Scenarios for Contemplating the Future

April 2011
STRATEGIC PLANNING PROCESS AND TIMELINE

Vision

- January 1 - March 9
- Research university sources for vision and guiding principles
- Library faculty and staff participate in focus groups using scenarios on all campuses
- State of the Libraries update and discussion

Identify Goals and Priorities

- March 9 - May 15
- Analyze focus group contributions and develop broad themes
- Cabinet develops goals and priorities, begins to consider implications
- Library faculty and staff comment on focus group results and goals and priorities
- Existing committees respond to overall and relevant goals and priorities in relation to their activities and potential contributions

Develop and Disseminate Plan

- May 15 - June 30
- Draft plan
- Share widely and solicit input internally from the Planning and Coordinating Committee, User Services Council, Library Resources Council, and other groups and externally from the Libraries Advisory Group and student leaders
- Analyze input and edit draft plan
- Finalize and disseminate plan

Process Alignment and Pilot Change Experiences

- June 30 - October 1
- Analyze priority strategic activities relevant to current processes, opportunities, and requirements for plan success
- Create recommendations and a schedule of when processes will be changed and/or new processes introduced

Implementation

- October 1 -
- A revised strategic plan is adopted and made widely available
Scenarios for Contemplating the Future

Read the scenario quickly, with a goal of getting a sense of the direction/future described, and answer the following questions:

1. On a scale from 1-10, with 10 being the most attractive, how attractive is this scenario?
2. What factors make this scenario attractive?
3. What factors make this scenario unattractive?
4. Create a title for this scenario that helps convey its promise.
Scenario One

The Rutgers University Libraries are the heart of the campus; its collections and services are central to the academic mission of the University. It offers conveniently located study areas and direct access to its rich collections.

The Libraries provide reference services through the traditional reference desk, consultation, and a variety of virtual venues on a qualified 24/7 basis. These services are augmented by instruction targeted to specific user groups. Partnerships are created across departmental lines to fulfill perceived needs.

The Libraries collections are directly available; those materials located off-site are retrievable within 24 hours. The Interlibrary Services provides rapid retrieval to supplement the collection and informs new purchases. Most journals and major reference works are provided in electronic format. The libraries provide an extensive array of research databases. To support research and curricular needs the print monograph collection is supplemented by a select set of electronic books. Print materials remain a high priority. Material selection is managed by subject librarians.

Special collections at RUL are focused on select areas of interest designed to support the research of the faculty. Collections in the Institute of Jazz Studies and works about New Jersey history, culture, and society are particular strengths. Unique holdings, such as the Johannes Reuber Collection, are rapidly being digitized to further this mission.
Scenario 1 -- Attractive

- Pragmatic, familiar
- Doesn’t require expertise don’t have — no stretch
- No radical changes required
- Traditional, comfortable
- Fulfills expectations of traditional

24/7 Idealized Now

- User focus
- Targeted instruction
- Support faculty research needs
- Partnerships
- Distance education support
- Accessible collections
- Balanced print, electronic
- Reference in-person and virtual
- Full spectrum of services, aspiring beyond present
- Idealized Now
- Full spectrum of services, aspiring beyond present
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Scenario 1 -- Unattractive

Perception: “Library Knows Best”
- Library v. user-centric
- Not service-oriented
- “stuff” is heart, not people
- Not integrated into community
- Assumes users will seek services

Unrealistic, Unimaginative
- No radical changes
- Focuses on world we have been serving
- Doesn’t anticipate
- Standing still while reality changes
- Hard to do in future with existing staff
- Similar to what currently have
- Rigid, bland, old hat
- No innovative practice
- Status quo

Not service-oriented
- No external collaboration

Focuses on world we have been serving
- Standing still while reality changes
- Hard to do in future with existing staff
Title – Scenario 1

Possibilities

• Work in Progress
• Present is the Future
• Past meets Future
• Library Future in 20th Century
• Growth along Status Quo
• Library of Today, Libraries for Tomorrow
• Library 1.0 Beta
• Hybrid Research Library
• Status Quo ++
• Ever-evolving Library
Title – Scenario 1

