing a Topic" for the fall 2005 semester to a high of 92.4% for the module "Identifying Information Sources" for the spring 2006 semester. The module "Choosing a Topic" also had the lowest use. Its goals and content are more related to teaching than library faculty responsibilities and indicate the need for closer collaboration between teaching and library faculty. Scores for all other modules for the three semesters reviewed range from mid 80% to low 90%, and all scores show improvement over time. Charts showing analysis results are attached.

Project SAILS

During academic year 2005, the Rutgers University Libraries participated along with 69 other academic institutions in Phase III development of the Project for the Standardized Assessment, of Information Literacy Skills (Project SAILS).

Rutgers students tested were undergraduates over 17 years old who had earned fewer than 23 credits as of the fall 2004. The average student at Rutgers University performed on all standards at about the same level as the average student from all institutions combined. The academic institutions that participated in this phase included six of Rutgers peer institutions: University of California, Irvine, University of Colorado at Boulder, University of Kansas, University of Maryland (College Park), Syracuse University, and University of Texas at Austin. Participation in this assessment included a gap analysis of what students did not know. Regrettably, the sample of students tested was too small for us to make any general statement about the way this measure, when fully validated, can most effectively be used at Rutgers. However, working on this project provided valuable experience for us in understanding and playing a part in the development of a national measure, as well as in the analysis of and thinking through possible follow-ups of gaps in learning. The Libraries final project report can be found at http://www.libraries.rutgers.edu/rul/staff/pub_serv/reports/SAILS_final_report.pdf.

ETS ICT Literacy Assessment

Rutgers librarians attended various presentations over the past few years about the ETS ICT Literacy Assessment as it was being developed, and a library

faculty member represented the Rutgers University Libraries on a content validation panel held at ETS during November 2005. Exposure to this measure in its development phase was invaluable to us. We believe that it will be important to continue to follow and be involved with ETS in its work in this area. The task-oriented nature of this online test appears to offer a more in-depth approach to understanding the many dimensions of information learning. Information about the ICT Literacy Assessment can be found at: <http://www.ets.org/ictliteracy/>.

Individual Faculty

Individual library faculty conduct assessment reviews to measure teaching effectiveness. An example is for the Shaping a Life course at Douglass College. The lead librarian does a systematic analysis of citations from all Douglass first year students' final research papers to assess success or failure of her teaching efforts.

Examples of information literacy assessment work undertaken at the Dana Library are as follows:

- The Academic Scholars Institute (summer program for students with conditional acceptances) has had an assessment component since 1994 that has resulted in regular changes in teaching presentations, time required, follow-ups, and the like. This assessment embraces both program and class levels, with program goals outlined in advance with the teaching

faculty and the program administrators as part of a contractual arrangement that also provides for a written evaluation report. There is pre-testing and post-testing of learning, as well as student perception of helpfulness. During the class sessions, the Cross-Angelo style one-minute papers and one-minute evaluations are used.

- The English 122 composition class for under-prepared students also includes one-minute papers and evaluations. There is also qualitative evaluation work.
- In business, the business plan information literacy work includes considerable ongoing assessment, with librarians participating in plan grading.
- In urban education, a course with much library information embedded into the classroom management system (Blackboard), there are data on resource use. A librarian provides ongoing e-mail support that contributes to student learning.

Learning goals for information literacy are applied and assessed unevenly across the university because not all faculty incorporate them into their teaching or, if incorporated, do not identify them explicitly and employ library resources in teaching them. Library faculty are relatively few in number and are able to work with only a fraction of teaching faculty. The Libraries strategy for

addressing this gap is to use technology, and we have described a senior library faculty position to lead a new effort to develop instructional technology materials and tools. Recruitment for that position will begin after the newly described position of associate university librarian for research and instructional services is recruited.

