



# 2005-06 University Library System Academic Support Unit Program Review



William Oxley Thompson Memorial Library



John A. Prior Health Sciences Library



Mortiz College of Law Library

## Internal Unit Review Panel Final Report

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Submitted by:

Nikki Conklin, Associate Professor and Associate Director, Programs, OSU Extension, Co-Chair

Joan Patton, College of Medicine, Health Sciences Administration, Co-Chair

Philip Brown, Associate Professor, College of Humanities, Department of History

Tony Buffington, Professor, College of Veterinary Medicine, Department of Veterinary Clinical Sciences

Susan Metros, Deputy CIO, Executive Director for eLearning and Professor, College of the Arts, Department of Design



## 2005-2006 University Library System Academic Support Unit Program Review

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## EXECUTIVE SUMMARY

### OVERVIEW

The Internal Program Review of the Ohio State University Libraries is a standard component of the 2005-06 Academic Support Unit Program Review of the Library Systems under the Central Services Subcommittee of the University Senate Fiscal Committee. In early November, 2005, the panel members reviewed the Library self study, collected additional data and sought clarification where required. It determined which university personnel/committees to interview and mapped out areas of concern to transmit to the External Unit Review Panel. The Internal Panel worked closely with external reviewers during their campus visit, January 23-26. The Internal Unit Review Panel identified three themes that characterize the challenges and opportunities facing OSU Libraries: 1) Resource allocation, 2) 21<sup>st</sup> Century Vision, and 3) Organization. Following is a brief description of each and our recommendations.

### 1. RESOURCE ALLOCATION

The current funding structure lacks integration into the broader university mission. The External Unit Review Panel asserted that the current model is inadequate and places at risk our ability to fulfill the Academic Plan. This is a much bigger issue than the OSU Libraries alone can solve. While the opportunities to expand funding may be limited, the university must expand efforts to fund the library and to engage the university community in planning library development.

1. Establish a funding model that ties the future of libraries to the university's missions.
2. Identify and consider adoption of "best practice" models at comparable public institutions.
3. Require that faculty who write grants include where appropriate a funding line to cover library services and acquisitions to support the research/academic initiatives.
4. Require colleges to include funds for library resources when making new hires.
5. Consider wider adoption of the health sciences funding strategy in which departments are responsible for paying for discipline-related journals.
6. Develop business continuity plans in the event OhioLink funding is reduced/eliminated.
7. Incorporate relevant faculty in coordinating de-acquisition and coordinate de-acquisition with OhioLink institutions, cognizant of our collections' import in national/international research.
8. For Colleges or units with resources available to enhance or expand their library services, develop a model in which they share the expense of supporting an area-specific librarian. It will be easier to obtain gifts and endowments to support libraries in discipline-specific areas.
9. Consider using volunteers to supplement library staff and to leverage funding.

### 2. 21<sup>ST</sup> CENTURY VISION

The Thompson Library has a unique opportunity to plan and pilot new innovations during library renovations. Though renovation has challenged librarians to think futuristically, it has not created an integrated vision for the entire OSU Library system. The library leadership needs to explore efficiencies that could be identified and implemented across the library system. The planning process should include departmental libraries, regional campus libraries, and their user communities.

1. The next Academic Plan should discuss libraries' services, not their physical infrastructure.
2. Pilot new programs at individual libraries with replication, scalability, sustainability across all OSU Libraries as criteria for success.
3. Develop the training/incentives for librarians to write research grants in their specialties.



4. Add at least one additional depository modules to permit innovative design/use of library space.
5. Coordinate Office of the CIO and the OSU Libraries' efforts in operating, staffing, conducting research, expanding the Digital Union and creating other collaborative learning spaces.
6. Strongly encourage librarians to seek grant funding to study the effects of the Thompson renovation and employ this research in future development of the OSU Libraries

### **3. ORGANIZATION**

While the staffing model differs widely among the three libraries, these differences appear to cause no problems; however, the libraries suffer from understaffing, low salaries, lack of opportunities for professional development and "graying" of the profession.

Library administrators face the challenge of balancing increasing costs of acquisitions with the costs of maintaining adequate staffing. External Reviewers indicate the university needs to place more emphasis on adequate and targeted staffing. Development of staffing plans should not be limited to the libraries, but should include engagement with the Office of the CIO and the Colleges.

1. Expand the Academic Plan to include the libraries' role in advancing university missions.
2. Develop detailed staffing plans; seek opportunities for cross training and shared positions.
3. Support and manage professional development needs across the entire OSU Libraries system, align them with performance reviews and assure that all library staff have access to relevant professional development opportunities.
4. Fund a scholarship program for librarians to enter the Kent State MLS program.
5. Request that University Senate review the duties, responsibilities and structure of its Council on Libraries and Information Technology to give it a meaningful role in coordinating faculty/staff input into library development.

### **CONCLUSIONS**

The internal Unit Review Panel commends the OSU Libraries for the outstanding work they do within the constraints of limited resources. There are many examples of innovative practices and futuristic planning with library renovation planning. The 21<sup>st</sup> century library and its staff must be capable of supporting The Ohio State University's research, teaching and public service objectives. To this end the library system must be fully integrated into university, college and departmental planning. New models must be developed to fund OSU Libraries adequately so the university communities can be assured access to information and library services that support the university's academic missions. It is essential that funding and planning support adequately development of a well-trained staff able to capitalize on new developments in information services.



## **PROCESS AND METHODS**

The Internal Unit Review Panel began work in early November, 2005, after completion of the Library's self study and prior to the External Unit Review Panel's arrival on campus. The panel members reviewed the Library System's self study, collected additional data and sought out clarification where required. Based on this review and visits to the William Oxley Thompson Memorial Library (Main), the Digital Union located in Science and Engineering Library, the John A. Prior Health Sciences Library and the Moritz College of Law - Law Library, the panel determined which university personnel and committees to interview and mapped out areas of concern that they transmitted to the External Unit Review Panel to guide their study. During the External Reviewer's two and a half day campus visit, January 23-26, members of the internal panel met them at a daily working breakfast and attended External Unit Review Panel meetings with university personnel.

In the course of its work panel members met with library directors Joseph Branin (and Assistant Director Rai Goerler representing Joe Branin), Susan Kroll, and Bruce Johnson, Executive Vice President and Provost Barbara Snyder, Senior Vice President for Business and Finance William Shkurti, Vice Provost for Academic Administration Michael Sherman, OhioLink Director Tom Sanville, and the members of the University Senate's Council on Libraries and Information Technology. The panel also enlisted the support of Organizational and Human Resources in conducting two-hour focus group sessions with 1) library faculty and staff, 2) other university faculty and staff, and 3) graduate and undergraduate students. The committee expedited meetings with individual staff and administrators by submitting questions in advance. The panel is grateful for their contribution of time and their responsiveness to our inquiries. The panel acknowledges Julie Carpenter-Hubin, Director of the Office of Institutional Research and Planning and Toycee Hague-Palmer, Support Unit Program Review Manager for their support. The committee also acknowledges the assistance of Dr. Donald Chenoweth, Anne Massaro, and Maddy Weisz, Organizational and Human Resource Development in facilitating focus groups.

## **EVALUATION OF LIBRARY MISSION AND GOALS**

President James Canfield argued in 1899 that the library should be located centrally "because it was the heart of the university mission."<sup>1</sup> The IRC strongly endorses this sentiment. Since the dawn of the last century, the university's educational and research missions have grown more complex and the library now sports a tripartite organization that serves several very distinct clients. This division is the outward sign of the challenge libraries face in meeting the needs of its diverse constituencies. The library system truly confronts a situation in which one size can not fit all and services require careful tailoring to different groups of patrons. Despite that challenge, all three libraries succeed in serving the university community well, maintaining a fine collection of print and other media and offering a diverse array of services to clients.

While meritorious, library accomplishments carry a distinct risk that clients simply take the library, its collections and its services for granted without a thought to what is required to maintain library facilities, collections, staff and services -- a library's version of the dial-tone syndrome in which functionality is taken for granted. Under long-term pressures of cost inflation and a proliferation of new technologies that transform access to and use of information resources, continued success of the library system depends not only on the abilities of library leadership and staff, but also on an increased, university-wide awareness of the challenges the library system face and a willingness to invest the time to truly collaborate with the library in designing and providing for the university library of the future.

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<sup>1</sup> "Scholarship and Learning in Transition: A Self Study of OSU's Moritz, Prior, and University Libraries," ii.



The university academic plan calls for “Transforming the Libraries into a 21st Century Information Age center” as part of its effort to be a top-ten public university.<sup>2</sup> The renovation of Thompson Library represents the major sign of university commitment to that goal. The university-wide planning that undergirds building design, funding, and strategic planning for the move out of Thompson (and back in) and for continuing library services during renovation represents a foundation for – and in some instances, the mechanism of – the kind of university-wide cooperation that the committee feels is essential to fully integrate the library in the university’s pursuit of its educational, research, and public service missions.

University Administration describes the library contribution to the overall academic plan solely in terms of the Thompson library renovation, not library resources or services. The library self-study built on this focus. While individual components of the self study and IRC discussions with administrators, faculty and staff have effectively articulated specific ways in which OSU Libraries are integrated into the mission of individual programs, neither the university nor the library present an overall vision of how the library now supports university missions and how the university envisions library development in support of future university objectives. The Academic Plan must be expanded to encompass the role of the library in relationship to institutional missions.

All three libraries have made considerable and largely successful efforts to capitalize on the cost-saving advantages and flexibility of client access that digital technology provides. The library leadership and staff clearly embrace the new technologies. That commitment is reflected in planning for Thompson library, the equipping of Prior Library and in many other elements of the library system.

This said, it is clear that technology is not a panacea in meeting 21<sup>st</sup> century library information service challenges. Different copyright laws and costs complicate and, in a number of cases, prevent digitalization of non-U.S. data sources. Further, while electronic searching may be more efficient when a client is looking for a specific, clearly defined subject, effective searches can require skills that many patrons have not acquired. In addition, for skimming significant volumes of materials looking for corollary data, alternate relationships or looking for inspiration, even the most advanced computer is no match for the human eye. Hard copy acquisitions will remain a significant part of the 21<sup>st</sup> century library and therefore storage challenges for all university libraries will remain.

The current structure for library funding reflects a lack of integration into the broader university mission. The External Unit Review Panel asserted,

“The Ohio State University’s major challenge in sustaining the current strengths of its libraries is the model used to allocate financial resources. Not only does the central services model provide insufficient funds for library growth but more significantly, it has disconnected the critical importance of the libraries to research and teaching from the programmatic priorities of the individual colleges. As a consequence, the University’s research agenda, as emphasized in the campus academic plan, is jeopardized.”

This special emphasis on funding allocation indicates that this problem is a much bigger issue than the OSU Libraries collectively can solve. The university efforts in support of Thompson Library renovations, while considerable and commendable, also indicate the challenge in raising funds for library expenditures. While the opportunities to expand funding may be limited, it is essential that the university, as a whole and through its individual parts, expand the array of efforts to raise funds for the library and to engage the university community in planning the direction of library development.

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<sup>2</sup> The Ohio State University Academic Plan 2005 Update (2005). P.10. (<http://www.osu.edu/academicplan/2005index.php>).



## **CUSTOMER PERCEPTION OF THE OSU LIBRARY SYSTEM**

The committee conducted an open forum on March 13. Three sessions were held to seek input from: 1) library faculty/staff (14 participants) 2) faculty/staff across campus (8 participants), and 3) students (9 participants). The Internal Library Review Committee prepared a set of questions to guide discussion (Appendix E). All Internal Unit Review Panel members participated as listeners and recorders.

### **Library faculty and staff perspectives**

When asked to reflect on a "21<sup>st</sup> century Information Age Center", concern was expressed that resources be available for library personnel to retain their personalized friendly service (the bank teller vs. the ATM) as student and faculty guides to electronic and print media, that the scholarly needs of the few not be abandoned for the needs of the many, and that the sense of library as place be enhanced. The general attitude toward Thompson was disgust with the current physical plant, and apprehension about an uncertain future in the new library.

Despite the perception of low morale in some domains (understaffed, inadequately supported, magnitude of impending changes), there was evident pride of profession and mission, and awareness of the value and importance of their work to the core missions of the University. Particular pride was evident regarding librarians' faculty status, OHIO-LINK services, the many innovative instruction programs (e.g., CARMEN), and instances in which OSU Libraries provided great institutional support for professional development and to create new, innovative programs.

Library faculty and staff offered many suggestions for ways they could use additional resources to enhance value to users. Some 20 recommendations were made, demonstrating the value of keeping staff in the decision-making loop when resources are to be deployed (or redeployed).

In summary, the library staff are a dedicated, hard working group of committed professionals trying to make the best of the resources available to them. Their "graying" status, morale issues related to the move and renovation, and lack of tools to do their jobs are significant issues the library and central administration need to address.

### **Student Perspectives**

Students focused on space and its use, library holdings, and access to resources. Study space and computer access in the library are important to them. Though students value technology for access, they also expressed the need for access to specialized and rare book collections with reading room areas and assistance in using materials. Some would like to use the library for pleasure reading as well, with a selection of literature and comfortable reading areas. Several mentioned that their friends rarely use the library.

Students believe that special collections will attract scholars who can help us to rank among the truly great universities. Some defined this as OSU owning collections rather than accessing them through OhioLink and inter-library loan. They desired technology expansion, including more computers equipped to be used for writing, printing, and checking e-mail.

Students indicated that the OSU Library system is large and they often don't know how to navigate the physical structure and resources. They would like to see more training seminars by librarians about how to use the resources as they need them—not necessarily as part of a required seminar. They observed that OSU Libraries need to market their services and what is available. And Concerns were expressed about access to resources during the Thompson Library renovation.

Suggestions for the future included development of endowments to fund special collections, more separation of staff offices from special collections to control sound, lockers for coats and backpacks as well



as study space for graduate students, locating an information desk where people first enter the library, and food services on site with healthy choices.

Students described customer service as helpful when you know what you want and identified discipline-specific librarians as most knowledgeable about their collections. They believe the OSU Libraries listen to their needs and respond. They are generally satisfied with services, but believe some areas need work, such as updating information on web-pages with information to help during the renovation. They believe more positive communication is needed with the university community through short, informative e-mails.

### **Non-library faculty and staff perspectives**

Faculty and staff feedback was very similar to that of students, focusing on access to acquisitions, facilities, and customer service. Though many use and appreciate technology and its role in access to resources, there is still strong interest in having physical access to books “to browse a book and browse the stacks.” Some find library resources difficult to find and negotiate, though the collections may be adequate. They expressed concern that students need to learn to use the library properly.

Customer service needs include specialized librarians who “understand my needs and can get me to material.” They mentioned the need for a school of library science at OSU (not just Kent State) or better access to Kent State programs so library staff can get the education they need. Also mentioned was that a good library is a place for self-discovery that can be fostered through lectures, displays and activities.

Overall, forum feedback indicated that faculty and staff were positive about the library system’s relationship with OhioLink, the basic collection of journals, the D-space project, use of new technological developments, and the integration of the few departmental libraries (such as geology) with the departments/disciplines.

### **The Library’s Patron Assessment**

The OSU Libraries themselves participate in LibQUAL, a survey developed by the Association of Research Libraries that measures perceptions of library users and enables comparison over time. Trend data (2002-2005) shows steadily increasing satisfaction levels of OSU undergraduates and faculty. Students appear to be more pleased with treatment from staff than the supportive learning environment. OSU Libraries did not meet minimum expectations for any user group in the areas of access to online full text articles—though we have some of the best access available through OhioLINK. University staff are the least satisfied customers and tend to lack knowledge, skills and equipment to enable easy online access to materials. Library staff indicated dissatisfaction with space that inspires creativity and learning. (Source: Review of LibQUAL Survey Responses, 2002, 2003, 2005, Appendices 6 and 7)

## **CHALLENGES AND OPPORTUNITIES FACING THE OHIO STATE UNIVERSITY LIBRARIES SYSTEM**

The Internal Unit Review Panel identified three major themes that characterize the libraries’ challenges and opportunities:

1. **Resource allocation:** focusing on sources of funding and relationship of funding to the academic enterprise.
2. **21<sup>st</sup> Century Vision:** focusing on positioning of the OSU Libraries to meet 21<sup>st</sup> century needs for teaching, research and service.
3. **Organization:** focusing on the structure and staffing necessary to implement the 21<sup>st</sup> Century Vision.



## **RESOURCE ALLOCATION**

The External Unit Review Panel strongly urges the Ohio State University leadership to adequately fund its libraries and establish a funding model that better ties the future of its libraries to the university's intellectual enterprise. In the mid 1990's, allocations to library salaries and wages, bookbinding and acquisitions were based on two statistics: student and employee headcounts. The current allocation pattern does not appear to be based on criteria designed to integrate the OSU Libraries with the academic and research aspirations of the university, and the committee recommends that "best-practice" models at comparable public institutions be identified and considered.

The current funding structure lacks integration into the broader university mission. The External Unit Review Panel asserted that the current model is inadequate and places at risk our ability to fulfill the Academic Plan. This is a much bigger issue than the OSU Libraries alone can solve. While the opportunities to expand funding may be limited, the university must expand efforts to fund the library and to engage the university community in planning library development.

The Internal Unit Review Panel agrees that there is an essential need for a new university funding model that links funding for the library system to academic priorities. The committee explored alternative funding options but did not identify areas of duplication among the three libraries as a means of saving money and did not uncover funds that could be reallocated to other uses.

A major benefit to Ohio State that does help defray acquisitions costs is OhioLink. During the focus sessions, library faculty and staff indicated that their national peers envy them because of OhioLink's statewide service model. The External Unit Review Panel indicated that the OhioLink consortium is a critical strength of the OSU Libraries. "OhioLink's and its leadership are second to none nationally in services, forward-looking vision, and return on investment." However, OhioLink's funding could be targeted for budget reduction during the State biennial budget process. The External Unit Review Panel strongly encouraged the campus to lobby in support of continued funding support for OhioLink.