More of Same

• And That was the Beginning
• Through Static Lens
• Looking Backward
• Way We are Today Optimized
• The Way it Is
• Our Vision of Present
• Little Better than Tradition
• Too Good to be True
• New Good Old Days
• Best Pair of Shoes are Old Shoes
• Maintaining Status Quo
Scenario Two

Rutgers University Libraries are the university’s recognized ‘go-to’ resource for all aspects of information discovery, evaluation, presentation, and preservation. Our expert resources include: specialists in content, instruction, technology, and management; increasingly digital collections that support and extend the academic, developmental mission of Rutgers; and strategic partnerships throughout the university, the world, and in collaboration with innovative corporate entities.

The Libraries provide reference services (24/7) through a variety of virtual venues and through scheduled in-person consultations with subject specialists. Libraries staff partner with faculty to deliver instruction targeted to specific needs. Instruction is delivered in person and virtually.

Our priorities are: expanding access to digital content, archiving and promoting digital open access to Rutgers scholarly output, and distinguishing ourselves among the world research community by digitizing the most unique and valuable collections held in Special Collections and the Institute of Jazz Studies. Faculty can purchase e-books and journal articles through Libraries accounts.

Cutting-edge multimedia technologies and the support required for their use are provided for users in the Libraries. Space gained by locating 80% of the physical materials in a collections resource management facility on the Busch campus is used to provide technology and writing help for students, study space, social meeting spaces, and more Libraries-sponsored events in collaboration with university partners.
Scenario 2 -- Attractive

- Acknowledge changing nature of collections
- Break silos; unite campuses
- Library transcends building
- Library-sponsored events — broader impact
- Instruction both face-to-face and virtual
- More forward-looking
- Clearer focus on innovation

Broader scope
Scenario 2 – Attractive

Collaborative Partnerships

Collaborate outside Rutgers

Staff partners with faculty for instruction

Resource specialists help users with digital creation

Strategic partnerships

Integrate services

Cutting Edge Technology

Fast, easy access

Technology available to all users

High tech marketing outreach

Expanded access to digital content

Internet reinvention of library space

Cutting edge multimedia
Scenario 2 -- Unattractive

No User Service Orientation

- 80% not good for undergrad imperatives
- Little about service
- Less user-focused
- No collection development vision
- "social" sounds like student center; prefer collaborative or scholarly / academic uses of space
- Community missing — focuses only on RU

Unrealistic, Impractical

- No creative leadership
- Library as silo
- Financial sustainability?
- Moving collections unrealistic
- More study space is NOT value-added
- Risk perceived impropriety if have corporate collaborators — political constraints
- Unattainable without corporate sponsorship
- Unrealistic, impractical

Oriented to sophisticated researcher — what about 18- or 19-yr old who wants resources

"social" sounds like student center; prefer collaborative or scholarly / academic uses of space

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Financial sustainability?

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Scenario 2 -- Unattractive

Technocentric

Targeted for young and restless, not senior faculty and staff who need more help

Hardware and software focus for space — can we keep up?

80% too much — hard for traditional researcher

Distances print collection from user

Unequal access

Too much emphasis on digital, not enough on personal

Focus on search not discovery

No indication of books — all tech — cold, calculated
Title – Scenario 2

Libraries 2.0

• Libraries to Go
• Library in Flux
• Wherever you go, There you are
• Come and visit us, but schedule an appointment first
• The go to Library
• Discover with the Library
• Virtual Information Library
• Heart of Jargon
• Grow to go to
• The Cutting Edge Library
• Library on Demand
• Partners in Change
• Local environment, local reach
• Discovery and Learning at the Libraries
• RUL: Discover Us
• RUL: Where we wanna be and where you wanna be too
Title – Scenario 2

The Future is Here

- The Information Kingdom
- Electronic Librarycentric
- The E-path
- Beyond the Library Walls
- Leading the Wave of the Future
- Pfizer Library
- Virtual Information Highway
- Your Digital Knowledge Shop
- Welcome to the Machine
- Digital Library
- The Metamorphosis Begins
Scenario Three

Digital technologies allow the Libraries to be a leader in advancing the university’s “commitment to research that does service to society,” as well as to meet user needs cost-effectively.