It is clear that much has been done by Rutgers librarians on information literacy instruction, including the use of web-based support materials, and on information literacy assessment. We have many of the components of an information literacy plan in place but need to strengthen the process. Again, this appears to be a good time to work on the creation of a formal plan, since the faculty are involved in a long-needed curriculum review. An information literacy assessment plan will allow us to tie the Libraries numerous initiatives to campus wide and university wide initiatives and strategic directions. Importantly, it will provide a framework for identifying the most needed and useful assessment activities over the next few years.

Other Services / Assessment

General planning assessment activities that informed development of the Libraries new five-year strategic plan included the LibQual+™ survey, a communications audit, numerous focus group discussions, and departmental surveys:

LibQUAL+™

During the spring 2005, the Rutgers University Libraries were one of 234 libraries internationally that participated in the Association of Research Libraries sponsored LibQUAL+™ survey. This survey helps libraries assess and improve library services, change organizational culture, and market the library services using a web-based survey to track, understand, and act upon users' opinions of service quality. LibQUAL+™ measures user perceptions of service affect (customer service), information control (information provided and its accessibility), and library as place. Open-ended comments from users are solicited. The office of institutional research and academic planning drew a sample of 7,624 individuals across all three campuses, excluding library personnel. We received 796 usable surveys out of 880 surveys and collected 372 comments from our users. An executive summary and the full report are available at <http://www.libraries.rutgers.edu/rul/about/libqual.shtml>.

Communications Audit

The primary goal of the 2003/04 communications audit of the Rutgers University Libraries was to improve student and faculty knowledge and awareness about library resources and services. The audit evaluated the Libraries current communications program (internal and external) and provided direction for enhancing its effectiveness. The audit used both quantitative and qualitative

research, including online surveys of faculty, students, and library personnel; personal interviews with key administrators on the New Brunswick, Newark, and Camden campuses; interviews with key Libraries personnel on all three campuses; "intercept interviews" with students; focus groups with faculty and students; staff forums within the Libraries; and meetings of key library committees. A marketing and communications team has developed a plan and funds have been allocated for its implementation. Assessment measures for elements of the plan are included.

Focus Groups

Marie Radford and Dan O'Connor, professors in the School of Communication, Information and Library Studies, conducted a series of eight focus groups designed to help the Libraries develop strategic directions for the next five years. Five groups with a total of 40 faculty/administrators and three groups with a total of 30 students were conducted between April 21-April 30, 2004 at four sites across the university. Both faculty and students commented on the need for library instruction and scholarly information resources and the importance of the library as place. The executive summary is available at http://www.libraries.rutgers.edu/rul/staff/groups/strategic_planning/reports/DLI-II_fac_student_focus_group_report.shtml.

Departmental Surveys

Librarians with academic department liaison responsibilities surveyed faculty during spring 2004 in preparation for composing the Libraries new strategic plan. Liaisons' perceptions varied significantly regarding which tools should be utilized to gather faculty information, using qualitative (open-ended questions, in-person interviews, textual analysis), quantitative (ranking surveys, frequency data), and combination (percentages of responses by categories formed from responses) methodologies. Faculty provided data about their students' information and library needs. A summary report is available at http://www.libraries.rutgers.edu/rul/staff/groups/strategic_planning/reports/Dep_tsummaries_DLI2061604_Libutti.pdf

Library Faculty

Librarians at Rutgers University have faculty status. They hold at least the M.L.S. degree, with many having doctorates and professional experience and recognition in the disciplines in which they work or other areas of expertise. The library system has approximately 50 subject specialist and instruction librarians who teach.

The Rutgers University Libraries have a subject specialist liaison program that provides regular and ongoing librarian contact with teaching and research

faculty. Subject specialist librarians assigned to departments and centers and instruction librarians on each campus work closely with teaching faculty and students in both classroom and online teaching settings as well as by appointment and at public service desks. Some librarians keep office hours in academic departments. As noted above, leadership in the Libraries for teaching and learning is concentrated in the Instructional Services Committee.