## **RESOURCE ALLOCATION RECOMMENDATIONS**

- 1. Establish a funding model that ties the future of libraries to the university's missions.**
- 2. Identify and consider adoption of "best practice" models at comparable public institutions.**
- 3. Require that faculty who write grants include where appropriate a funding line to cover library services and acquisitions to support the research/academic initiatives.**
- 4. Require colleges to include funds for library resources when making new hires.**
- 5. Consider wider adoption of the health sciences funding strategy in which departments are responsible for paying for discipline-related journals.**
- 6. Develop business continuity plans in the event OhioLink funding is reduced/eliminated.**
- 7. Incorporate relevant faculty in coordinating de-acquisition and coordinate de-acquisition with OhioLink institutions, cognizant of our collections' import in national/international research.**
- 8. For Colleges or units with resources available to enhance or expand their library services, develop a model in which they share the expense of supporting an area-specific librarian. It will be easier to obtain gifts and endowments to support libraries in discipline-specific areas.**
- 9. Consider using volunteers to supplement library staff and to leverage funding.**



## 21<sup>ST</sup> CENTURY VISION

The main library administrators and staff have approached their vision of the future library through the process of planning for the Thompson Library renovation. Though this process has challenged librarians to think futuristically, it has not resulted in an integrated vision for the entire OSU library system and developments in one library do not always get transmitted to others. For example, with their focus and smaller, controlled environment, Prior Health Sciences library has a greater opportunity to be experimental in implementing innovative activities that the entire OSU Library system could consider for adoption. These activities might include copyright-related issues and developing services like the ASK (Assistance-Service-Knowledge) desk and Center for Knowledge Management, which have so successful at Prior.

Thompson Library has a unique opportunity to plan and pilot new innovations at the same time they are implementing the library renovation. The leadership of the three libraries needs to explore efficiencies that could be identified and implemented across the library system. The planning process should include departmental libraries, regional campus libraries and their user communities.

To move towards the goal of becoming a 21<sup>st</sup> Century library, the External Unit Review Panel suggested that library system collaboration and coordination with office of the CIO continue and be expanded, specifically within the co-sponsored Digital Union. They recommended that “librarians need to become more integrally involved in IT/Library teams, working directly with faculty that come to the Digital Union to learn how to integrate technology into their teaching.”

The External Unit Review Panel also observed that Ohio State is pursuing the goal of becoming a top-ranked public research institution. In order to reach that goal they commented “It is important for academic librarians to be involved in the research process, both as supporters of research and also as researchers themselves.” Furthermore, they declared that librarians are best positioned to determine optimal approaches to new information services including providing in-depth user assistance with preparing grant proposals, collaborating on research projects as well as developing and providing training on the use of library oriented research tools and authoring publications on them.

The three libraries deserve credit for initiating and implementing innovative research in the areas of knowledge management (The Knowledge Bank) and new organizational models (The ASK desk), etc. Librarians should build research projects around this work to determine the suitability, usability, and effectiveness of new programs and models for a variety of user audiences. Their findings should be shared internally and in national and international professional venues.

Lastly, if the OSU Libraries are to transform themselves into a 21st Century Information Age center with the flexibility to design innovative new services rich with access to information technology, and full of community gathering spaces, they need additional space to store lesser used print collections. The current depositories are nearly full. The Internal Unit Review Panel agrees with the external committee statement “it is imperative that a third [storage] module be constructed.”

Even with the construction of a new module, the OSU Libraries will likely have to consider some de-acquisition. Such planning must incorporate the different ways that disciplines might utilize the same materials. For example, an historian of education or an education specialist will find utility for an old textbook long after a physicist considers it outmoded. The OSU Libraries must be fully cognizant of the contributions that our library collections make to Ohio, the nation, and even to the global community of scholars and de-acquisition must be coordinated with appropriate university faculty and OhioLink institutions. Prior to any de-acquisition, the OSU Libraries should undertake a comprehensive review of materials to determine how to use resource most wisely to maintain acquisitions. Consultation with faculty and OhioLINK in this process is essential.



## **21<sup>ST</sup> CENTURY VISION RECOMMENDATIONS**

- 1. The next Academic Plan should discuss libraries' services, not their physical infrastructure.**
- 2. Pilot new programs at individual libraries with replication, scalability, sustainability across all OSU Libraries as criteria for success.**
- 3. Develop the training/incentives for librarians to write research grants in their specialties.**
- 4. Add at least one additional depository module to permit innovative design/use of library space.**
- 5. Coordinate Office of the CIO and the OSU Libraries' efforts in operating, staffing, conducting research, expanding the Digital Union and creating other collaborative learning spaces.**
- 6. Strongly encourage librarians to seek grant funding to study the effects of the Thompson renovation and employ this research in future development of the OSU Libraries.**

### **ORGANIZATION**

While the staffing model differs widely among the three libraries, these differences appear to cause no problems; however, all three libraries suffer from understaffing, low salaries, lack of opportunities for professional development and the “graying” of the profession.

Library administrators face a tough challenge of balancing the increasing costs of acquisitions with the costs of maintaining adequate staffing. The External Reviewers stated, “Librarians and support staff in many respects are the library,” and the university needs to place more emphasis on adequate and targeted staffing. Each of the libraries needs to develop a detailed staffing plan and explore appropriate opportunities for cross training and shared positions/services. Development of staffing plans should not be limited the libraries, but should include engagement with to the Office of the CIO and the colleges.

The External committee noted “insufficient interest and commitment to the kind of professional development and training that can foster creativity and assure that staff are ready and able to change as their work does.” Library faculty and staff at the Internal Unit Review Panel’s forums commented on varied and inconsistent levels of encouragement, access and support across units for pursuing training and development. There was little consistency across units. All library leaders must support and manage professional development needs across the library system so that all library faculty and staff have access to relevant professional development and mentoring opportunities. Individually, librarians, working with their managers, need to integrate professional development plans and activities into their individual performance reviews. At present, training needs exist in the areas of new technology applied to library operations, knowledge management, contemporary library science theory and practice, service values, leadership and management skills.

The OSU Libraries’ self study noted that 68% of academic librarians will retire in the next 15 years. Though Ohio State serves as a site for Kent State University’s Master in library science and some of Ohio State’s librarians teach in the program, the Ohio State staff tuition benefit cannot be applied to the KSU program. For professional development and succession planning to insure a pool of qualified librarians for the future, the university must provide a means to support staff who aspire to earn an MLS degree. In lieu of tuition benefits, the committee recommends funding a scholarship program for librarians who wish to enroll in the Kent State MLS.

The academic community must have an effective means to provide advice to the OSU Libraries and work with them in planning library growth. Currently, the Council on Libraries and Information Technology does



not succeed in engaging faculty and staff adequately. The University Senate needs to reinvigorate the Council through a review of the duties, responsibilities and structure. The committee membership needs to include staff—a request that has been turned down several times by the university senate.

Given limited library resources, OSU Libraries should capitalize on the potential for volunteers to provide support. According to the *Independent Sector*, a leadership forum for charities, foundations and non-profit organizations, 44% of U.S. adults volunteer representing the value of over 9 million full-time employees and at a value of \$239 billion. (<http://www.independentsector.org/programs/research/gvresources.html>) OSU Extension benefits from over 30,000 volunteers who contribute \$85,879,400 in time annually—more than the total biennial budget. Local libraries have a long history of using volunteers. OSU Libraries can cultivate, select and train volunteers from among university retirees (e.g., to provide support with special collections related to their discipline). Library administrators have a unique opportunity to access OSU Extension faculty with expertise in recruitment, training, and managing volunteers.

Lastly, while the committee did not really study diversity among library faculty and staff, we encourage the OSU Libraries system to continue attention in this area.

### **ORGANIZATION RECOMMENDATIONS**

- 1. Expand the Academic Plan to include the libraries' role in advancing university missions.**
- 2. Develop detailed staffing plans; seek opportunities for cross training and shared positions.**
- 3. Support and manage professional development needs across the entire OSU Libraries system, align them with performance reviews and assure that all library staff have access to relevant professional development opportunities.**
- 4. Fund a scholarship program for librarians to enter the Kent State MLS program.**
- 5. Request that University Senate review the duties, responsibilities and structure of its Council on Libraries and Information Technology to give it a meaningful role in coordinating faculty/staff input into library development.**

### **CONCLUSIONS**

The internal Unit Review Panel commends the OSU Libraries for the outstanding work they do within the constraints of limited resources. There are many examples of innovative practices and futuristic planning with library renovation planning. The 21<sup>st</sup> century library and its staff must be capable of supporting The Ohio State University's research, teaching and public service objectives. To this end the library system must be fully integrated into university, college and departmental planning. New models must be developed to fund OSU Libraries adequately so the university communities can be assured access to information and library services that support the university's academic missions. It is essential that funding and planning support adequately development of a well-trained staff able to capitalize on new developments in information services.



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Appendix 1:  
Self Review Document prepared by OSU Libraries

SCHOLARSHIP AND LEARNING IN TRANSITION:  
A SELF STUDY OF OSU'S MORITZ, PRIOR, AND UNIVERSITY LIBRARIES

October 14, 2005

This document is presented to meet the requirements of The Ohio State University Academic Support Unit Program Review of OSU's libraries. Primary authors are Joe Branin (Director of University Libraries), Raimund Goerler (Assistant Director of University Libraries for Special Collections and Archives and principal editor), Bruce Johnson (Director of the Moritz Law Library), and Susan Kroll (Director of the Prior Health Sciences Library).

For their generous assistance in providing content and technical support, the authors thank Larry Allen, Wes Boomgaarden, Jim Bracken, Tom Cetwinski, Jennifer Clark, Linda Gonzalez, Sally Rogers, Betty Sawyers, and Diane Sliemers. Additionally, the authors benefited from colleagues and committees in their respective libraries.

**SCHOLARSHIP AND LEARNING IN TRANSITION:  
A SELF STUDY OF OSU’S MORITZ, PRIOR, AND UNIVERSITY  
LIBRARIES**

**EXECUTIVE SUMMARY**

In 1899, OSU’s Librarian Olive B. Jones discussed with President James Canfield possible sites for a new library building. Jones proposed a place on the southern edge of the Oval. Canfield answered that the library should be at the most prominent place on campus because it was the heart of the mission of the University.

Today, libraries are still central to the well-being of the University. However, they have become far more complex even as teaching, research, and service have become more complex. Digital media compete with printed materials for attention and require new strategies for preservation and access. The cost of books and especially journals has escalated beyond the budgets provided. Learners in the 21<sup>st</sup> century require access to library resources from remote places and mobile devices, and library buildings must support different learning styles. Popular search engines such as Google provide access to so much information that librarian skills are more critically needed than ever to translate, synthesize, and provide quality indicators. Librarians partner with classroom faculty, information technologists and library consortia to acquire and to provide access to scholarship. Partnerships with providers of information technology are critical.

Generations of OSU leaders and faculty have succeeded in developing one of the major library systems in the Association of Research Libraries (ARL). OSU’s libraries—the Prior Health Sciences Library, the Moritz Law Library, and the University Libraries (hereafter referred to as OSUL) -- rank 21<sup>st</sup> of 123 in this group that represents the largest research libraries in North America. Its users also rate the libraries highly as evidenced by LibQUAL (a nationally developed survey instrument of the ARL), locally developed user surveys, and annual statistical measures collected for ARL and accrediting agencies. Particularly noteworthy strengths are:

- The volume and quality of user services, especially library instruction. In this area the libraries lead their peers.
- Collections of national and international importance, especially rare or unique materials that have won national and international acclaim.
- Partnerships such as those with the Chief Information Officer and with OhioLINK, which have led to imaginative use of information technologies and which have expanded access to works of scholarship, both digital and print.

Nevertheless, OSU’s libraries have critical areas needing improvement:

- Compared to benchmark institutions, the libraries rank near the bottom of this elite group in resources, particularly in the ratio of library staff to faculty and students served and in total expenditures.
- Budgets for library materials lost purchasing power over the last five years.
- Facilities for housing print collections are inadequate to keep pace with the volume of new materials, which are still arriving in print format.

- Librarians need help in persuading faculty in some disciplines to participate in alternative models for scholarly publication, such as open access journals and digital repositories, rather than with for-profit publishers only.
- The rapid pace of progress in information technologies and the public Internet challenge libraries as organizations to adapt and to innovate.

Over the next five years, OSU's libraries expect to address the following broad challenges:

- Providing access to all formats of scholarship, digital and print, essential for teaching, research, and service. Resources and services of the University's libraries must be more discoverable on the Internet and immediately available whenever possible.
- Sharing and preserving scholarship that is in digital format. The new digital information system offers real opportunities to make scholarship more immediate, accessible and affordable. As librarians we must expand our responsibilities beyond the acquisition of formally published content to help with the management of the entire life cycle of new emerging forms of information.
- Advocate for and facilitate reform in scholarly communications to take full advantage of new information technology capabilities.
- Promoting library services, internally and externally, to engage all potential users. The libraries will emphasize teaching and outreach activities and connect more effectively with learning at the University (as exemplified currently by the Digital Union, Center for the Book, and a new Peer Tutoring Program in the University Libraries).
- Changing our library facilities to accommodate changing uses and users of libraries. The renovation of the Thompson Library and changes in the Prior Library are illustrative examples of innovation in design following assessments of user needs.
- Developing human resources within the libraries to support innovation and change.
- Partnering with faculty and students in strengthening the learning process by integrating the libraries more effectively with curricular innovations at the University.
- Building strategic partnerships on campus, in Ohio and elsewhere to provide more dynamic library services.

As always, one of the greatest challenges is to have adequate financial resources to maintain the libraries as the heart of the academic mission of the University. The libraries will reallocate existing resources as appropriate and aggressively seek new funding in grants and donations. However, the libraries do receive the overwhelming portion of their budgets from central funds. Over the last five years, the total budget of the libraries has only increased an average of 2.5%, annually less than the rising cost of scholarly publications and personnel expenses.

The libraries want to do more, not less, for students and faculty and to be more competitive among peer institutions. This will take significant new funding from the University (at least 5% per year minimally, 10% ideally) for the libraries operating and acquisitions budget over the next five years and renewed support from the State of Ohio for OhioLINK. This combination of innovation, energy and support can ensure that the libraries remain substantively as well as symbolically at the heart of The Ohio State University.

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- I. Moritz Law Library ABA Site Team Inspection Report: Information Resources (2004) <http://library.osu.edu/sites/staff/ProgRev/SSAppendixI.pdf>
- J. Moritz Law Library ABA Accreditation Committee: Conclusions (2005) <http://library.osu.edu/sites/staff/ProgRev/SSAppendixJ.pdf>
- K. Prior Health Sciences Library Site Study for College of Medicine LCME Report (2005) <http://library.osu.edu/sites/staff/ProgRev/SSAppendixK.pdf>
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- M. Budget Reports 2000-2004 <http://library.osu.edu/sites/staff/ProgRev/SSAppendixM.pdf>
- N. Prior Health Sciences Library Strategic Plan (2005) <http://library.osu.edu/sites/staff/ProgRev/SSAppendixN.pdf>
- O. Knowledge Bank Report (2005) <http://library.osu.edu/sites/staff/ProgRev/SSAppendixO.pdf>
- P. Thompson Library Renovation: Return on Investment Report (2005) <http://library.osu.edu/sites/staff/ProgRev/SSAppendixP.pdf>
- Q. Service Values of The Ohio State University Libraries <http://library.osu.edu/sites/staff/ProgRev/SSAppendixQ.pdf>
- R. OhioLINK Snapshot 2004 <http://www.ohiolink.edu/about/publications.html>
- S. University Libraries Self Study 2002 <http://library.osu.edu/sites/staff/ProgRev/SSAppendixS.pdf>

## **I. Mission Statement and OSU's Academic Plan**

The University, Moritz Law and Prior Health Science Libraries have a long and mutually enriching tradition of cooperation. Although administered separately, the three libraries have worked together towards the common mission of providing the highest possible level of support to the faculty and students of Ohio State. They “are committed to meeting the diverse and changing information needs of the University's students, faculty, and staff, and to participating in resource sharing programs throughout Ohio and the world. The Libraries' facilities, collections, services, instruction, and scholarship contribute to the University's attainment of excellence in teaching, research, and service.” (Mission Statement of the OSU Libraries.)

OSU's libraries are a critical component of the University Academic Plan to “become one of the world's great public research and teaching universities.” Each of the six core strategies in the Academic Plan links with libraries:

- Recruiting, developing, and keeping a world-class faculty require extraordinary access to scholarship and information services for teaching and research.
- Building academic programs that “define Ohio State as the Nation's Leading Public Land Grant University” requires libraries that are distinctive and distinguished in the collections and services they provide.
- Improving the quality of the teaching and learning environment requires OSU, in the words of the Academic Plan, to “Transform the Library into a 21<sup>st</sup> century Information Age center within the next five to ten years.” The renovation of the Thompson Library will commence in 2006 and improvements to other libraries are underway.
- Enhancing and better serving the student body requires library facilities and services that are responsive to changing styles of student learning.
- Creating a more diverse university community involves libraries that draw scholarship from all parts of the world and that attract faculty and students from many countries, thereby adding to the cultural diversity of our campus.
- Building Ohio's future engages OSU's libraries and their services in outreach activities. In an information-driven society, progress depends upon information literacy and access to scholarship.

## **II. Organization and Services**

### *a. Three Libraries, One System*

Reasons of history, special expertise and differing styles for delivery of information account for the organization, number, and distribution of libraries at Ohio State. OSUL began in 1873 as a one-room library in University Hall, the first and only campus building. After nearly two decades of sharing space in Orton Hall with the Geology Museum, the William Oxley Thompson (or Main) Library opened in 1913. It was too small to serve as the only library building and

smaller departmental libraries developed. Now, the libraries of the OSUL system occupy thirteen buildings on the Columbus campus.<sup>1</sup>

While the OSUL began with the opening of the University, The Moritz Law Library and the Prior Health Sciences Library commenced at different times. In 1846 the Willoughby Medical College moved from Cleveland to Columbus, bringing a small collection of books which has grown into the Prior Health Sciences Library. The Moritz Law Library began with a gift of books to the fledgling law school in 1891, and it has been housed separately from the Main Library since the opening of Page Hall in 1903.