All materials are in digital form. To get to the all-digital Libraries, Rutgers University has been an early adopter of evolving cutting-edge technologies. All students have e-reading devices, which are also personal communication devices (PCD). Students’ PCDs allow them to read on screen, project and read on any surface, and capture in print or transfer to computer by touch. Librarians interact with students by digital communication devices and in virtual spaces including online gaming worlds. Services offered through virtual spaces include reference, academic advising, and collaboration on curriculum design. All members of the community have access to the full suite of services and creative software available through the online space, and some services are provided free or at cost to users who may be anywhere in the world.

The Rutgers University Libraries focus on insuring digital access to materials through pay per view and cooperation with other academic libraries instead of through unique ownership. Materials created by faculty and students are all available digitally to anyone in the world. Special collections still exist, but all of the physical collection has been digitized and is available anywhere. Physical books that have no value as objects are not collected, but may be printed on demand at low cost.

Now that the management of physical objects is no longer a primary activity, Rutgers University Libraries faculty and staff – a blend of technologists and librarians – inhabit spaces embedded in the various departments and units on campus, from the chemistry department to the sports complex and dining halls. Physical space freed from the housing of books is available for multimedia creation, study space, social space, and much sought-after event facilities.
Scenario 3 -- Attractive

- No Boundaries
  - Challenging, forward-thinking
  - Push library faculty & staff out into community
  - Cooperation with other libraries in collection development
  - Embedded in departments
  - More involvement in curriculum
  - Integrated into user workflow
  - Commitment to research that does service & meets user needs

Instant Access
- Convenience
  - Gets jump on handling change
  - Speed of getting information wherever you are
  - Print-on-demand option
- Access materials from anywhere, anytime
  - Embrace technology
Scenario 3 -- Unattractive

- Exclusive, Isolating
- No human touch
- Worsens digital divide
- Not helpful for certain subject areas
- Class and privilege-based
- Over-embedding
- Lose community of scholars
- No room for non-Rutgers users
- Library obsolete
- No soul; insular
- Create system of anonymity — could lead to plagiarism
- Sterile, no personal contact
- Too focused on same for everything, less on quality
- Not all equally adept technically — penalize one with tech shortcoming even if superior analytical / intellectual ability?
- No human touch
Scenario 3 -- Unattractive

**Flawed Assumptions**

- No accounting for high turnover in technology
- No institutional context
- No concept of digital preservation
- How people learn to do research?
- Business model?
- Financial viability?
- Flawed assumption about what physical books as objects
- Access over-emphasized — some users need direction
- Libraries at mercy of vendors
- No consideration of varied research needs, skills, learning styles
- Training in virtual spaces — would need new faculty and staff
- Pay-per-view flawed — especially with restrictive DRM
- Those who can pay favored

Financial viability? Flawed assumption about what physical books as objects
Title – Scenario 3

Cyber Library

- Digital Singularity
- Robo Library
- The Digital Chill
- Press a Button Library
- From Gutenberg to Virtuemburg
- Virtual Universe
- Library of the 22nd Century
- From Flintstones to Jetsons
- Virtual information, Virtual space, Invisible RUL
- Lucy in the Sky with Data
- Inhuman Library
- Welcome to the E-World
- Post-Library Library
- The Library: if you’re not tech savvy, stay out
- Rutgers 451
- Impersonally Yours Information Center
- Library Avatar
Title – Scenario 3

Rutgers Library has Left the Building

- Virtual Virtues: the Disembodied Library
- Virtual Reality Libraries
- Library without Walls
- The Invisible Library
- Library in your Pocket: for Better or for Worse
- Library Redefined
- Pay-per-View Library
- The Library among You
- Library RIP
- Rutgers Libraries at Your Fingertips
- RUL in Spaces
- Library in the Cloud
- Diffuse Homogeneous Library
Scenario Four

Personalized service is synonymous with the Libraries.