Learning goals for information literacy are applied and assessed unevenly across the university because not all faculty incorporate them into their teaching or, if incorporated, do not identify them explicitly and employ library resources in teaching them. Information literacy competencies need to be introduced systematically as part of the general education experience so that students are successful in their academic work, as well as in the major courses, culminating in the capstone experience. In this way, they will be ready to apply the competencies after graduation in their work and as a life long learning skill set.

In a recent university wide survey, librarians were asked if they contributed toward development or grading/review of measures for courses for which they teach. They reported contributing toward student papers more frequently (63.0%) than any other measure. The next most frequent measures are capstone experiences (33.3%), evaluations of internship performance (33.3%), oral presentations (29.6%), program review by an outside group (22.2%), public

demonstrations of student research (22.2%), tests (22.2%), and oral defense of projects (11.1%). All other measures on the survey received two or fewer responses.

In the same university wide survey, librarians were asked to indicate the importance of various factors in making changes in class content. The most important factor is recommendation of a teaching faculty member (85.2%). The next most important factors are student interests (81.5%), changes in the discipline (51.9%), student complaints (51.9%), and analysis of the quality of students' work (48.1%). Other important factors are course evaluations (37.0%), curricular changes at the college level (40.7%), recommendations from national organizations in the disciplines (40.7%), and accreditation standards (30.8%). Recommendations of a curricular committee (18.5%) and periodic curricular reviews at department meetings (11.1%) were not as important. All other factors on the survey received two or fewer responses.

Again, the availability of a formal information literacy assessment plan is critical to the integration of our work with the curriculum and other aspects of academic learning.

The Libraries and Transforming the Undergraduate Curriculum

Throughout this report, reference has been made to the Libraries engagement in the current process of transforming the undergraduate curriculum. The various activities we have described – from developing collections to classroom teaching to an evolving website - show substantial existing support for teaching and learning at the university as well as the transformation process. Our overall focus in this report has been on information literacy learning, and it is in this area where the Libraries can best contribute to the transformation of undergraduate educations at Rutgers.

The Libraries are willing and able to be partners in integrating information literacy into the curriculum, and we are eager to be deeply engaged in the planning process. Although we participated in the initial work that led to the curriculum recommendations in the report of the Task Force on Undergraduate Education⁴, we are not currently part of the curriculum planning conversations and are disappointed that information literacy has not been included in the interim new curriculum in New Brunswick. It is certainly the prerogative of the teaching faculty to set the curriculum, and yet there is an

⁴ *Transforming Undergraduate Education: Report of the Task Force on Undergraduate Education, Rutgers–New Brunswick/Piscataway* (Rutgers University, 2005).

important role for the library faculty to play. Rutgers librarians' leadership and expertise in information literacy is recognized across the university. They are invited to give numerous classroom instruction sessions and to co-teach in such programs as the McNair Program. There is high interest and turnout at library programs and meetings on the topic of information literacy. Librarians are also invited to participate in such activities as developing the Rutgers component of the Teagle Foundation "Project on Technology Fluency and its Place in Liberal Education⁵," Middle States self study groups having to do with undergraduate education, and the Transforming Undergraduate Education Task Force. At such an important moment in the ongoing development and review of the university's undergraduate education program, the Libraries and library faculty need to be at the table to share their expertise.

Following the issuance of *Transforming Undergraduate Education*, the Libraries considered what they could contribute at the "Transforming Undergraduate Education Open Forum" held January 11, 2006. Attended by a large and representative group of library faculty and staff members, the forum considered future contributions in four areas identified in *Transforming*

Teagle Foundation Press Release, January 2005. Viewed March 23, 2007.

<http://www.teaglefoundation.org/grantmaking/grantees/forumsfull.aspx#WASHINGTON&LEE>

N&LEE

*Undergraduate Education*⁶: the need for communal spaces, changes in the curriculum, the development of learning communities, and the role of library faculty and staff. The report is attached as an appendix and is available at http://www.libraries.rutgers.edu/rul/staff/planning/reports/ug_trans_forum.shtml.