The directors of the three libraries have separate reporting lines. (See Appendix A) The Director of the OSU Libraries is in a reporting line to the Office of Academic Affairs. Law libraries at most American universities are units of their law schools, and at OSU the Director of the Law Library reports to the Dean of the Moritz College of Law.<sup>2</sup> The majority of Health Science libraries nation wide are administered as part of a health science center, and at OSU the Director of the Health Sciences Library has reported to the Senior Vice President for Health Sciences and the Dean of the College of Medicine since 1974.<sup>3</sup>

Although separate, the three libraries have much in common. For many years, they have shared a common online library catalog (currently OSCAR and the interface with OhioLINK), participated together in multi-institutional initiatives such as OhioLINK and the CIC, and consulted with each other on expensive, cross-disciplinary acquisitions. Each library benefits from the relatively low cost of acquiring materials and electronic resources through OhioLINK and from the common Book Depository that provides a secure, preservation environment for less frequently used materials. The directors and their staffs also meet regularly and look for new ways to cooperate and collaborate.

#### *b. Staffing*

The libraries see their human resources as the key to providing collections and information services of high quality. The 401 library employees are categorized as: faculty librarians (75), administrative and professional staff (46), civil service support staff (159), and student assistants (121 FTE). Although our staff numbers are small and decreasing (a decline of 9% since 2001), these personnel offer, by quantitative measures, a great deal of service. In 2004, for example,

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<sup>1</sup> Architecture Library in Knowlton Hall; Archives in the Book Depository Building; Biological Sciences/ Pharmacy Library in the Riffe Building; Business Library in Mason Hall; Cartoon Research Library in the Wexner Center; Education, Human Ecology, Psychology and Social Work Library in Sullivant Hall; Food, Agricultural, and Environmental Sciences Library in the Agricultural Administration Building; Fine Arts Library in the Wexner Center; Geology Library in Orton Hall; Journalism Library in the Journalism Building; Thompson (or Main) Library; Music/Dance Library in Sullivant Hall; Science and Engineering Library on 18<sup>th</sup> Avenue; Theatre Research Institute Library in Lincoln Tower; and the Veterinary Medicine Library in the Veterinary Medicine Academic Building.

<sup>2</sup> The Moritz Law Library was part of OSUL from 1894 to 1947. The reporting line changed upon the hiring of the first Director of the Moritz Library.

<sup>3</sup> From 1925 to 1974, the Health Sciences Library was part of OSUL. Shortly after the opening of the Prior Health Sciences Library building, the reporting line changed.

library staff circulated 1,860,280 items and conducted 301,182 reference transactions, making OSU one of the busiest research libraries among our ARL peers.

Comparative statistics with peer institutions (see Appendix B), outside consultants, and visitors have noted the disparity between our staff size, clientele size, and the amount of services offered.<sup>4</sup> There are two ways of viewing this fact. Positively, we are a very productive, efficient staff. Negatively, we are stretched too thin and are not able to offer the highest quality, individually tailored, and innovative services of our better staffed peer libraries. Figure 1 illustrates levels of staffing and proportional distribution by staff categories at OSU libraries compared to the benchmark institutions in 2003/2004.

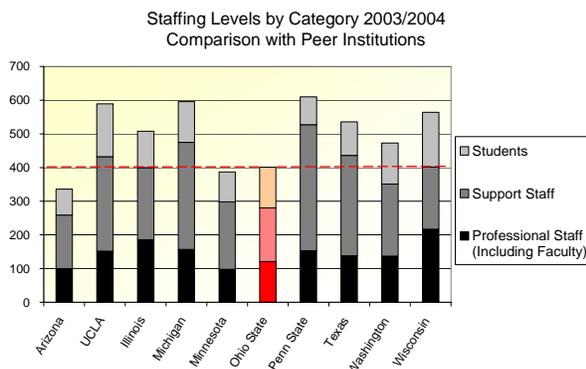


FIGURE 1 (also included as Table 16 in Appendix B)

Although OSU had the second largest enrollment among the benchmark institutions, OSU had the third lowest number of staff (professional, support staff, and students) to provide services.<sup>5</sup> Only the University of Minnesota and the University of Arizona had fewer. Nevertheless, OSU handled more reference transactions than any other benchmark institution and had the fourth largest number of circulations, as shown in Figures 2 and 3.

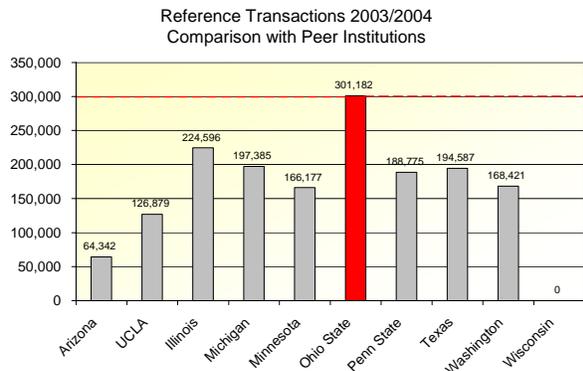


FIGURE 2 (also included as Table 10 in Appendix B)

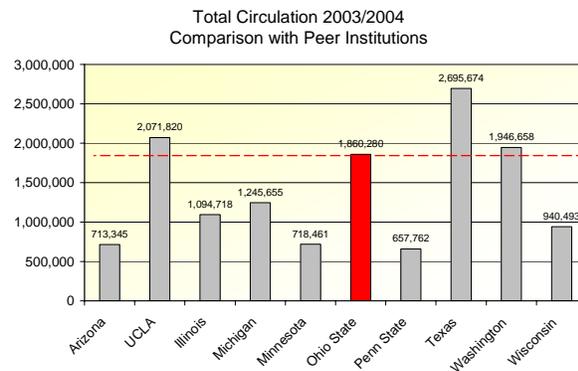


FIGURE 3 (also included as Table 12 in Appendix B)

Librarians at OSUL and the Prior Health Sciences Library have faculty status and OSUL is the “tenure initiating unit.” Library faculty are full members of the University’s faculty and have all of the benefits and responsibilities associated with this status, including teaching, service, and

<sup>4</sup> See also Appendix C. Additionally, the External Review Report for the University Libraries in 1990 (the most recent external review) noted “Staff shortages may be the most severe problem the Ohio State University Library faces....It seems clear that, in the future, more staff will be needed, both to provide basic services and in anticipation of the new technologies that will require additional staff assistance.”

<sup>5</sup> Benchmark institutions are those against which the Ohio State University compares itself: University of Arizona, University of California at Los Angeles, University of Illinois, University of Michigan, University of Minnesota, Penn State University, University of Texas, University of Washington, and University of Wisconsin.

research/publication.<sup>6</sup> At Moritz Law Library, librarians have professional staff appointments, except for the Director who has Law faculty rank.

Professional staff hold important administrative and technical positions. They are not eligible for tenure, and they are judged on their job performance, not on research and publication. Civil service staff are the essential core personnel who provide the important operational support for the libraries. They are guided by State civil service policies and rules.

Graduate and undergraduate student assistants provide a pool of talented and energetic support for all library operations. OSU has one of the largest student assistant work pools of any research library, and it depends very heavily on student assistants in place of regular staff. Generally speaking, libraries prefer to rely upon knowledgeable, experienced, and dedicated staff to provide consistent services of high quality. One exception to this, however, may be in the provision of services to undergraduates. Some universities have found that peer to peer assistance can be more effective. OSUL is currently implementing a Peer Library Tutor program to train and use students for this purpose.

All employees of the libraries, whether librarian or part-time student, work in a “performance-driven” culture. Faculty and staff receive annual evaluations and are eligible, in most years, for merit increases to their salaries and library and university awards for outstanding accomplishments. Students as well as staff can earn “spot” bonuses for exceptional service.

The libraries cultivate quality in staffing first by selecting carefully and then by offering opportunities for education and training. Staff development, staff participation, and increasing diversity are constant activities in the libraries. We offer a full range of training, travel and research support, and internships to our personnel.<sup>7</sup>

### *c. Services*

The libraries offer a full range of services related to selecting, acquiring, organizing, storing, sharing, and preserving scholarship. For a complete listing and description of library services, readers can go to the Libraries Web site at <http://library.osu.edu/> and peruse the sections on “About us,” “Libraries,” and “Learn.” For this self-study, we will highlight trends and changes in our library services.

During the last five years we have been moving to a “knowledge management” perspective in the services we offer. By this we mean, we are extending our traditional services beyond the management of traditional “published” scholarship. A good example of this new approach is the

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<sup>6</sup> In the last five years, faculty librarians have authored over 150 publications and presentations, served in leadership positions in many professional associations, and taught frequently as guest lecturers and teachers of for-credit courses.

<sup>7</sup> Notable examples include our annual library lecture series, staff exchange program with Shanghai Library, faculty research release time, and Mary Key Diversity Residency Program. All student employees of OSUL must attend an orientation workshop that focuses on expectations of quality service.

Knowledge Bank project that is underway. Below is a chart that lists the services that we believe are important to our future.



Figure 4

Library services are changing in tune with digital technology opportunities, new patterns of learning, and an emphasis on knowledge management. Preservation, cataloging, and subject specialists are forming teams to work with scholars on new digital collections.<sup>8</sup> Public service staff are designing new spaces and service strategies, such as learning commons, to better serve active and technology savvy learners. All are working to connect library services such as document delivery, course material support, and other outreach initiatives to teaching and research at OSU.

Services of the libraries reach beyond the central campus and, in the words of OSU's Academic Plan, "help build Ohio's future." The Prior Health Sciences Library provides support to all the Health Sciences Colleges and the Health System which totals 15,000 customers. Additionally, it has responsibility for the libraries at five hospitals in Central Ohio. The Library also has a contract with the National Library of Medicine to serve as an Outreach and Resource library for Ohio.

The OSU libraries assist libraries on the four regional campuses at Lima, Mansfield, Marion, and Newark and also in Wooster at the Ohio Agricultural Research Center and the Agricultural Technical Institute. Notices of exhibits and conferences sponsored by the libraries are promoted

<sup>8</sup>Another example of reorganization in response to the digital environment is OSU's Scholarly Resources Integration Department that is working with traditional bibliographic information as well as with personnel data to create a new OSU expertise system.

locally and members of the community are encouraged to attend. For many years, OSUL has had an active “Friends of the Libraries” group that includes ca. 1,000 community members. Typically, the libraries extend more than a thousand courtesy cards annually (1,082 in 2002 and 1,686 in 2003) for school teachers and the general public. In September 2003 OSUL created an alumni portal service that connects OSU Alumni anywhere to selected information resources of the libraries.

#### *d. Collections and Access*

The University’s libraries acquire, store, organize, and deliver information in many formats. Together, the Moritz Law Library, the Prior Health Sciences Library, and the OSU Libraries hold more than 5.8 million volumes. Last year, they received issues for approximately 35,000 journals and added more than 100,000 new print volumes. In addition, the libraries purchase access to more than 350 electronic databases in the humanities, law, medicine, sciences and social sciences. They also have significant collections of archives, manuscripts and rare books.

Students and faculty use library materials and services extensively. According to ARL statistics for 2004, the libraries had 1,860,280 circulations and received 82,458 items from other libraries through interlibrary loans. The unusually high level of repeated borrowing from other libraries reflects the need to purchase more materials locally.

#### *e. Comparison with Peer Institutions*

Because one of the academic goals for OSU is to “define Ohio State as the Nation’s Leading Public Land Grant University,” comparisons with other institutions are important. In 2004, OSUL was twenty-first in index rank among the 123 members of the Association of Research Libraries (ARL). The index is a composite score based on volumes held, volumes added, current serials, total expenditures (collections, staffing, equipment, supplies) and total professional and support staff. Eight of the benchmark institutions who are also members of ARL ranked higher than OSU: UCLA (5<sup>th</sup>), University of Illinois (6<sup>th</sup>), University of Michigan (8<sup>th</sup>), University of Texas (10<sup>th</sup>), University of Wisconsin (11<sup>th</sup>), University of Washington (13<sup>th</sup>), Penn State (14<sup>th</sup>), and Minnesota (19<sup>th</sup>). Only Arizona (30<sup>th</sup>) ranked lower than OSU (21<sup>st</sup>).

When compared against the University’s benchmark institutions using the components of the ARL index, OSU is consistently in the lower tier. In 2004, OSU ranked eighth among the ten benchmark institutions in volumes held, sixth in volumes added, and ninth in current serials, total expenditures, and total professional and support staff.

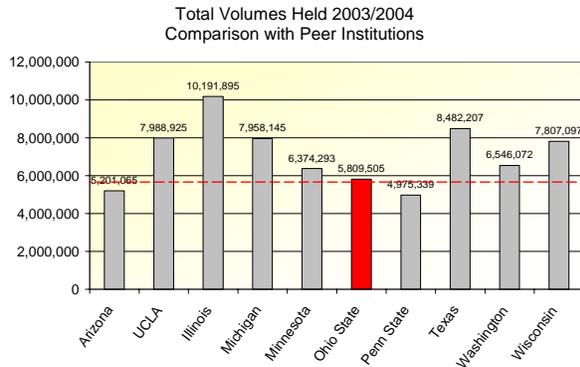


FIGURE 5 (also included as Table 1 in Appendix B)

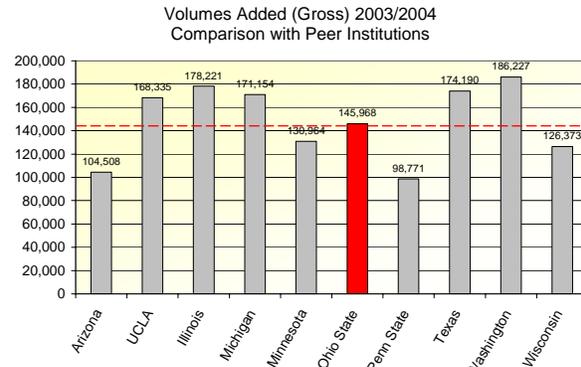


FIGURE 6 (also included as Table 2 in Appendix B)

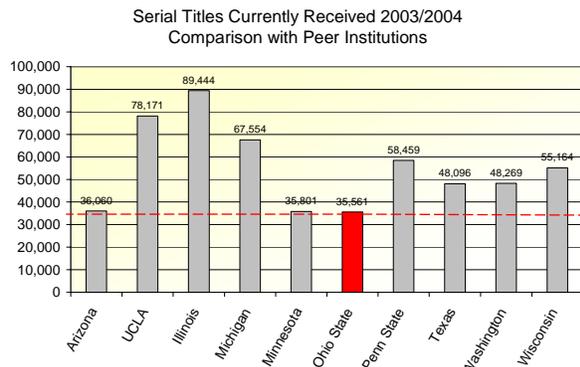


FIGURE 7 (also included as Table 3 in Appendix B)

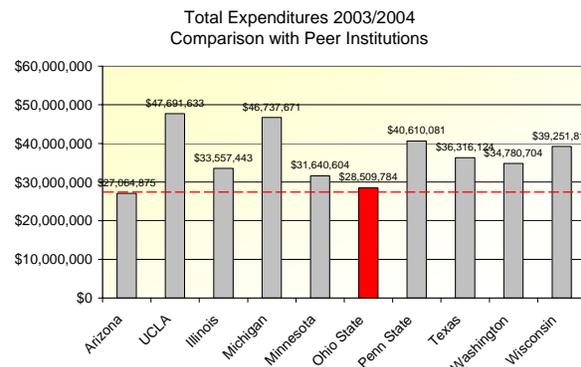


FIGURE 8 (also included as Table 4 in Appendix B)

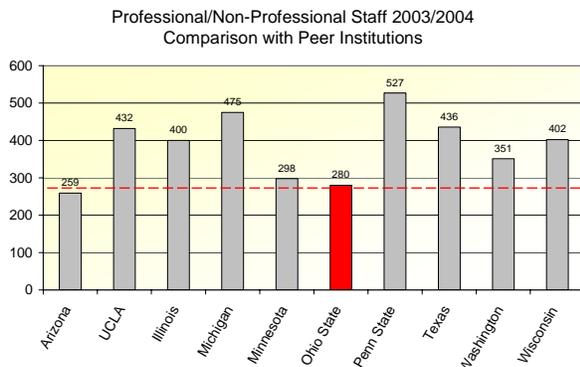


FIGURE 9 (also included as Table 17 in Appendix B)

However, it is important to note that OSU ranked in the first tier of benchmark institutions for the use of its collections and reference services in 2004, ranking first in reference queries received and answered and fourth in total circulation (as shown in Figures 2 and 3; for more comparisons, see Appendix B).

### Moritz Law Library

The same pattern of relatively low financial and human resources applies to the Moritz Library when compared to peer law libraries (see Appendix D). The Moritz Library's expenditures for FY04 (the last year for which comparative figures are available) were lower than ten<sup>9</sup> of the fifteen libraries of public law schools that placed above OSU in the latest U.S. News and World Report rankings. In numbers of professional staff, however, the Moritz Law Library ranked lower than all but three schools.<sup>10</sup> In the past year, the Moritz Library has lost one professional

<sup>9</sup> These ten law schools include the following benchmark institutions (in descending order of rank): University of Michigan, UCLA, University of Texas, University of Minnesota, University of Washington, and University of Wisconsin.

<sup>10</sup> UC Davis, William & Mary, University of Illinois.

position while the law library at Illinois (ranking lower) has added four positions and will, thus, pass the Moritz Library in number of librarians.

### Prior Health Sciences Library

Comparing the Prior Library against the benchmark institutions continues this pattern (see Appendix E). The budget ranks the lowest and every service measured ranks at the midpoint or higher. The Library consistently provides an excellent return on the funds invested. The constant challenge for the Prior Library in particular is to find additional funds to support the 8-10% annual increase in the cost of scientific materials and to support the growth of the Health Sciences Center.

### *f. User Assessments*

Satisfaction with the OSU libraries among faculty and students is measured in several ways. Since 2002, OSU Libraries has participated annually in LibQUAL, a nationally developed survey instrument of the Association of Research Libraries. A study of the three LibQUAL survey results set forth three major conclusions: (1) information control that is user-driven is the most important priority for users; (2) generally, levels of satisfaction with the OSU libraries are very similar to average satisfaction levels at other ARL libraries; (3) customers are dissatisfied with access to online full-text articles, even though OSU has access to one of the largest full-text electronic journal collections among research libraries. One explanation may be that the access has created demand for more than can be supplied. (For more conclusions, see Appendix F.)

The Prior Library also participated in the LibQUAL national benchmark study in 2002 (see Appendix G) and will do so again in fall 2005. The first study indicated an above average level of customer satisfaction, especially with the physical environment, document delivery services, and the interdisciplinary nature of the collection. However, the report also found four weaknesses: (1) limited library hours; (2) lack of journal titles; (3) inadequate remote access to important electronic information; and (4) need to develop information portals to promote more direct access to relevant information.