Each student and faculty member, upon entry to Rutgers, is provided with a personal librarian, who is available 24/7 by email, text, or other means. Librarians also make “office calls” or have designated space and hours within academic and administrative offices, dormitories, and dining halls. Webinars make distant interactions and collaborations available anytime, anyplace.

Every morning, faculty, students, and staff wake up and are alerted to the latest scholarship matching their personal and professional interests, delivered to their preferred communication device. Any article or book of interest is easily downloaded or delivered to their door, according to their preferred preference for viewing/marking and/or listening. Faculty and students can also easily “order” any book or journal directly from publishers and e-content providers.

Primary source materials from the special collections of the Libraries have been digitized and are available anywhere, along with the customized “tools” to aid in scholarly discoveries. Librarians are also available to work with faculty and students to create personalized presentations, meaningful assignments, and teaching tools, all of which enhance classroom learning. Librarians will collaborate with faculty and students to manage, repurpose, and distribute their intellectual output.

The Libraries website is no longer static, and members of the Rutgers University community have personalized portal pages that provide customized entry to information sources. Librarians provide instruction and assistance in optimizing the portals. The web presence extends deeply into other, non-Libraries hosted areas where users congregate virtually, such as Blackboard Vista and Agora. Required readings are automatically linked to course syllabi and students no longer have to purchase textbooks.
Scenario 4 -- Attractive

Student-Oriented / Centered
- Library brought to user
- Personalized portal
- Individualized tools
- High tech, high touch
- Students don’t have to purchase textbooks
- Creative ways to get materials to students

Holistic Approach to Learning
- Can spend time on analysis, interpretation, synthesis
- Ever-changing body of knowledge
- Integrates library into community
- Collaboration for intellectual output
- Streamlined digitization
- Library website not static
- One-on-one interaction
Scenario 4 -- Unattractive

- Staff slaves 24/7
- Digital mommy
- Assume every idea brilliant, absorbs everything
- Assume can know everyone’s needs — precludes discovery
- Too intrusive
- Cloud librarianship — no relation to community — unavailable to large contingent
- Implies unlimited $$
- Don’t learn critical thinking skills, other University objectives
- Where personal initiative for discovery, research?
- No synergy
- Students won’t develop drive to seek out information on own
- Fosters laziness
- Users don’t have to think — lack independence
- Would work for small student body
- Big Brother

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Scenario 4 -- Unattractive

Librarian’s Role

- Helicopter librarian
- Radically changes role
- Would only work with new librarians and staff
- Librarians become technologists
- Need thousands of librarians to implement
- Handing out v. teaching
- Loss of control over materials purchased
- Research nonexistent
- Not doctors, mommy, administrative assistant
- Librarians shouldn’t write student papers
- Puts pressure on librarian’s knowledge
- No cohesiveness between librarians and staff — could work from home
- Spoon-fed information stifles research
- No collaboration
Title – Scenario 4

Mother of All Libraries (Ironic)

• A Nanny for your Learning
• Concierge Library
• Digital Nanny
• Adopt a Librarian & Big Brother is Watching
• Smothered by my Librarian
• Own your own Librarian
• Lazy Student’s Dream
• Nightmare Library
• Caretaking library / librarian
• The Hand Maiden’s Tale
• Making the Library Personal
• Library Maid Service
• Sleepless Librarian
• Librarians Lib
Title – Scenario 4

Utopian Library
- Library Just for You
- Rutgers Libraries: Service in your Face
- RUL: There for you Always
- Amazon.ru
- High tech, high touch Library
- Digital Cocoon
- Personalized Library
- Libraries My Way
- Super Librarians
- Automated Virtual Library
- eRUL
- Library-on-Demand
- Virtual lib is Everywhere; there is no escape
- Spam Library
General Reflections -- 1