In response, the Libraries administration and library faculty are now engaged in plans for new and renovated facilities, discussions with the university administration and with faculty about deeper librarian involvement in curricular development, extending liaison relationships to support the new learning communities, and a more integrated and focused role for the library faculty in supporting undergraduate research. We are ready to engage in similar discussions with administrators and faculty on the Camden and Newark campuses when their reports on curricular changes are available.

In addition, strategic goal I in the Libraries strategic plan is to “Improve the quality of scholarly resources and information services that support the advancement of academic excellence at Rutgers,” and an important objective for that goal is to “Address information competency standards for students through

⁶ *Transforming Undergraduate Education: Report of the Task Force on Undergraduate Education, Rutgers–New Brunswick/Piscataway* (Rutgers University, 2005).

information literacy materials, services, and programs in partnership with the teaching faculty.”⁷ This goal and objective respond to the Middle States expectation of collaboration among professional library staff, faculty, and administrators in fostering information literacy and technological competency skills across the curriculum.⁸

For the future, in support of the transformation of undergraduate education at Rutgers, the Libraries expect at a minimum to provide:

- Leadership for information literacy and for creation of a university wide information literacy assessment plan – Discussions are underway to add library faculty to the curriculum committee in New Brunswick, and the Libraries are engaged in assessment training provided by the Center for Teaching Advancement and Assessment Research. We hope to be invited to participate in all relevant planning and implementation committees.
- Creative service development that brings the Libraries to our users with new web tools that adapt Web 2.0 services into Library 2.0 services. - We are currently exploring use of such social networking tools as FaceBook,

⁷ *Rutgers University Libraries Strategic Plan, 2006-2011* (Libraries, April 2006), p.5.

⁸*Characteristics of Excellence in Higher Education: Eligibility Requirements and Standards for Accreditation* (Middle States Commission on Higher Education, 2006), pp. 42, 44.

- and have experimented with mobile communications, such as instant messaging.
- A blended instructional services program for information literacy and library research that includes both in person and online services and resources - Library faculty provide extensive support to writing programs across the university. As resources become available within the Libraries and collaborative work with the faculty matures, librarians are ready to bring that experience to bear on the work in the major, especially in such learning environments as capstone courses. Recruitment and realignment of library personnel is underway to support the creation of online instructional and scholarly communication resources.
 - An intuitive website with tools that provide easy, seamless, reliable, and convenient access to both online and traditional scholarly resources and services – Federated searching of online databases was introduced in March 2007, and plans are underway to make the Libraries website more interactive.
 - Opportunities to model new teaching and learning techniques - An example is the opportunity described earlier in this report with the grant proposals for an introduction to research methods and identity and

integrating original and digital archival material into the undergraduate curriculum

- Liaison librarians and staff to work with the new learning communities, first-year special interest groups, and undergraduate research programs – An example is the recent joint meeting of staff of the Aresty Research Center for Undergraduates and librarians to explore integration of the Libraries into programmatic needs of the Center. In addition, the Libraries are working with the director of the honors program on the new consolidated honors program in New Brunswick.
- Continued dialog with the newly appointed vice president for undergraduate education and his staff – In addition to the realization that it would be helpful to have librarians participate in curriculum planning activities, the vice president has asked the Libraries to consider sponsoring a library learning community.
- Development of library collections responsive to undergraduate needs, both by liaison work with faculty and by direct interaction with undergraduates – In addition to person-to-person conversations, the Libraries are considering conducting a formal assessment of use of their online resources with an instrument that will allow breakout of use by undergraduates.

July 18, 2007

The themes, goals, and objectives in our 2006-2011 strategic plan promise additional support as appropriate resources become available.

Contact:

Jeanne E. Boyle

Associate University Librarian for Planning and Organizational Research

Rutgers University Libraries

732-932-7505

jeboyle@rci.rutgers.edu