A major effort to study customers and to anticipate needs for library services was documented in the “Report on the Renovation of the Thompson Library” in 2004 (see Appendix H). An external consultant and a committee of OSUL faculty and staff interviewed campus administrators, faculty, and staff closely involved with academic programs and student life, surveyed recent publications concerned with teaching and learning, and visited other academic libraries. The report recommended three governing concepts in planning libraries:

- Customers are a learning community, a group of any size and composition that learns together. Increasingly, the members learn collaboratively. In this community, the library is a contributing member to the learning process, not a separate and purely supportive enterprise. Libraries need to have furniture and space appropriately designed to accommodate a variety of learning styles.
- Learners come to the University with their own knowledge bases and their own learning agendas. A goal is to move learners progressively towards expertise in information seeking, critical thinking, and the discourse of particular disciplines. Librarians need to be actively engaged with learners to accomplish this.

- Libraries should highlight the learning uses of the technology and resources available. Displays by faculty and students should be prominent in the libraries.

Recently, the Prior Health Sciences Library interviewed faculty and staff in a redesign of its reference facility and services. Although the University Libraries has had success in peer-to-peer reference experiences, the health sciences users needed staff, not students, at the desk at all times because identification of relevant information has become a complex process. They wanted librarians to coach other faculty on how to use and integrate new technologies into their work. Finally, users wanted librarians to track questions asked by students and faculty and, when needs emerged, to create workshops to meet those needs. All of these considerations led to the Prior Library ASK Desk

*g. Other Assessments*

The libraries submit annual statistical reports to ARL and to accrediting agencies (e.g., the American Bar Association in the case of the Moritz Library and the Association of American Medical Colleges for the Prior Health Sciences Library) which form the basis of comparative statistics among different types of academic libraries. In addition, the libraries are subject to periodic review by the accrediting agencies for the programs which the libraries support. Thus, for example, the Moritz Library was reviewed by an ABA site-inspection team in October, 2004 (see Appendices I & J) and the Prior Library by the Liaison Committee on Medical Education in 2005 (see Appendix K).

**III. Resources / Budget**

*a. Expenditures for Libraries*

OSU libraries’ total expenditures for 2004 were \$28.5 million, placing the libraries 24<sup>th</sup> among all ARL libraries and ninth out of ten among its peer libraries in this category. Over the last five years, the libraries total expenditures have increased on average 2.5 % annually with some fluctuation year to year. Below is a chart illustrating the libraries’ total expenditures and those of its peers over the last five years.

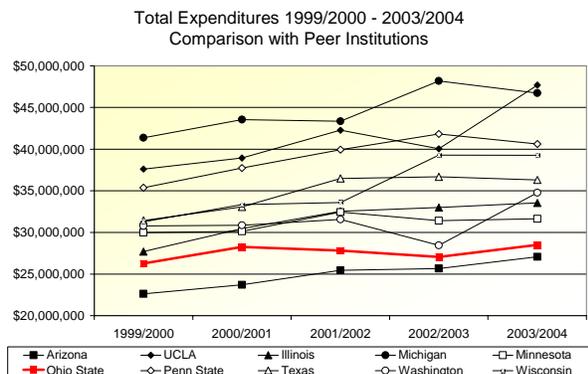


FIGURE 10 (also included as Table 5 in Appendix B)

Research libraries budgets are usually divided into two broad categories: acquisitions and operating budgets. The acquisitions budget consists of “continuations” funds for standing subscriptions to such materials as journals, newspapers, and databases, and “discretionary” funds for one-time purchases such as books, back runs of journals, historical databases, and special collections material. A challenge for research libraries today is to maintain budgetary balance between discretionary funds for one-time purchases and new materials and the

“continuations” budget as journal subscriptions are rising. Last year, the libraries spent twice as much in continuations (\$6,796,659) as in monographs (\$3,075,324). Appendix L includes several charts showing the balance between continuations and discretionary expenditures in the libraries as a whole and in several disciplinary areas.

The operating category of the budget is composed chiefly of personnel expenditures, but it also includes supplies and equipment. Libraries tend to receive increases more regularly for their acquisitions budget than for their operating budget, and finding funds for new equipment and facility improvements is a challenge. In FY 03-04, acquisitions consumed 37% of the total budget, leaving 63% for operations. Charts showing the proportional allocations and expenditures to the various categories of the total libraries’ budget are included in Appendix L.

*b. Sources of Funding*

Each year the Director of Libraries makes a formal, written budget request for University Libraries, which is then reviewed by the Provost, Office of Academic Affairs, Senior Vice President for Business and Finance, and the University Senate’s Fiscal Committee. Major capital projects, such as the \$102 million renovation of the Thompson Library, are budgeted separately as capital projects funded through State capital funds and private fund raising efforts. (Copies of the last five annual budget requests for the libraries are included in Appendix M.)

Funding goes from the Provost to the Director of Libraries for the University Libraries, to the Dean of The Moritz College for the Law Library, and to the Senior Vice President for Health Sciences for the Prior Health Sciences Library. New funds for acquisitions stem from the central tax that provides the greatest financial support, as well as from trademark and licensing revenue funds and indirect cost recovery funds.<sup>11</sup> (See Appendix C for more details about the allocation formula and a five year “strengthening plan” for the libraries).

Other Funding sources for the libraries include grants, gifts and endowment income, library generated income funds from fines, lost books, copy services, document delivery, and rental space. Below is a chart illustrating the approximate amounts and proportions of funds from these sources.

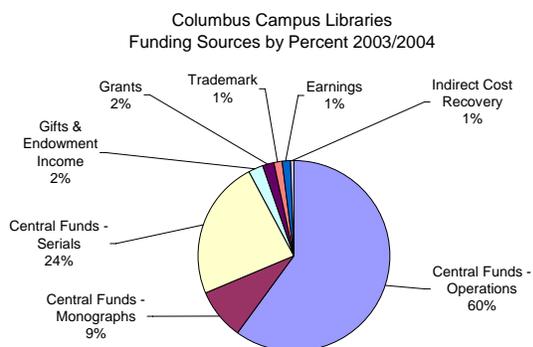


Figure 11(also included as Table 1 in Appendix L)

Recently, the Provost invited the directors of the three libraries to request additional continuing funds over the next five years, 2005-2010. In that request, the directors identified priority programs for improvements. Additionally, the directors recommended that a revised allocation formula, based on a review of peer institutions, “be used for the next five years to allocate new funds, except for indirect cost funds, among the University, Prior Health Sciences, and Moritz Law Libraries.” New revenue from central sources and from licensing royalty income

<sup>11</sup> Examples include the Medical Center and the Chemistry Department.

would be shared differentially, with University Library receiving 78%, Health Sciences Library 13%, and Law Library 9%. New revenue from indirect costs would follow a formula set in 2003: University Libraries 56%, Prior Health Sciences Library 38%, and Moritz Law Library 6%. (See “System Improvement Request, 2005-2009,” Appendix C.)

### *c. Budget Challenges*

The \$28.5 million budget of 2004 was the 24<sup>th</sup> largest among North American research libraries. Efficiencies of staffing, economies in purchasing, and productivity in services boosted OSU to an overall index rating of 21<sup>st</sup> place in the ARL (Additionally, our historical print collection strengthened our ranking). Our budget while strong presents us with a number of challenges:

- Keeping up with the rising cost of published scholarship, particularly the 8 to 10% annual inflation rate for scientific and technical journal subscriptions.
- Tightening operating budgets where personnel costs for salary and benefit increases eat away at FTE counts and funding for equipment, supplies, and basic facility improvements.
- Maintaining and improving services with relatively few staff. The libraries serve one of the largest clienteles of any research library. All service transaction counts (circulation, document delivery, reference, instruction) are very high, but our staff numbers are low. A better ratio of library staff to customers would improve the quality of service and our ranking.

To reach comparable expenditures with peer libraries would require an increase in annual funding of nearly \$10 million, which would place us 5<sup>th</sup> rather than 9<sup>th</sup> among peers in spending.

### *d. Budget Reallocations*

A larger budget for acquisitions and operations will help strengthen the libraries, and the libraries are addressing the budget challenge proactively in many other ways too. The libraries are reallocating funds internally aggressively; we are partnering or merging with other agencies to gain economies and effectiveness; and the libraries are seeking other sources of funding through grant seeking, fund raising, and revenue-generating services. A few notable examples of these efforts include:

- The merging of information service units into the Knowledge Management Center and ASK (assistance, service, knowledge desk) Desk operation of the Prior Health Sciences Library.
- The reorganization of personnel, services, and facilities in collections and public services in OSUL, consolidating facilities and service points and reducing administrative expenditures.
- Reorganizing the Cataloging and Acquisitions Departments in the Moritz Library into a single Technical Services Department; streamlining procedures in that department and eliminating one position (with the funds reallocated to IT support).
- Systematically canceling duplicative, out of scope, and too expensive journal subscriptions.

- Reforming scholarly communications by being informed consumers willing to make difficult choices, and offering authors and students new avenues for the publication and dissemination of their intellectual works.
- Mounting an aggressive fund raising campaign for library facilities and personnel and collections endowments that has netted more than \$20 million new dollars in the last five years.
- The Moritz Law Library is a part of the Moritz College fund raising campaign launched in October, 2005.

*e. Budget of the Moritz Law Library*

The Moritz Library acquisitions and operating budgets are sub-parts of the Moritz College budget. Funding for the Moritz Library comes primarily from the central administration with additional sources of funding from endowment income, gifts, OSU licensing revenue, indirect costs and special allocations.

In common with the other libraries, the acquisitions budget has been adversely affected by the demise of the Library Materials Index program and by the increase in continuation costs greater than the rate of inflation (it should be noted that while the Moritz Law Library does not suffer from excessively high subscription costs for the journal literature in the law, other continuation costs, notably for primary legal sources, are rising rapidly). In common with other academic law libraries, the Moritz Law Library regularly spends around 90% of its acquisitions budget on continuations (including databases such as Lexis and Westlaw). Strategic use of targeted cancellations of serials, endowment income, and the trademark and licensing revenue allocation have met the budgetary challenge until now.

Beginning last year, however, the purchasing power of the stagnant acquisitions budget declined notably. Notwithstanding the cancellation of approximately \$150,000 in continuations in 2004-05, the Moritz Library was forced to carry over into the current fiscal year a significant number of invoices which will, if nothing else were done, lead to a deficit this year of several hundred thousand dollars. This deficit will be made up through a new round of cancellations and a larger use of endowment income for acquisitions. Nevertheless, the Moritz Library will be hard-pressed to support the needs of law faculty and students.

The Moritz Law Library's operating budget has also been affected by re-direction of existing, continuing funds from other lines to librarian and staff salaries (including the cost of benefits). While these salary enhancements have been very beneficial in allowing the Library to reward merit and to offer more competitive salaries, they have had the effect of reducing those funds not already committed to acquisitions or salaries.

Assuming little or no growth in the non-personnel, non-acquisitions centrally-funded budgets, the Moritz Law Library will become increasingly reliant on endowment income for the support of general operations, and special projects (e.g. renovation of the main floor of the Law Library) in addition to acquisitions. At the same time, the amount of available endowment income has been strained by the University mandated reduction in the payout from existing and new endowments.

#### *f. Budget of the Prior Health Sciences Library*

The Prior Library's permanent budget allocation supports only about 60% of the library's personnel, books and journals. Additional funds needed each year come largely from other sources in the Medical Center. In the past the Library has been dependent on earnings income from photocopy operations to supplement the budget; however, the proliferation of electronic journals has resulted in a 75% reduction in the need for photocopiers.

The acquisition budget has suffered from the loss of buying power. Each year the Library budget fails to keep pace with the 8-10% increase in the cost of journals and the Library must drop subscriptions. Meanwhile, participation in OhioLINK, the statewide consortium, consumes more than 80% of the book and journal budget. OhioLINK does provide outstanding value but the small amount of remaining funds cannot support new initiatives.

To cope with the budgetary challenges, the Prior Library examines all services and costs vigorously. The Library has restructured services, eliminated personnel positions, and even reduced hours. Nevertheless, the Library has faced a 50% growth in customers over the last five years. Currently, the Library serves more than 15,000 customers, each of whom has specific needs for health sciences information, datasets and services.

### **IV. Strengths**

#### *a. Collections Use and Library Instruction*

As noted earlier, OSU is a leader among research libraries in the use of library collections as measured by circulation and reference statistics. It is also distinguished in instructional services. In 2004 librarians taught fifteen for-credit courses. Additionally the libraries have been nationally recognized for their accomplishments in service to customers and in teaching information literacy. Noteworthy accomplishments are:

- The OSUL Instruction Office has developed and currently coordinates the "Make the Leap" online assignment and in-class presentations offered to thousands of freshmen in their Survey 100 classes.
- Students may enroll in any of the three online courses offered by the OSUL Instruction Office each quarter: "Internet Tools and Research Techniques," "Advanced Online Research," and "Career Research Online."

Librarians at the Moritz Law Library also have significant instructional responsibilities. They teach the required introductory course in Legal Research to all first-year law students. In addition, Moritz librarians teach for-credit advanced courses in specialized areas of legal research (e.g. online research, foreign and international legal research) and lecture in many classes. Moritz librarians and members of the Moritz College IT staff present a series of programs to faculty and staff on new databases, instructional technology and software applications. This has helped to meet a longstanding need for instruction in these areas. Finally,

the Moritz Law Library has worked closely with the Moritz College career services office to build and house a collection of relevant resources.

The Prior Library, too, has an excellent record in teaching library users. It is the only three time national winner of the Medical Library Association's Frank Bradway Rogers Information Advancement Award for "outstanding contributions for the application of technology to the delivery of health science information." Additionally:

- A Prior librarian, in conjunction with other health sciences faculty, developed courses for a new biomedical sciences undergraduate honors program.
- Prior Library's instruction series entitled Knowledge Now (KNOW) features speakers from the NIH and OSU. The workshops provide in-depth instruction on complex databases and datasets critically important for researchers and educators.
- Prior librarians also team teach with staff from the Center for Knowledge Management to educate faculty in developing Web-based curriculum content.

### *b. Collections*

#### General Collections

Print Collections of the OSUL are extraordinary in depth and breadth. Particularly remarkable are the Geology Library in Orton Hall, and the East European Studies collection, one of the largest (more than 885,000 volumes) in the United States. Additionally, the Hebraica and Jewish Studies Collection is one of the largest research collections in the Midwest for Jewish Studies.

The Moritz Law Library's collection is the largest in Ohio and one of the largest in the United States. It is particularly strong in alternative dispute resolution, children's rights, constitutional law, labor and employment law, and public international law. In addition, the Moritz Library has licensed a number of electronic resources (e.g. Hein-Online, LLMC-Digital, UN Treaty Collection) which are available to all OSU students and faculty.

As the Prior Library attempts to acquire materials in all the health sciences subjects, funding limitations have resulted in an overall mid-grade collection for most disciplines. Cardiology and Surgery are areas of strength. This concern is reflected in the high number of interlibrary loans that are requested by customers each year, which indicates that faculty and staff are paying to supplement our collection. The Prior Library has been in the top 10% nationally in borrowing of materials for the past 20 years.

#### Special Collections

Research libraries pride themselves in the breadth of their holdings of rare and unique documentation of culture because it is what makes them distinctive among their peers. In addition to general collections, the libraries have special collections that are extraordinary in their depth and breadth. Recently, a report of the Association of Research Libraries declared "Special Collections represent not only the heart of an ARL library's mission, but one of the critical identifiers of a research library."

The OSUL has eight programs that are its special collections:

- Cartoon Research Library<sup>12</sup>;
- John Glenn Archives, pertaining to his career as astronaut and Senator;
- Hilandar Research Library of medieval Slavic manuscripts;
- OSU Archives;
- Polar Archival Program whose core collections concern Admiral Richard E. Byrd and Dr. Frederick Cook, the controversial claimant to the North Pole;
- Rare Books and Manuscripts<sup>13</sup>;
- Charvat Collection of American Fiction, one of the nation's largest collections of first editions;
- Theatre Research Institute<sup>14</sup>.

These collections have received many national accolades. Governmental agencies, such as the National Endowment for the Humanities, the National Historical Publications and Records Commission, and the National Science Foundation have awarded OSUL and its special collections grants for projects of preservation and access. So, too, have private foundations, such as the Getty Foundation and the Kane Lodge Foundation. Finally, the curator of the Cartoon Research Library has served on the committee that selects the Pulitzer Prize for editorial cartooning.

The Prior Library's special collections are housed in the Medical Heritage Center. Meeting space in the Center provides a venue for lectures, donor events and symposia. The MHC hosted 251 events this past year. The Center's rare book collection includes materials dating from 1515 and contains texts covering the fields of dentistry, nursing, homeopathy, local history, medicine, and anatomy. The Center's manuscript collection includes the papers of world-renown surgeon Dr. Robert Zollinger and of nuclear medicine pioneer Dr. William G. Myers. These materials are being digitized to facilitate their use by researchers throughout the world. Another strength of the MHC is the historic medical instrument collection which contains over 2,000 instruments dating from 1800. Many of these instruments have been cataloged and made available through the OCLC international cataloging system.

The Moritz Library's rare book collection, while not large, has been carefully developed over the years. Recently, the Library has started collecting unpublished material reflecting the history of law and its practice in Ohio. The Moritz Library has also agreed to accept the papers of Judge David A. Katz of the U.S. District Court for the Northern District of Ohio.

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<sup>12</sup> Collections at the Cartoon Research Library include the papers of cartoonists such as Milton Caniff and Walt Kelly, the archives of professional cartoonist societies, and a growing collection of manga, Japanese cartoon books.

<sup>13</sup> Rare has a wealth of strengths ranging from John Foxe (*Book of Martyrs*) to Cervantes, William S. Burroughs, and most recently Lillian Schwartz, who pioneered in computer graphics.

<sup>14</sup> The Institute holds materials documenting the performing arts including papers of accomplished professionals such as playwrights Jerome Lawrence and Robert E. Lee, choreographer Twyla Tharp, archives of performing arts organizations, and extensive theatre design collections.