Immediate v. Future

Struggle — print v. electronic

Between human contact & tech-mediated

Balance

Tech

Total reliance on technology

What will students need? Library serve as advocate

We should be tech managers not technologists
General Reflections -- 2

Accept Constant Change

- Need to reflect awareness of changes outside RUL & how impact
- Need constant assessment — new, creative ideas
- Need to choose something to move forward
- As move to future, don’t forget our history, values, purpose

Challenge Selves & Assumptions

- Different disciplines have different info needs, have different types of students
- What is Libraries’ true place within University? Do we need to change perceptions of us?
- Demonstrate how we are part of learning community
- Need collective vision

As move to future, don’t forget our history, values, purpose
General Reflections -- 3

- Rewrite policies
- Shift employment structure
- Re-examine staffing needs — labor-intensive
- Increase outreach & advocacy
- Need flexibility

Fresh Look at Internal Organization
# Selecting Rank

## Scenario Ranking

- Scenario 1
- Scenario 2
- Scenario 3
- Scenario 4
Which?

- Draft University Mission and Goals, 2010-2011
- President's Five Key Ambitions
- RU Strategic Goals (established by the university president and the Board of Governors in 2004)
  → RUL Strategic Goals, 2006-2011
<table>
<thead>
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<th>DRAFT UNIVERSITY MISSION AND GOALS, 2010-2011</th>
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<tbody>
<tr>
<td>University Mission - Element 1: To Provide Access to an Outstanding Educational Experience for a diverse Student Body</td>
<td>1</td>
<td>ACADEMIC EXCELLENCE</td>
<td>Academic Excellence</td>
</tr>
<tr>
<td>Goal 1: To continue the improvement in student success outcomes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To enrich every student’s experience of learning at a major research university from his or her first day on campus through a major transformation of undergraduate education</td>
<td></td>
<td>Strategic Goal: Improve the quality of Rutgers' academic programs, especially in areas where there are comparative advantages and opportunities.</td>
<td></td>
</tr>
<tr>
<td>Goal 2: To maintain Rutgers' strong racial, ethnic and social diversity while increasing its geographic diversity</td>
<td>2</td>
<td>STUDENTS AND CAMPUS</td>
<td>Students and Campuses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 3: To improve student selectivity while maintaining Rutgers' commitment to access for qualified students</td>
<td>3</td>
<td>SERVICE AND CONSTITUENT RELATIONS</td>
<td>Service and Constituency Relations</td>
</tr>
<tr>
<td>To achieve research distinction for discoveries that address global human challenges</td>
<td></td>
<td>Strategic Goal: Enhance the effectiveness of student services, the livability of our residence halls, and the attractiveness and accessibility of our campuses.</td>
<td></td>
</tr>
<tr>
<td>University Mission - Element 2: To Conduct World-Class Research that Advances Knowledge and Acts as an Economic Engine for the Region</td>
<td></td>
<td>Strategic Goal: Improve Rutgers' service to, and reputation among, all the relevant internal and external constituencies.</td>
<td></td>
</tr>
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<td>Goal 1: To continue the growth in the University's Research Activities</td>
<td>4</td>
<td>RESOURCES FOR RUTGERS</td>
<td>Resources for Rutgers</td>
</tr>
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<td>To enhance our campus environments, which are essential to the excellence of our university, the quality of our education, and the loyalty of our alumni</td>
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<td>Strategic Goal: Increase Rutgers' resources to the levels of peer AAU public universities and manage those resources more strategically and efficiently.</td>
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University Mission

As the sole comprehensive public research university in the state’s system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of:

• providing for the instructional needs of New Jersey’s citizens through its undergraduate, graduate, and continuing education programs;

• conducting the cutting-edge research that contributes to the medical, environmental, social and cultural well-being of the state, as well as aiding the economy and the state’s businesses and industries; and

• performing public service in support of the needs of the citizens of the state and its local, county, and state governments.
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