### *c. OhioLINK*

A major strength of the libraries is membership in OhioLINK (Ohio Library and Information Network). This is the most successful consortium of libraries in the nation. OhioLINK involves 85 institutions, including all of Ohio's public universities and community/technical colleges, its private colleges and universities, and the State Library. For its members, OhioLINK provides a library catalog, research databases (125), access to e-books (18,000 titles) and electronic theses and dissertations (6,300 and growing), an electronic journal center (with more than 6,300 full-text journals), and a digital media center that includes historic archival collections, images of art and architecture and educational videos. Participation in OhioLINK provides cost effective, timely access to material by leveraging statewide purchasing power. (See Appendix R for more information about OhioLINK.)

Unfortunately, OhioLINK also is facing financial challenges. It depends fully on the State of Ohio for financial support, which has declined in recent years, requiring each member to contribute more funding to maintain the central system.

### *d. Partnership with CIO*

The libraries have close relationships with their respective information technology offices and have engaged in cooperative projects. Creating new knowledge, teaching, and learning depend greatly upon evolving computer technologies and access to an ever increasing amount of information in a digital format.

OSUL and the University's Chief Information Officer are developing the Knowledge Bank, a repository of digital objects created by members of the OSU community and having continuing importance for research and teaching. They also cooperated to create special learning spaces--the Digital Union and the Learning Commons--in which new technologies help to foster learning. In addition, OSUL integrated its IT support staff members into the Office of Information Technology. The synergy between the OSUL and the CIO will continue in the renovated Thompson (Main) Library planned to open in 2009 which will house the CIO, the Director of the OSU Libraries, and their respective staffs in a common suite of offices.

Four years ago the Prior Library created a strategic plan (see Appendix N) which focused on creating partnerships and integrating new technologies. The Library enhanced services through the development of the Center for Knowledge Management (CKM). This Center is located on the fourth floor of the Library and supports, designs and implements educational technologies for the Health Sciences Center. Services that have developed from this partnership include a Web-based educational testing lab, creation of Do-It-Yourself (DIY) stations where students and faculty can experiment with new technologies for their courses, and a shared service desk, the ASK (assistance, service, knowledge desk) on the first floor of the Library where Library staff work next to CKM staff so that students and faculty can receive support for all of their information needs in one location.

## V. Areas for Improvement

### *a. Information Technology Services and Support*

Library services depend greatly upon technology. A sound, reliable technical infrastructure that supports computer and network operations within library facilities, as well as off-campus access to digital resources, is critical. However, the investment needed to maintain this infrastructure has tended to leave insufficient resources available to support innovation. Routine installations, upgrades, and maintenance of basic hardware and software have consumed existing information technology resources. As a result, current challenges such as the following have received less attention than they need:

- Rapid investigation of new technologies and prototyping of new services.
- Ongoing assessment of user requirements to determine applicability of technological developments.
- Provision of wireless network connectivity in OSUL locations.
- Streamlining of off-campus access to library services and resources.
- Development of expertise in digital imaging technologies to support the rising demand for more scanning and document delivery services at OSUL.
- Creation of attractive and intuitive Web interfaces to library resources to meet new expectations of users who are influenced by their experiences searching Google, Amazon, and other general Internet services.

### *b. Faculty Participation in Reforming Scholarly Communication*

In recent years, the cost of library materials has far exceeded inflation, the value of the dollar has declined abroad, and there has been a consolidation of the publishing industry. Not only are there fewer publishers, but many independent journals have joined commercial publishers and raised prices. Meanwhile, faculty continue to demand access to materials while acquisition budgets have fallen. As a result, libraries have had to choose between print or digital versions rather than maintaining both, or cancel subscriptions altogether.

One solution for open and economical access is to reform the traditional model of scholarly communication by developing alternatives. Proposed by the Scholarly Publishing and Academic Resources Coalition (SPARC) and endorsed by the Association of Research Libraries and the academic officers of the CIC, a new model has faculty retain rights to their work. Commercial publishers would be granted non-exclusive rights to publish. Faculty would be free to store and provide access to digital versions of their work on the Web and in institutional repositories like the OSU Knowledge Bank, in which the OSUL is a major participant.

Reforming the model of scholarly communication requires incentives and institutional support. Faculty need to retain their copyrights and to be willing to publish in digital formats that provide for open access. Also, departmental promotion and tenure committees must encourage and recognize scholars who publish in low-cost and open-access journals and who add their scholarly accomplishments to OSU's Knowledge Bank.

The libraries are working to support open access models such as PLoS, BiomedCentral, and the NIH public access policy (through education), etc. These models often require purchase of an institutional membership or the allocation of funds to offset author fees.

*c. Facilities for print collections*

Since 1995, the libraries have used the remote OSU Book Depository, whose construction and operations have been funded by the Ohio Board of Regents. Located on the northwestern edge of the campus, the Depository provides highly efficient and high quality preservation storage for library materials. By moving relatively infrequently used materials to the Depository, the libraries have been able to adapt their own facilities to meet changing educational needs, as well as to receive additions to the print collection. Currently, the two storage modules of the Depository contain 2,385,586 items and 14,915 cubic feet of archives and manuscripts. A van is used to return requested materials to campus libraries three times daily.

Unfortunately, the OSU Book Depository will be completely full in 2006. Repeatedly, OSU has requested funding from the Ohio Board of Regents to add more stack modules. To date these requests have been unsuccessful, and expansion of the Book Depository remains a critical need of the libraries.

*d. Ability to Inspire and React to Change*

Information technologies have transformed libraries at a fast pace since the early 1990's and the advent of the Internet. Online catalogs, Web services and demands for digital access have challenged librarians to think in new ways. However, there are limited human resources to invest in experimentation and change because staff is largely engaged in maintaining basic library services and facilities. The fact that the libraries of OSU have nearly the lowest number of staff among peer institutions is a weakness in this climate of technological and cultural change. The following examples illustrate this point.

- Attendance at seminars, workshops, and lectures about new developments in library services suffers when librarians and staff are needed to remain at the desks and points of service. Yet, continuing education is critical to managing change.
- Writing successful grant proposals brings about change in libraries. However, such efforts require staff time and often necessitate budgetary contributions that are difficult to make in the current environment.
- Customizing learning experiences for students and faculty requires an increased level of staffing.
- Supporting new programs created by the academic units of OSU frequently requires a significant investment in information resources and staff which the libraries are hard-pressed to meet without additional funding.

## VI. Challenges and Related Initiatives

### *a. Content Management*

Digital technology has challenged and changed the role of librarians. Today, librarians must expand their managerial responsibilities to include not only traditional formats, but digital scholarship as well. What is called “content management” involves creating and managing digital repositories to preserve and provide digital assets necessary for teaching and research. Librarians with a content management orientation work with authors and editors to encourage new types of digital publications, such as lower cost open access electronic journals. Initiatives in content management include:

Reforming scholarly communication: Librarians are working with OSU Faculty to help them retain their copyrights and publish in alternative formats, such as OSU’s Knowledge Bank. The Moritz Law Library subscribes, for all Moritz College faculty, to SSRN and BePress, two leading and relatively open-access repositories of scholarship in law, the social sciences and other disciplines

Facilitating access to digital content: In 2003 the OSU Knowledge Bank, a joint initiative of OSUL and the CIO, received a \$400,000 grant from the University’s Office of Research to support the collection of academic digital assets in teaching and research and the creation of a repository to preserve and make them available. Twelve communities (departments, colleges, centers, and other units) are now depositing their digital assets in the repository. Additional communities are in development. (See Knowledge Bank report in Appendix O.)

Libraries as online publishers: Through the Knowledge Bank, libraries have become publishers of monographs and journals. OSU’s John Glenn Institute will publish its monographs in a digital format available within the OSU Knowledge Bank. Discussions are underway with OSU Press for the Knowledge Bank to contain digital versions of out-of-print books as well as new e-books. Agreement has been reached for the Knowledge Bank to host a professional journal closely linked in mission and content to OSUL’s Hilandar Research Library. In all of these ventures, librarians provide the archiving and access tools while scholars are responsible for content and editing.

Providing access to campus-wide expertise: The Knowledge Bank has partnered with OSU’s Health Sciences Center for Knowledge Management to develop a directory or repository of OSU expertise. The objective is to design and implement a comprehensive, dynamic database of relevant information about scholarly activities, teaching, research, expertise, and academic achievements by all faculty and research staff at the University. When completed, the expertise system will inform faculty and administrative staff about research and teaching expertise and accomplishments; and it will be a convenient instrument to facilitate inter- disciplinary collaboration. More information about the expertise database can be found at <https://expertise.osu.edu>. The project is scheduled to be more widely publicized and tested during the 2005-06 academic year.

## *b. Changing Uses and Users of Libraries*

OSU has a diverse community of faculty and students. Surveys consistently point to users who want library services that are simple enough for self-use, more access to full text online, and more flexible access from home and from mobile devices. They also want library facilities that support a variety of learning styles including casual reading, quiet individual study, and lively group interactions. Initiatives in response to these challenges include:

### Renovating the Thompson Library and other library facilities

Since 2001, extensive planning has been underway to renovate the Thompson Library, the largest and most centrally located building of the OSUL. The project aims to reach the goal, as stated in the Academic Plan, to “transform the Library into a 21<sup>st</sup> century Information Age center within the next five to ten years.” In this process of planning and designing a project of \$102 million, the changing uses and customers of libraries have been a foremost consideration. The renovation itself will commence in 2006 and be completed in mid-2009. (For more information about the Thompson renovation, see Appendix P.)

The impact of changing modes of library service and user expectations affects all of the libraries at OSU. Although less than 15 years old, there are growing signs that the main floor of the Moritz Law Library will have to be redesigned to better accommodate the users of a law library and legal information in the Twenty-first Century. Furthermore, the growth of special collections in the Moritz Library will require the construction of an environmentally secure room in which to house these collections and provide for their use.

Flexibility in the design of the Prior Health Sciences Library’s space, renovated nine years ago, has enabled the library to respond to changing needs and to house new services.<sup>15</sup> A new classroom of the future has been designed as a pilot teaching experience for faculty to incorporate new technologies into their curriculum. Another innovation is the Copyright Management Center for the Health Sciences Center which will develop educational programs on copyright ownership and digital rights. A new Library partner is the Center for Scholarship located in the Library’s Medical Heritage Center which will promote scholarship opportunities within the College of Medicine.

### Using Technology in Libraries to Support Learning

In 2005, OSUL will commence a new and fee-based document delivery service, similar to the service now offered by the Prior Library that will enable faculty and students to receive documents at their desktop. In addition to responding to customers who want more remote access, this service is expected to help customers inconvenienced by the renovation of the Thompson Library.

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<sup>15</sup> Even though the Prior Library renovation is only nine years old, the building is aging. With over 300,000 customers a year, the carpet is now worn. Additionally, the previous renovation did not include funds for a critically needed roof replacement and a fire prevention system for the rare book collection. The Moritz Library will need refurbishing to replace worn furniture and carpets, as will units of the OSU Libraries.

Responding to the demand for 24/7 reference support, the libraries all have robust websites which offer easy access to chat reference and other online library services that are available from any place at any time.

Partnerships with the Chief Information Officer resulted in a Digital Union at the Science and Engineering Library to showcase and encourage new technologies for learning.

Recognizing user expectations of access to the Web by means of mobile devices, the libraries have been improving their wireless access capabilities to make this possible.<sup>16</sup> Efforts are underway to convert OSUL's wireless connectivity in student gathering spaces to the wireless system being implemented by the CIO's Office. This will facilitate seamless wireless access as students travel around the campus.

### *c. Promotion of Outreach Services Internally and Externally*

Fundamentally, the libraries support OSU's academic mission. That mission, however, is dynamic. New courses, new majors, and new degrees constantly enrich the academic landscape. OSU's libraries need to be a partner with colleges and departments in changes to the curriculum.

#### OSUL initiatives

In the last five years, OSUL created the new position of Communications Officer to increase awareness of its services and resources. Its librarians have had a leadership role in shaping the information literacy portions of the University survey course required of all freshmen. To acknowledge and foster classroom teaching by librarians, the University Libraries established a distinguished teaching award.

#### Moritz Law Library initiatives

Over the past several years, the Moritz Law Library has launched a number of special services to support faculty research. In 2003, the Moritz Library initiated a faculty liaison service in which a librarian is assigned to each member of the Moritz faculty. For years, the Moritz Library has routed current journals and new books to members of the Moritz faculty. Finally, the library has a Phone-Page service, in which a law student employed by the Library obtains for Moritz faculty copies of articles available only in print from other campus library collections. This service supports the Moritz College's priority of encouraging the scholarly, interdisciplinary productivity of the faculty.

The Moritz Law Library also has taken an important and highly visible role in Moritz College initiatives such as *Election Law @ Moritz*. Two reference librarians were assigned to this nationally applauded project in the weeks prior to the 2004 election and one librarian has continued to work on the project in the months since. This level of involvement is, however, difficult to sustain given the current size of the Moritz Library staff.

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<sup>16</sup> Currently, OSUL offers wireless access in the Thompson Library as well as in the following Libraries: Business; Food, Agricultural and Environmental Sciences; Education, Human Ecology, Psychology and Social Work; and Veterinary Medicine. The Moritz Law Library and the Prior Health Sciences Library have offered wireless access for the past five years.

### Prior Health Sciences Library initiatives

The Prior Librarians work with the staff of the Medical Center Communications and Marketing Office to make prospective users aware of events, resources, and services. Librarians are also working with the College of Medicine to develop information portals for community healthcare professionals who have university appointments.

#### *d. Human Resource Development to Support Change*

Libraries depend upon educated professionals, dedicated staff and supervised students. Developing human resources to provide quality service and to inspire and manage change is a continuing challenge. An additional concern is the graying of the profession; 68% of academic librarians will retire in the next fifteen years. Resources must be allocated to develop recruitment and mentorship programs. Initiatives in response to these challenges include:

Service values: In 2005 OSUL defined and adopted a set of service values, one of which states: “Take the initiative; be dynamic and innovative in meeting people’s needs, being willing to take risks and maintaining the flexibility to adapt to changing circumstances.” (See Appendix Q)

Organizational flexibility: In the last five years, librarians have adapted to change by taking more responsibilities and reassignments as vacancies have created opportunities and challenges. Organizational charts have been dynamic in responding to lost positions and new initiatives.<sup>17</sup>

Leadership opportunities: OSUL has begun to focus more attention on the creation of a cadre of strong middle managers as a way of increasing opportunities for leadership. In 2005, several coordinator positions were created in humanities, social sciences, and outreach services for this purpose. Potentially, middle managers could be the next leaders within the OSUL, and OSUL has supported successful candidates for leadership guidance in University and professional programs. The Prior Library developed a leadership council to enhance strategic and collaborative decision making among department heads and library faculty.

Internships/residencies: OSUL has realigned its Diversity Residency Program to more closely fit its human resource needs.

#### *e. Building Strategic Partnerships*

Collaboration and cooperation are distinctive features of library work. Libraries depend upon teamwork, both internal and external, to achieve their missions. Initiatives in this arena include:

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<sup>17</sup> Within OSUL, each vacancy is studied by the director and assistant directors and a decision is made about replacing the position or redirecting resources. As reported in the 2003/2004 budget report, twelve faculty and staff of OSUL took on additional assignments or accepted new responsibilities. New positions, such as Communications Officer, Metadata Librarian, and Digital Imaging Specialist resulted from OSUL redirecting resources in the last five years to respond to changing needs. In 2005, OSUL consolidated the assistant director positions for collections and public services to achieve more coordination between the two areas of responsibility and to offer services more seamlessly to users. The Moritz Library administration has used a similar process of vacancy review and change. At the Prior Library, document delivery and technical services were merged to form the Resource Management department after 5% of the staff positions were lost due to budget constraints.

Campus partnerships: At OSU, the libraries have forged collaborative ties with Medical Informatics and the University Press as well as with many colleges and departments. Encouragement from the College of Arts and Sciences has led to a pilot program to develop a book arts initiative, commencing in late 2005. A partnership with the Office of Academic Affairs led to the Book Plate Program that invites each newly tenured or promoted faculty member to select a book for the library that had special meaning for them. A book plate with the name of the individual is attached, and a reception is held to display the selected titles.

Columbus opportunities: The libraries regularly benefit from the fact that Columbus is an information rich city with OCLC, Chemical Abstracts, the State Library, and a nationally acknowledged public library system.

State and regional collaborations: OSU library personnel actively partner with others in OhioLINK and the Inter-University Council of Public Colleges and Universities. OSU librarians also are active in the Committee on Institutional Cooperation (CIC) and have succeeded in cooperative grant proposals, especially for preservation.

National/international involvement: The libraries are active in the Association of Research Libraries, the American Library Association, The American Association of Law Libraries and other professional associations. Prior Library has received several outreach grants from the National Library of Medicine; i.e., funds to educate public health professionals in Ohio's Appalachian counties on health related information resources. OSUL has developed a professional exchange program with the Shanghai Library in China.

## **VII. The Future**

Over the course of the last five years, we have studied the changing environment and future of libraries. Numerous presentations, special committees, readings, and collaborative projects have helped us to focus on trends and think about the future role of OSU libraries.<sup>18</sup>

### *a. Growth and Advance of Digital Information Technology*

Over the next five years, the patterns of growth and change in digital information technology will continue. Certainly, printed works will continue to have a significant presence in libraries because of their 500 year legacy, their ongoing centrality and symbolic value to certain disciplines and individual scholars, and the robustness of print as a medium for preserving knowledge. Nevertheless, the digital information environment will challenge libraries to take on new roles in collecting, sharing, and preserving intellectual digital assets; in integrating print collections with digital resources and services; and in teaching information literacy skills needed in this more complex environment.

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<sup>18</sup> A Battelle grant funded a two-year set of presentations concerning the future of scholarly communications. Collaborations with OCLC, OhioLINK, the CIC, and the ARL have concerned trends in knowledge management, changing user and learning needs, and environmental scans. The Learning Group Report in Appendix H was another important activity. Additionally, there have been numerous visits to other libraries to observe innovations.

In this digital environment, OSU's libraries will:

- Add content management to collection management, extending our curatorial responsibilities with such activities as the Knowledge Bank and the expertise system.
- Reorganize and develop our personnel to offer more digital information services in close partnership with other IT and academic units of the University, as exemplified by the Knowledge Management Center, Biomedical Informatics program and consolidated Ask Desk service in the Prior Health Sciences Library and programs such as Election Law @Moritz.
- Redesign our library facilities and services to provide better support for new patterns of learning and research and new digital information services, as exemplified in the design for the major transformation of the Thompson Library.
- Emphasize the teaching and outreach activities of the libraries as we connect more effectively with learning at the University, as exemplified by our Digital Union, Center for the Book, and new Peer Library Tutoring program.
- Advocate for and facilitate scholarly communications to take full advantage of new information technology capabilities to make scholarship more immediate, accessible, and affordable.

*b. A New Culture of Information Exchange and Scholarly Communication*

The most profound change or influence we are watching is not technological but cultural. The current system is not working well. Its old culture seems closed, slow, proprietary, and expensive. However, the established relationships and roles among authors, publishers, librarians, and readers appear to be changing. A new culture of information exchange, fueled by new opportunities with digital technology and located on the public Internet, is just emerging. It is still relatively unformed, problematic, and controversial – but also enticing, promising, and exciting. . The new digital information system offers real opportunities to make scholarship more immediate, accessible, and affordable if we can change the old culture.

We in the libraries need to understand, participate in, and shape the new culture of information exchange. Our efforts at digitizing analog collections, creating a digital repository program, helping establish new e-book and e-journal publications, and emphasizing the management of knowledge rather than only managing collections are all responses to this new culture.

In the next five years:

- Our resources and services must be more discoverable on the Internet and must be immediately available whenever possible.
- As librarians, we must expand our responsibilities beyond the acquisition of formally published content to help with the management of the entire life cycle of new emerging forms of information, much of it self-published.
- Drawing on our expertise in locating, organizing and preserving information and knowledge in all formats, we must be prepared to support new programs and directions in scholarship, teaching and service emerging from the colleges and departments.
- We must work with our faculty and students, who are our authors and readers, and with our publishers, particularly scholarly society publishers, to reform scholarly

communications. The new digital information system offers real opportunities to make scholarship more immediate, accessible, and affordable if we can change the old culture.

*c. Strengthening and Improving the OSU Libraries*

We are proud of our libraries. Our self-study and critical measurements show the high productivity of our staff. We have some of the highest service transaction statistics in the nation, although the size of our staff and budget ranks us near the bottom among our peer libraries. The University's and State's \$102 million support for the transformation of the Thompson Library and their wise investment in the OhioLINK consortium of academic libraries show the commitment to OSU's libraries.

We note, however, that we do have weaknesses and areas for improvement. We are not the leader we would like to be in library research and development and in the application of new technology to information services. Our grant seeking efforts and our outreach efforts to the University and to Ohio's industry are not as strong as they should be. Our ratios of library staff to faculty and students, and library resources to faculty and students are much too low for our ambitions. Our response to the needs for computer equipment and facility upgrades are too slow. Finally, we must become more persuasive and effective in fostering student and faculty use of library services and resources and in the reform of scholarly communications. All of these weaknesses we will address, in so far as possible and appropriate, by reallocating existing funds and reorganization. Additionally, we will aggressively seek new funding sources through fund raising, grant seeking, and revenue producing services and products.

OSU's libraries, however, do receive the overwhelming portion of their budgets from central funds and public dollars and there are budgetary concerns. Over the last five years, the libraries' total budget has increased an average of only 2.5%, making it impossible for us to keep up with the increasing number and cost of scholarly publications in addition to the rise in salary and benefit costs. OhioLINK's budget, on which we are very dependent, has been even weaker with a decline of 3% over the last five years.

We want to do more, not less, for our students and faculty. We want to be more competitive among our peers, the better to support Ohio State's drive to be ranked among the foremost public research universities. To do this will take significant new funding from the University (a minimum of 5%, ideally 10%, per year for operations and acquisitions over the next five years) and renewed support from the State for OhioLINK. This combination of innovation, energy and support can ensure that the libraries remain substantively as well as symbolically at the heart of The Ohio State University.



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Appendix 2:  
Internal Unit Review Panel List of Issues



## 2005-06 Library System Program Review Internal Review Panel “Issues List”

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### 21<sup>st</sup> Century Vision

The university academic plan calls for "5. Transform the Libraries into a 21st Century Information Age center within the next five to ten years." This objective is described entirely in terms of expenditures on the library building and its networking.

- Is this a realistic plan to make the libraries a 21st century information center? From your perspectives, what must be part of a futuristic plan?
- What expenditures on materials and collection development are needed to bring the quality of the library in line with this objective?
- Are these expenditures sufficient to bring the library's quality (consider quantity of holding sole to the degree that it demonstrably contributes to quality) into line with peer institutions.
- Given the university goals and land grant mission, what institutions would you identify as peers concerning library systems for OSU to look to as models?
- Considering the likelihood of increased needs to assist clients with efficient exploitation of digital (including Internet) resources, what changes in library staff skills can we anticipate and plan for, either in terms of supplementary professional training, redefinition of positions, and opening of new positions (e.g., digital archive specialists)?
- Page iii of the report outlines a number of challenges facing the university library system. What would be the priority order for addressing these challenges?
- There are numerous efforts throughout the university to create digital depositories of knowledge. How do you view these efforts in relation to the library missions and goals?
- Do the libraries link effectively with regional campuses?
- Ohio Link has played a large role in our library system. What contingency plans might be made to secure access to resources if Ohio Link loses funding?

### Organization

- How do the roles and responsibilities of OSU library directors compare to that of other similar institutions?
- Is the OSU Library System maximizing opportunities available to them for effective staffing for the future, e.g., are areas of potential synergy and increased efficiency effectively optimized?
- What skills do you consider most essential for library staff of the future?
- Please review the diversity among library faculty and staff. What should be OSU's goals for achieving diversity in the library system?

### Resource Allocation

- How does the budgeting strategy used by the libraries differ based on differences in discipline-based needs for library resources and are these differences truly functional? Should they be revised?
- What new models of cost recovery are emerging for library systems? What role are grants, contracts, gifts, endowments, and user fees playing in the budgetary structure? How could this be improved?
- In an effort to maximize the impact of existing and future expenditures, are there administrative efficiencies that can be achieved by a) administrative reforms that might eliminate duplication and other inefficiencies, b) internal fund-raising (e.g., charging for certain services, enforcement of fines, etc.), c) changes in purchasing practices (e.g., greater substitution of digital for hard copy media), and d) other measures?



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Appendix 3:  
Program Review Roster



## Library System (University, Health Sciences & Law) 2005-06 Program Review Panels

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### Internal Review Panel

Phil Brown, Associate Professor, College of Humanities, [brown.113@osu.edu](mailto:brown.113@osu.edu), (614) 292-0904.

Tony Buffington, Professor, College of Veterinary Medicine, [buffington.1@osu.edu](mailto:buffington.1@osu.edu), (614) 292-7987.

Chair: Nikki Conklin, Associate Professor, College of Food, Agricultural & Environmental Sciences & Associate Director, OSU Extension, [conklin.1@osu.edu](mailto:conklin.1@osu.edu), (614) 292-8793.

Susan Metros, Deputy CIO and Executive Director for eLearning, Office of the CIO/Technology Enhanced Learning and Research (TELR), [metros.1@osu.edu](mailto:metros.1@osu.edu), (614) 688-8482.

Co-Chair: Joan Patton, Health Sciences Administration, College of Medicine, [Joan.Patton@osumc.edu](mailto:Joan.Patton@osumc.edu).

### External Review Panel

Janis Johnston, Director, Albert Jenner Memorial Law Library, University of Illinois at Urbana-Champaign, [jljohnst@law.uiuc.edu](mailto:jljohnst@law.uiuc.edu), (217) 244-3046.

Nancy Roderer, Director, Welch Medical Library, Johns Hopkins University, [nroderer@jhmi.edu](mailto:nroderer@jhmi.edu), (410) 502-7092.

Beth Sandore, Associate University Librarian for Information Technology Planning & Policy, University of Illinois at Urbana-Champaign, [sandore@uiuc.edu](mailto:sandore@uiuc.edu), (217) 333-0318.

### Library System Staff

Joe Branin, Director, University Libraries, [branin.1@osu.edu](mailto:branin.1@osu.edu), (614) 292-4241.

Rai Goerler, Assistant Director, University Libraries, Archives & Special Collections, [Goerler.1@osu.edu](mailto:Goerler.1@osu.edu), (614) 688-8447.

Susan Kroll, Director, Prior Health Sciences Library, [kroll.1@osu.edu](mailto:kroll.1@osu.edu), (614) 292-4851.

Bruce Johnson, Associate Dean for Information Services, Law Library, [johnson.726@osu.edu](mailto:johnson.726@osu.edu), (614) 292-2964.



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Appendix 4:  
External Unit Review Panel Report

**The Ohio State University  
Library System Program Review  
External Reviewers' Report  
February 13, 2006**

**Executive Summary**

The external reviewers found all three libraries to be well administered units staffed by dedicated librarians and support staff all with an exceptionally strong service ethic. The staff of each unit demonstrated very positive collegial attitudes and an interest in developing innovative new approaches to insure high quality service and efficient use of resources. While the upcoming renovation of Thompson will address some of the challenges facing the libraries, without action they will remain hampered by two overarching difficulties:

The inadequacy of the current model used to allocate financial resources, and significant staff shortages.

Other observations described below address the dual role of the libraries in the research mission of the University, improved collaboration/coordination with OSU/IT, opportunities provided by the Thompson renovation, the Book Depository, staff training, and OhioLink.

**Report**

Janis L. Johnston, Director of the Law Library at the University of Illinois at Urbana-Champaign; Beth Sandore, Associate University Librarian at the University of Illinois at Urbana-Champaign; and Nancy K. Roderer, Director of the William H. Welch Medical Library at Johns Hopkins University served as external reviewers for the Ohio State University Academic Support Review of the University Library, the Moritz Law Library and the Prior Health Sciences Library. They spent 2.5 days on the Ohio State Columbus campus meeting with members of the Internal Review Committee, the Vice Provost for Academic Administration, librarians and staff at each of the three libraries and the Dean of the College of Law and the Vice President & Executive Dean for Health Sciences.

Overall, we were very favorably impressed by the three Ohio State libraries. However, we also were struck by the serious challenges each of these libraries face in sustaining high level services and collections. Our concerns focus on the following areas:

**Allocation of Financial Resources:** The Ohio State University's major challenge in sustaining the current strengths of its libraries is the model used to allocate financial resources. Not only does the central services model provide insufficient funds for library growth, but more significantly, it has disconnected the critical importance of the libraries to research and teaching from the programmatic priorities of the individual colleges. As a consequence, the University's research agenda, as emphasized in the campus academic plan, is jeopardized.

The mismatch of mission with funding model is not a library problem, but a University one. Libraries are not academic support units, but academic units themselves. The fact that academic libraries are not revenue-generating does not lessen their integral importance to the work of each college. In fact, the library often serves as the learning laboratory for most students whether accessed in person or virtually. Additionally, libraries as places, their information resources and their librarians often form the nexus that sparks much inter-disciplinary research and study.

We strongly urge the Ohio State University to adequately fund its libraries and establish a funding model that better ties the future of its libraries to the intellectual enterprise. Because ongoing and stable funding is important to the maintenance of basic collections and services, particular care should be given in any new funding model to the balance between ongoing and opportunistic funding, especial in the health sciences.

**Additional Staffing:** Almost all universities are finding it beyond their power to augment library budgets at levels sufficient to keep pace with the extraordinary annual increases in acquisitions costs. However, it is incumbent upon each university to adequately staff its libraries to maximize the use of the information that it can afford to make available to its users.

Each of the three Ohio State University libraries is understaffed. Librarians and support staff in many respects are the library. As important as print and electronic resources are, those resources will be under-utilized without the efforts of library staffs to make them accessible, organized, preserved and known. At a time when escalating information prices make even the most generous library budget inadequate, it is critically important for academic institutions to fund adequate staffing levels.

We strongly encourage the Ohio State University to provide funds to increase staffing in accordance with a detailed staffing plan to be developed by each of the libraries.

**Library involvement in the OSU research mission:** During the site visit it was made clear that OSU is aggressively pursuing the goal of becoming a top-ranked public research institution. In a research-intensive environment, it is important for academic librarians to be involved in the research process, both as supporters of research and also as researchers themselves. Librarians are best positioned to determine optimal approaches to new information service provision. Within all three libraries, we believe increased support for research by teaching and library faculty would be a direct fit with the OSU academic plan and would further contribute to the university's mission.

Library support of faculty research begins with the traditional roles of providing access to library materials and reference, but can also extend to providing more in-depth assistance with proposal development, project activities and publication development. Support of laboratory research can often involve assistance with identification of non-bibliographic databases and development and manipulation of local databases of research support. In all of these areas, the library can provide training to inform and update faculty, staff and

students on available research tools. Some such services are currently provided by the Health Sciences Library, and should be considered a model for the other libraries to evaluate for their own adoption.

A focus on research by the librarians should include incentives for library faculty to investigate innovative approaches to new service development, involving students, faculty and staff in these endeavors. All three libraries currently support the development of new services (e.g. KnowledgeBank, Core25, OSU:Pro), and there are rich opportunities for library faculty across the three libraries to conduct applied research to determine the suitability, usability, and effectiveness of new programs for a variety of user audiences.

An important aspect of research within the libraries is the sharing of lessons learned among the various libraries. In this way, new ideas can be tested with a small community of users and, if appropriate, scaled more broadly to other relevant user groups. While the review team found some collaborative projects and sharing of ideas between the OSU libraries, a more active approach to learning from each other would be beneficial. In addition, more sharing of research and development results in national professional venues will allow the significant advances made at OSU to be considered at other universities.

**Collaboration/coordination with OSU Information Technology:** Although we did not have access to the IT review that was conducted in 2005, we understand that there are some recommendations for the improvement of infrastructure services that would benefit the whole campus, including the Library. The Digital Union experimental learning environment presents many new and innovative opportunities for the libraries to collaborate with campus IT and learning technologies. The Digital Union facility, housed in the Science and Engineering Library, is an excellent first step to showcase the use of technology in learning, but the external review committee recommends that in order to achieve a deep collaboration, librarians need to become more integrally involved in IT/Library teams, working directly with faculty that come to the Digital Union to learn how to integrate technology into their teaching.

Other areas such as the Knowledge Bank repository exist for potential cooperation with campus IT and would further extend the services of the library and IT in support of the intellectual life of the campus.

**Thompson renovation:** The upcoming renovation of the Thompson Library is both a risk and an opportunity. Throughout the site visit it was clear that the upcoming large-scale renovation of the Thompson Library poses the risk that the libraries will become marginalized during the renovation period. However, the staff of the Thompson Library demonstrated an unparalleled degree of enthusiasm for the new opportunities that the renovation will open up for the Library as an integral learning environment. The Thompson Library leadership and staff should be praised for their excellent planning to maintaining a presence on the Oval during the renovation, and to provide key services during this time. The external review panel feels that the renovation offers a further

unique and valuable opportunity for librarians to interact directly with faculty and to increase their support of the faculty's research and teaching.

We encourage the library faculty to initiate direct and frequent contact with faculty in all disciplines during the renovation period. Over the past five years the trend in most research libraries is for faculty to access the library remotely. Remote access coupled with no true library facility, reduces the opportunities for librarians to interact directly with the faculty they serve. This reality will challenge the University Library to create new ways to maintain an active dialogue with the faculty and to interact with them in their classrooms and offices. The renovation offers an ideal catalyst for the librarians in the Thompson Library to seek opportunities to go out to faculty departments, offering to spend a portion of their time in residence in a classroom, office or laboratory area.

Additionally, a re-constituted and focused communication channel between the University Librarian and the faculty, through the faculty senate, could be a powerful tool and forum for involving faculty in shaping programs, collections, and services in the new Thompson Library.

**Book Depository:** The current book depository has served all three OSU libraries, allowing them to maintain their collections, retain unique materials, and accommodate critical service and study spaces where they are needed. With the second module nearly full, it is imperative that a third model be constructed. It would be counter-productive to force the libraries to sacrifice user space for book shelving in existing facilities and tragic to overcrowd the Thompson Library once the renovation is complete. Freeing space from lesser used print collections allows the libraries to be more flexible in designing innovative new services while continuing the Library's commitment to stewardship of valuable University assets in the form of preserved research collections.

**Staff Training:** While the current level of innovation at the libraries is high, we found insufficient interest and commitment to the kind of professional development and training that can foster creativity and assure that staff are ready and able to change as their work does. While the daily pressures of work make it difficult to carve out time for continuing education, it is imperative for the long term welfare of their users that the librarians do so. A more formalized program of staff development and training is recommended.

**OhioLink and OSU libraries:** During the site visit it became clear that OSU's participation in the OhioLink consortium is critical to the strength of the OSU libraries. The \$15,000 invested annually by the Provost is an incredible bargain, providing valuable services as well as accessing e-journals and other critical resources easily valued at a \$1 million annually. OhioLink's and its leadership are second to none nationally in services, forward-looking vision, and return on investment. We were given to understand that state funding for OhioLink may be in question in the next state biennial budget allocation. We would strongly urge the campus to lobby in support of funding OhioLink at the highest possible level during the coming years.

In closing, the reviewers noted that the three OSU libraries, their staff and their programs are both forward-looking and enthusiastic in their approach to continuous improvement of services and programs. Throughout the 2.5 days of our visit we encountered many positive examples of collaboration, cooperation, and strong service ethic across the three libraries. We make the above recommendations in the spirit of assisting the libraries and the University to build on an already firm foundation of leadership and cooperation. We would like to thank the librarians and the staff of the three libraries, the deans and administrators, the members of the Internal Review Panel and the Central Services Subcommittee, and Ms. Toycee Hague-Palmer of the Office of Institutional Research & Planning for making our site visit both informative and productive.



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## Appendix 5: Focus Group Questions to Seek Customer Input

*Open Forums / Library Review Program*  
**Potential Question Set**

**Faculty and Staff – Current Library Employees**

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1. Our first question is rather general...The Academic Plan calls for University Libraries to be a 21<sup>st</sup> century Information Age Center. What does that mean or imply for you?
2. OSU aspires to be among the world's truly great universities. What enhancements are needed to the OSU Libraries, their programs and services in order to reach this aspiration?
3. If you were talking to a colleague at another university, how would you describe the OSU Libraries?
4. Given your connections with colleagues in other colleges and universities, are you aware of programs and services at other institutions that are not available at University Libraries?
5. What specific suggestions do you have for improving the Libraries' programs and services? [*or* What three things could the University do to improve the programs and services the Libraries provide to you?]
6. Are there things that you think you can do better for users, e.g., if you had more time and more resources? [This question is redundant, but maybe the wording might appeal.](#)
7. What is your assessment of the professional development opportunities available to you as a member of the Libraries faculty and staff?
8. Looking down the road, what skills do you feel will become increasingly necessary to be an effective librarian in the near and longer-range future?
9. What opportunities exist to forge new relationships and new partnerships with faculty and administrators at the University?
10. *May want to ask for advice about impending move...service continuity, access, etc.*

*Open Forums / Library Review Program*  
**Potential Question Set**

**Students, Non-Library Faculty and Staff**

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1. Our first question is rather general...The Academic Plan calls for University Libraries to be a 21<sup>st</sup> century Information Age Center. What does that mean or imply for you?
2. OSU aspires to be among the world's truly great universities. What enhancements are needed to the OSU Libraries, their programs and services in order to reach this aspiration?
3. If you were talking to a colleague at another university, how would you describe the OSU Libraries?
4. What library services and programs have you found helpful at other colleges and universities that are not available at OSU?
5. Based on the work you do at OSU, what do you need from the Libraries?
6. What specific suggestions do you have for improving the Libraries' programs and services? [*or* What three things could the University do to improve the programs and services the Libraries provide to you?]
7. In your opinion, what do the Libraries need to do in order to become a "hallmark of distinction" for the University?
8. In your experience, what do you feel the Libraries staff do best or when are they most helpful?
9. How satisfied are you with the ability of the Libraries to meet your [teaching, learning, research] needs?
10. What opportunities may exist – e.g., forging new connections with faculty and students – with the relocations associated with the renovation of Thompson?



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Appendix 6:  
Review of LibQUAL Survey Responses 2002-05

**Appendix F**  
**Review of LibQUAL Survey Responses at the Ohio State University Libraries**  
**in 2002, 2003, and 2005**

**Celeste Feather**  
**August 24, 2005**

**Introduction**

This document reviews responses at the Ohio State University Libraries to the LibQUAL survey, developed by the Association of Research Libraries. Ohio State participated in LibQUAL during the years of 2002, 2003, and 2005, and has plans to continue participating each year into the foreseeable future.

The LibQUAL survey is distributed to a selection of email addresses as determined by the contact at each institution. It measures the perceptions of library users on a scale of 1-9 for a series of approximately 20 core questions, and allows each library to include 5 additional questions of its own design into the survey as well. There are also a few additional questions about overall satisfaction and information literacy. Users are asked to rate each concept in three ways: their minimally acceptable level of performance, the level of performance they perceive the library is providing, and their desired level of performance. So, for example, for the concept "Employees who instill confidence in users," the respondent could rank the minimally acceptable level of performance as 4, the perceived level of performance as 6, and the desired level of performance as 8. This answer would indicate that the user believes that the library employees are performing above the minimally acceptable level, but not as well as the user would like.

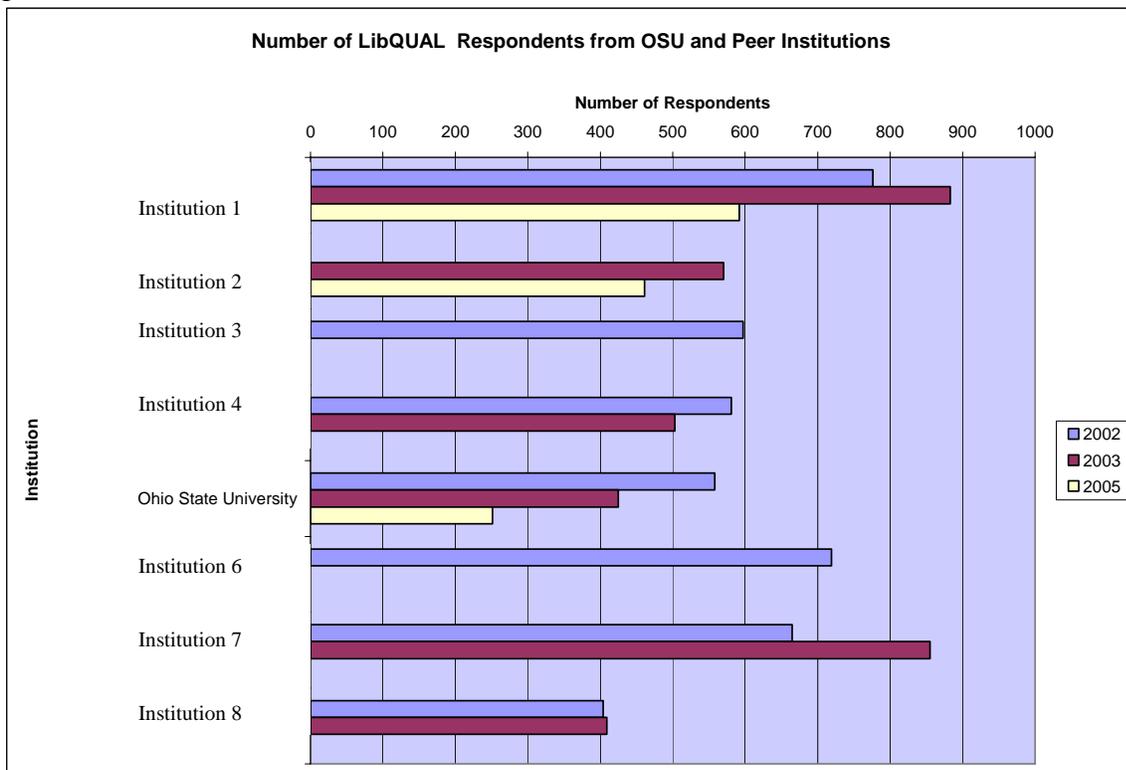
The core LibQUAL questions are gathered into larger groupings or dimensions and analyzed accordingly. Due to changes in the questionnaire over the years considered, some additional work was necessary to discern where questions in the older years were placed in the 2005 version. To the extent possible, these discrepancies were resolved in the summary results presented here. In 2002 and 2003, there were four dimensions: Access to Information, Affect of Service, Library as Place, and Personal Control. By the time the 2005 questionnaire was developed, analyses by the survey authors had determined that Access to Information and Personal Control were merging, so a new merged dimension of Information Control appeared on the 2005 survey along with Affect of Service and Library as Place.

Comparisons of data have been drawn between Ohio State and the annual summary of data for all participating ARL member libraries for 2002 and 2003. Since the calendar year of 2005 is not yet complete, no ARL summary data is available for member libraries at this time. Comparisons were also made between Ohio State and its defined peer institutions, but this did not prove to be extremely useful in many cases as different institutions and varying numbers of defined peers participated during the specific years of interest.

One last point of interest is that whenever the results are summarized across users groups for an institution, the library staff user group always is excluded. A closer look at individual institutional reports reveals the reason for this exclusion, and Ohio State is no exception. Library staff users when surveyed have such vastly different impressions and perceptions of the library than other users that including their results would skew the summary results in most unusual ways. There is a great lesson to be learned from this, namely just how important it is to ask users for their thoughts rather than rely solely on the thoughts and opinions of library staff.

## Respondents

An important component of any successful survey is the response rate. While it is difficult in the LibQUAL survey to know exactly how many email addresses successfully received the survey due to inevitable maintenance issues of the email directory at any large institution, some meaningful comparisons could be drawn from Ohio State peer institutions in this case. This matter deserves attention early in the discussion of results precisely because for some reason the response rate for Ohio State in the 2005 LibQUAL survey fell far below that of its peers and even far below the OSU response rate in earlier years. Any conclusions drawn from this data must be considered with the knowledge that the 2005 survey results may not have yielded valid data due to a low response rate. **Figure 1** demonstrates the response rates of Ohio State and its peer institutions that were involved in LibQUAL during 2002, 2003, and 2005. As a reminder, LibQUAL data that reveals characteristics of specific institutions may not be used outside Ohio State. Names of institutions must be deleted from all data, but results may be shown under generic names such as “Institution A,” etc.



**Figure 1**

## Overview of Minimally Acceptable, Perceived, and Desired Levels of Performance

As mentioned earlier, two dimensions in the 2002 and 2003 LibQUAL surveys (Access to Information and Personal Control) were merged into one in 2005 (Information Control). In order to understand exactly what these dimensions measure, it is important to know what types of questions are included in each dimension. The 2005 core questions are listed below by dimension. Those questions for which a group of OSUL respondents believed performance to be below minimum acceptable levels are highlighted in red.

### Affect of Service

Employees who instill confidence in users

**Giving users individual attention** (Library Staff)

**Employees who are consistently courteous** (Library Staff)

Readiness to respond to users' questions

**Employees who have the knowledge to answer user questions** (Library Staff, University Staff)

**Employees who deal with users in a caring fashion** (Library Staff, University Staff)

Employees who understand the needs of their users

**Willingness to help users** (Library Staff)

**Dependability in handling users' service problems** (Library Staff)

### Information Control

**Making electronic resources accessible from my home or office** (University Staff)

**A library web site enabling me to locate information on my own** (Faculty, University Staff)

The printed library materials I need for my work

**The electronic information resources I need** (University Staff)

**Modern equipment that lets me easily access needed information** (Graduate, Library Staff, University Staff)

**Easy-to-use access tools that allow me to find things on my own** (Overall, Undergraduate, Faculty, University Staff)

**Making information easily accessible for independent use** (Library Staff, University Staff)

**Print and/or electronic journal collections I require for my work** (Overall, Graduate, Faculty, University Staff)

### Library as Place

**Library space that inspires study and learning** (Library Staff)

Quiet space for individual activities

**A comfortable and inviting location** (Library Staff)

A getaway for study, learning or research

Community space for group learning and group study

**Figure 2** shows the results by dimension for Ohio State during the three years of LibQUAL participation to date. The two former dimensions that merged into the current Information Control, and Information Control in the most recent version, have always had the highest level of

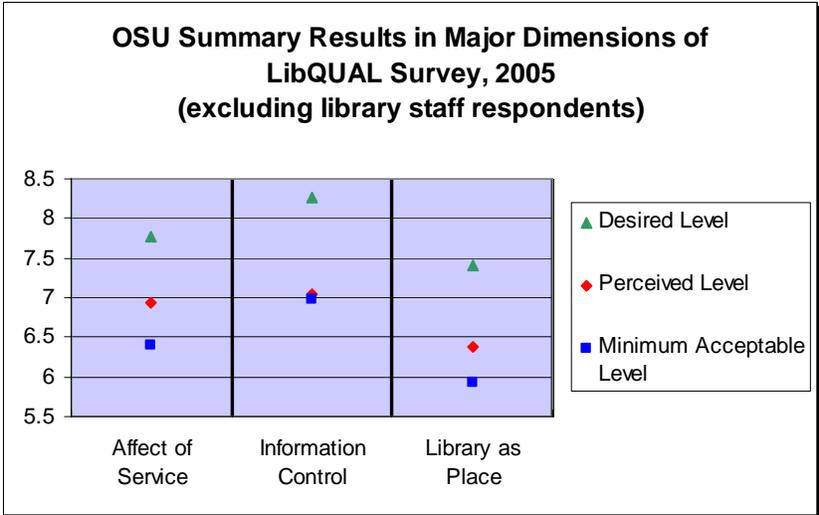
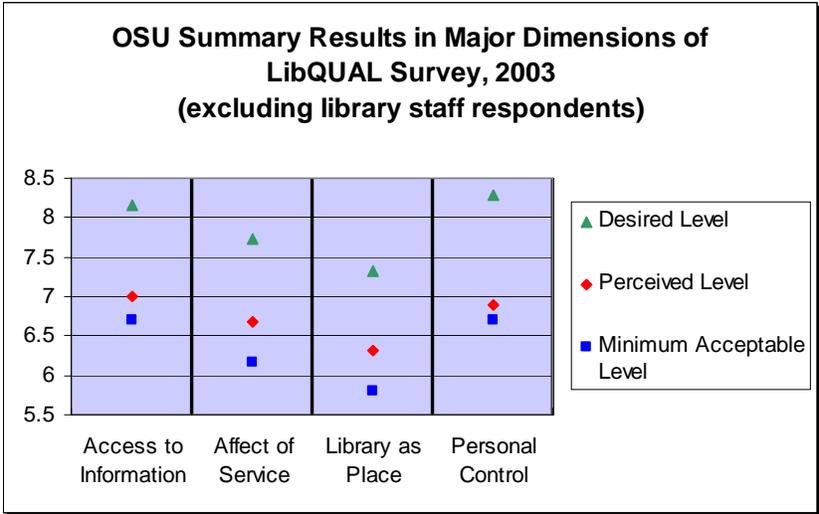
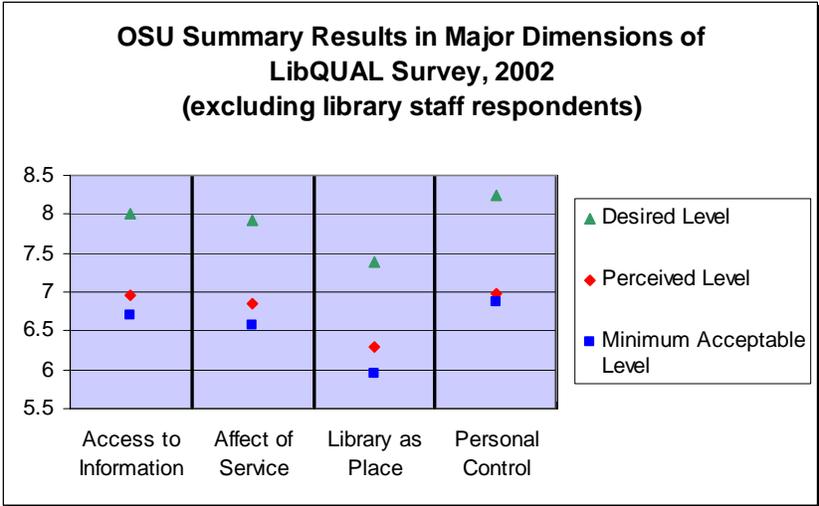
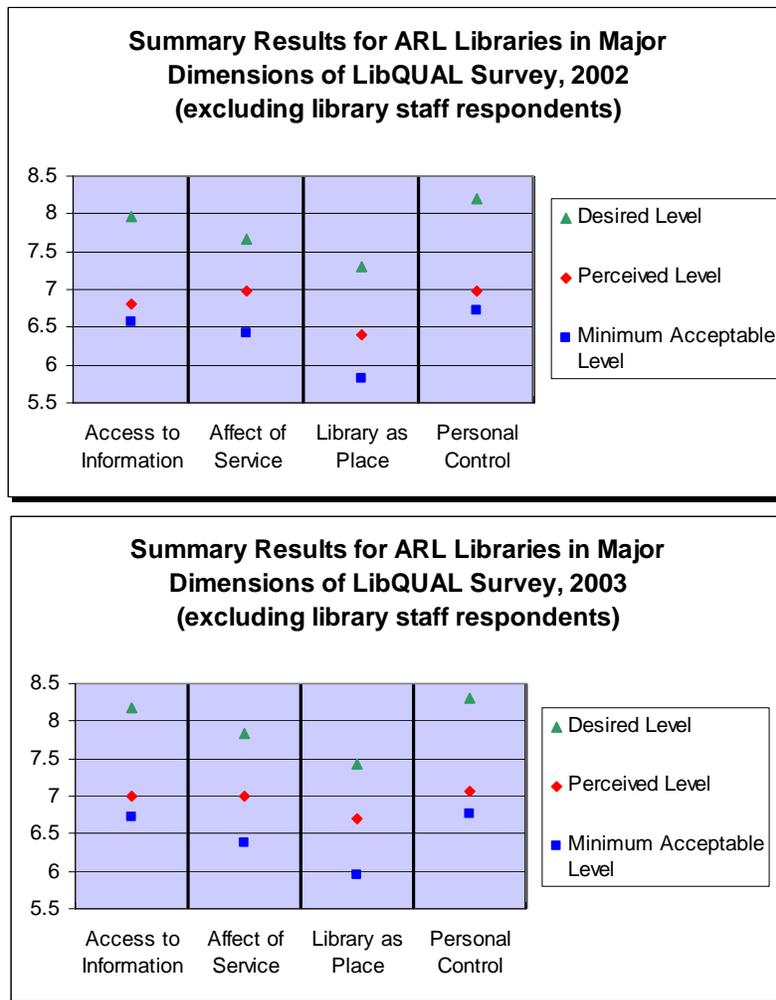


Figure 2

desired performance. This indicates that the Information Control dimension is at the moment more important to our OSU users than Affect of Service or Library as Place. In 2005, the Affect of Service perceived level of performance is the closest to the desired level of the three dimensions, and the perceived level of Information Control performance is extremely close to the minimal expectations of our users. The new style and format of the library’s web page presented in the summer of 2005 could be seen as a response to this issue. Another observation is that the importance of Library as Place and Affect of Service have remained fairly stable over time, and the desire for self-sufficiency and unmediated discovery continues to increase the importance of Information Control. However, it could be argued that if the “place” that is the library were transformed into a new concept with different arrays of features and services, users’ eyes would be opened to new possibilities and Library as Place would become more important to them.

**Figure 3** indicates the summarized results of the 2002 and 2003 dimensions for all ARL institutions that participated in LibQUAL for those years. The satisfaction levels for Access to Information and Personal Control are much lower than for Affect of Service and Library as Place, much as the data from Ohio State show. Also, the increasing importance of Access to Information and Personal Control is apparent among ARL libraries just as at Ohio State.



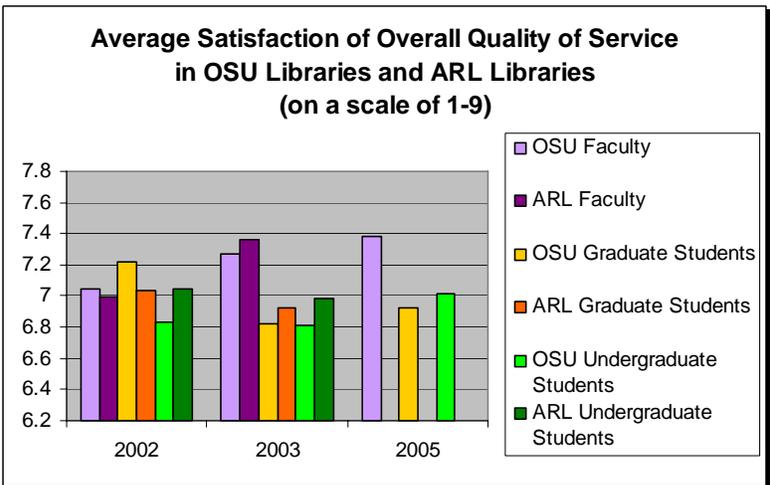
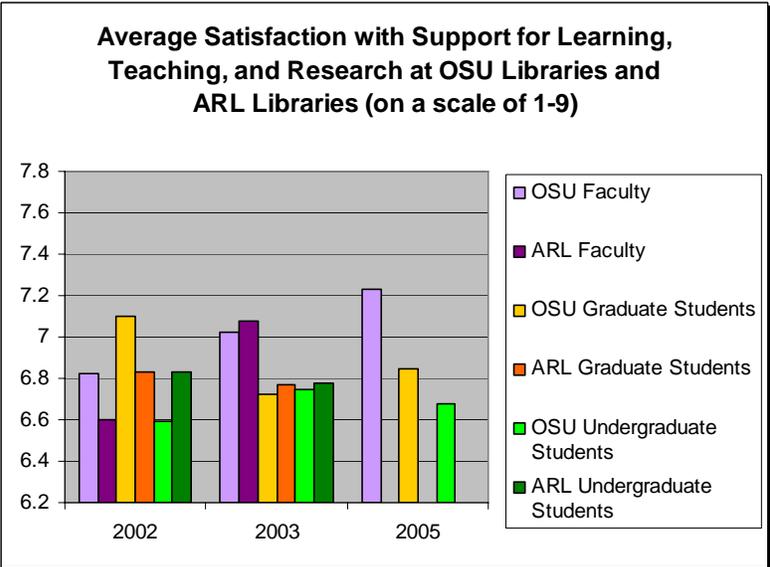
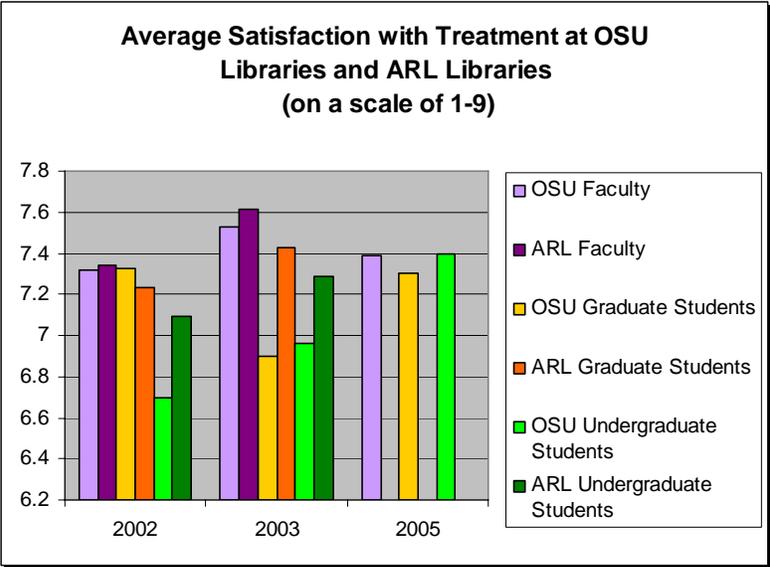
**Figure 3**

## Average Satisfaction Levels

Another brief area of three questions on the LibQUAL survey addresses the issue of overall satisfaction levels in the areas of (1) Treatment, (2) Support for Learning, Teaching, and Research, and (3) Overall Quality of Service. **Figure 4** shows the general levels of satisfaction by Ohio State library users during the years of the LibQUAL Survey, and for 2002 and 2003, compares those levels with comparable data from the summary of all ARL library responses.

In the area of Treatment, the most noticeable trend over time is the steadily increasing satisfaction levels of the OSU undergraduate population. For Support for Learning, Teaching, and Research, the most exciting trend is the steady upward climb of the faculty satisfaction levels. For Overall Quality of Service, again the faculty satisfaction levels have improved steadily, although student impressions have varied from year to year. For students, it seems to be the case that they are more pleased with the treatment they receive from the library staff than the supportive learning and research environment the library provides.

With respect to ARL summary data, 2002 comparisons with OSU data are reasonable. In 2003, there was a general shift downward in satisfaction levels for most OSU respondents when compared to ARL summary data. It will be interesting to see the ARL 2005 summary data when this calendar year closes to see if 2003 was an anomaly, or if there is a trend that can be detected.



**Figure 4**

## **Areas in Which OSUL Did Not Meet Minimum User Expectations**

Unfortunately, there are a few categories across the years in which OSU respondents felt that the OSU Libraries consistently did not meet their minimal expectations. Here, though, some thoughtful analysis is necessary. A scan through the list below indicates that OSU users are extremely unhappy with their access to online full text articles. This particular question on the survey appeared as one of the five local questions that OSU provided along with the core set of LibQUAL questions. The OSU local questions have remained the same all three years of LibQUAL participation. With the OSU membership in OhioLINK and the additional OSU resources, our library users have access to one of the largest full-text e-journal collections available in research libraries today. Why is it, then, that this area appears to fall the farthest from meeting our users' expectations? Is it merely that as we provide a greater the wealth of resources, the higher the user expectations are for an ever-more comprehensive collection of resources?

The Comments section of the LibQUAL surveys that allowed users to express anything on their minds contained several thoughts that were mentioned repeatedly over the years. One repeated theme was that of redundancy in the survey. The OSU local question, "Collections of online full-text articles sufficient to meet my needs," overlaps a great deal with the LibQUAL-supplied core questions of "The electronic information resources I need," and "Print and/or electronic journal collections I require for my work." Oddly enough, though, neither of these LibQUAL questions sparked the level of negative responses that the OSU local question did. Both of the LibQUAL core questions first appeared in the 2003 survey, so it was at that time that overlap and redundancy between local and core questions began to creep into the survey in this particular area. The 2003 responses to the LibQUAL core questions resulted in an actual performance rating of slightly above the minimal level of expectations, while responses to the OSU local question resulted in a constant actual performance rating just below the minimal level of expectations. In 2005, OSU responses to the "The electronic information resources I need" question showed some improvement in user satisfaction over the 2003 responses, while the "Print and/or electronic journal collections I require for my work" satisfaction levels fell even farther below minimum expectations than the OSU local question about e-journals only.

Library staff members are always excluded from summarized responses, as mentioned earlier, because their responses are so vastly different from those from other user groups. The other group of users that stands apart from faculty and students is the university staff. The OSU responses and the ARL summarized responses indicate that this group of individuals consistently seems to be disenfranchised and deeply unhappy. There is a great deal of indication that their lack of satisfaction stems from a lack of understanding and knowledge about how to locate online materials and a lack of support from the library staff when they encounter difficulties. As these university staff members are becoming more and more vital to the success of new trends and technologies that libraries are developing, it may be advisable for libraries to expand their outreach efforts to these constituents. For example, faculty secretaries who may be able to submit documents to repositories on behalf of faculty members need to feel that they can call on the library staff for training and support.

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## **Areas in Which OSUL Consistently Did Not Meet Users' Minimum Expectations in 2002, 2003, and 2005**

### **All Respondents (except Library Staff)**

Collections of online full-text articles sufficient to meet my needs

### **Graduate Student Respondents**

Collections of online full-text articles sufficient to meet my needs

### **Faculty Respondents**

Collections of online full-text articles sufficient to meet my needs

### **Library Staff Respondents**

Library space that inspires creativity and learning

### **University Staff Respondents**

Making electronic resources accessible from my home or office

A library web site enabling me to locate information on my own

Modern equipment that lets me easily access information

Easy to use tools that allow me to find things on my own

Making information easily accessible for independent use

Ease of using library's online article indexes

Availability of online help when using my library's electronic resources

Collections of online full-text articles sufficient to meet my needs

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One area of improvement over the years can be seen in the responses of graduate students after the library installed a proxy server that aided off-site access to electronic resources. Graduate students and university staff had expressed the most concern about this issue in 2002 and 2003, but the satisfaction levels of graduate students increased in 2005 after the installation of the proxy server. However, the satisfaction of university staff did not. Since presumably the majority of university staff members do not even have to use the proxy server for office access to library electronic resources, once again this situation points to the lack of training and information given to the group as a whole.

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## **Area in Which OSU Did Not Meet Users' Minimum Expectations in 2002 and 2003, But Did Meet It in 2005**

### **Graduate Student Respondents**

Making electronic resources accessible from my home or office

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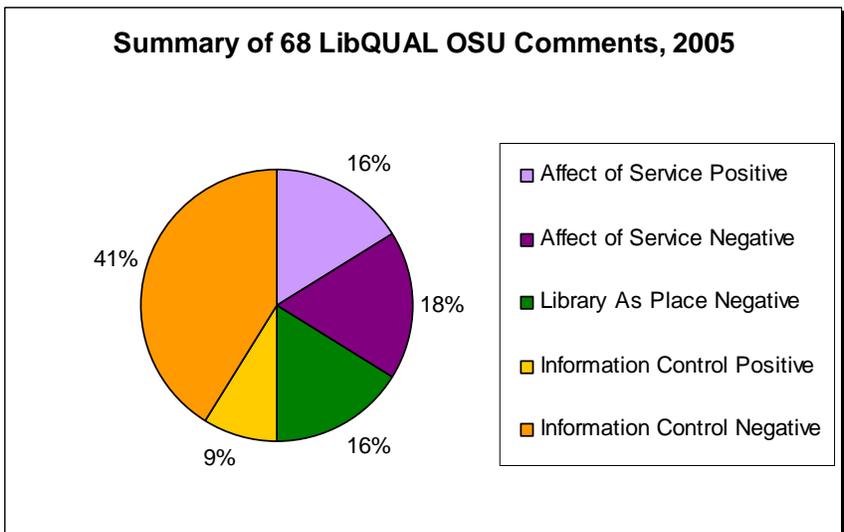
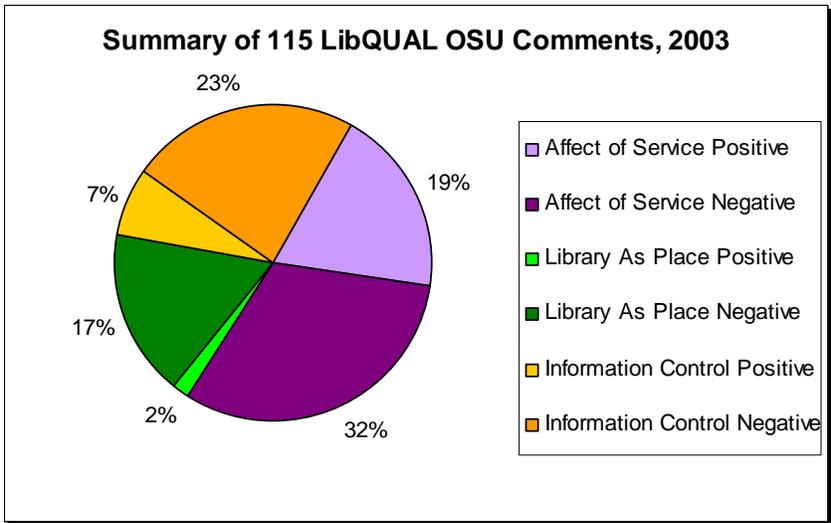
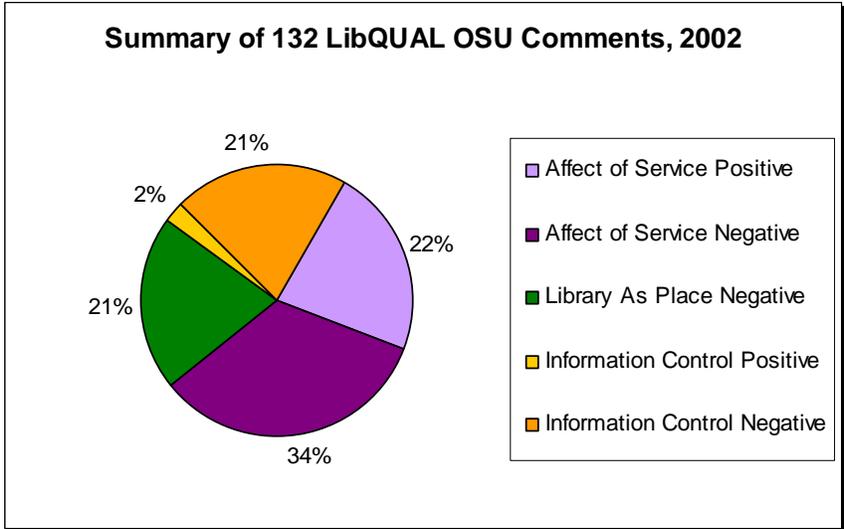
## User Comments

Analyzing the comments that respondents provided on the LibQUAL surveys proved to be an interesting exercise. A number of comments were broad-ranging and could not be associated neatly with a meaningful category. However, the majority of them for each year could be aggregated into the three major dimensions of the 2005 LibQUAL survey: Affect of Service, Information Control, and Library as Place.

**Figure 5** provides summary charts of the categories of comments and defines them as positive or negative. The portion of comments in the Information Control dimension grew from 23% to 50% of the number of analyzed comments from 2002 to 2005. This finding is in parallel with the increased importance of Information Control to users previously noted. Comments regarding the Affect of Service have declined in percentage, as have comments regarding Library as Place. One unknown factor is the impact and publicity of the main library renovation plans in 2005. Perhaps users ceased to comment on the matter because they were aware of efforts to make improvements.

Other general observations from the Comments sections can be made. It is striking to note that the positive Affect of Service comments were largely directed toward branch libraries and branch librarians. Negative Affect of Service comments largely centered on the main library and its staff, with quite a few comments about ineffective, untrained, and uncaring student employees there. Sometimes particular policies, such as the new \$10 per day fine for overdue recalled items, were mentioned as examples of negative service encounters. The total number of negative comments about library technology and access to electronic resources via the web in the Information Control dimension increased in percentage with each passing year, although there was a slow trend to complain more about technological issues (such as lack of modern equipment and number of printers) and less about e-resource access difficulties over time.

Further analysis of the Comments could be performed with respect to the communities of users that expressed different or common feelings, but in 2005 the low response rate to the survey resulted in only 68 comments that could be assigned to the three major dimensions of the survey. With such a large community of users at Ohio State, this is not a large enough sample from which to draw safely any sort of specific and meaningful conclusions.



**Figure 5**

## **Recommendations for the Future**

Since Ohio State plans to administer the LibQUAL survey each year into the foreseeable future, there are several issues to consider in order to obtain more meaningful data from the respondents. The most obvious one is to find ways to increase the response rate. Without any knowledge of how the targeted email addresses were determined or how many emails were distributed to potential respondents, I cannot make any concrete suggestions about how to improve the response rate. However, the process clearly should be re-examined. One technique that many libraries have used to pique interest in the survey is a raffle of a significant prize, such as an iPod, for survey respondents.

The LibQUAL core questions have evolved over the years, and while consistency in annual survey questionnaires can be a positive feature, the LibQUAL core changes have resulted in some redundancy with the consistent OSU local questions. Other local questions are a bit dated or have outlived their meaningful contribution to the survey. An important task for 2006 would be to examine the 2006 LibQUAL questionnaire, make certain there is no redundancy between the core and local questions, and make certain that the local questions are relevant to the issues of most interest to the OSU Libraries. There is an opportunity to update the local questions each year.

Finally, as with any survey of users, it is important to report results to the respondents and the wider OSU community in order to strengthen relationships between the Libraries and their users. Respondents to surveys need assurance that they have made a meaningful contribution and have been heard. When possible, direct associations between survey responses and OSUL attempts toward improvement should be stated publicly.

## **Final Commentary**

As the survey authors emphasize, LibQUAL is but one tool in the larger toolkit of assessment strategies that libraries can employ today. It provides a library with insight into the perceptions of its community of users, and it is essential for libraries to confront actual user impressions and perceptions. It is never wise to assume we know what our users are thinking because we are sure that our services are good. For example, OSUL staff may feel confident in the truth that they are providing their users with one of the best e-journal collections available at a research library today. If the users are not aware of that though, or due to their limited scope of experience do not believe that to be true, then clearly promotion and marketing are needed in order to improve user perceptions of the library. The library staff should not ignore the user perceptions just because they know the truth and reality of the matter to be otherwise.

Since I am new to the OSU Libraries community, I was not able to link LibQUAL survey results to efforts for improvement over the past several years. Undoubtedly others will have personal knowledge of those efforts and will be able to make meaningful contributions in that area. Far more analysis could be performed with the LibQUAL data. I attempted to highlight the most striking factors I encountered while reviewing the data over a two week period, but if there is a need for more detailed work, that certainly could be done. I also focused on the areas in which

user communities felt that the Ohio State University Libraries failed to meet their minimum expectations of performance. The analytical process could shift to focus on narrowing the gap between the levels of perceived performance and the levels of desired performance. There is much to be gained by using this tool repeatedly in the future.



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Appendix 7:  
LibQUAL Survey Results, Health Sciences Library

## Appendix G

# LibQUAL Survey Results

The Ohio State University  
Health Sciences Library

# What is LibQUAL?

- A national web based tool/survey used to measure library patrons' perception of service quality. OSU HSL conducted the survey in Spring 2002.
- A “total market” survey which provides a comparison with peer institutions.

# LibQUAL Survey

- The 2002 survey questions measured users' perceptions of service quality and identifies gaps between desired, perceived and minimum expectations.
- Questions measured quality in four major categories: the library as a place, affect of service, access to information, personal control.
- Three additional questions measure satisfaction.

# What is OSU's "response rate" to survey and how does it compare to peers?

- OSU response: 54.07%
- AAHSL average response: 50.97%

# OSU Respondents by Discipline

■ Medicine	70.55%
■ Dentistry	11.64%
■ Library	9.82%
■ Public Health	2.18%
■ Hospitals/Clinics	2.18%
■ Allied Health	1.09%
■ Nursing	.73%
■ Graduate School	.39%
■ Optometry	.39%
■ Pharmacy	.36%
<hr/>	
	100.00%

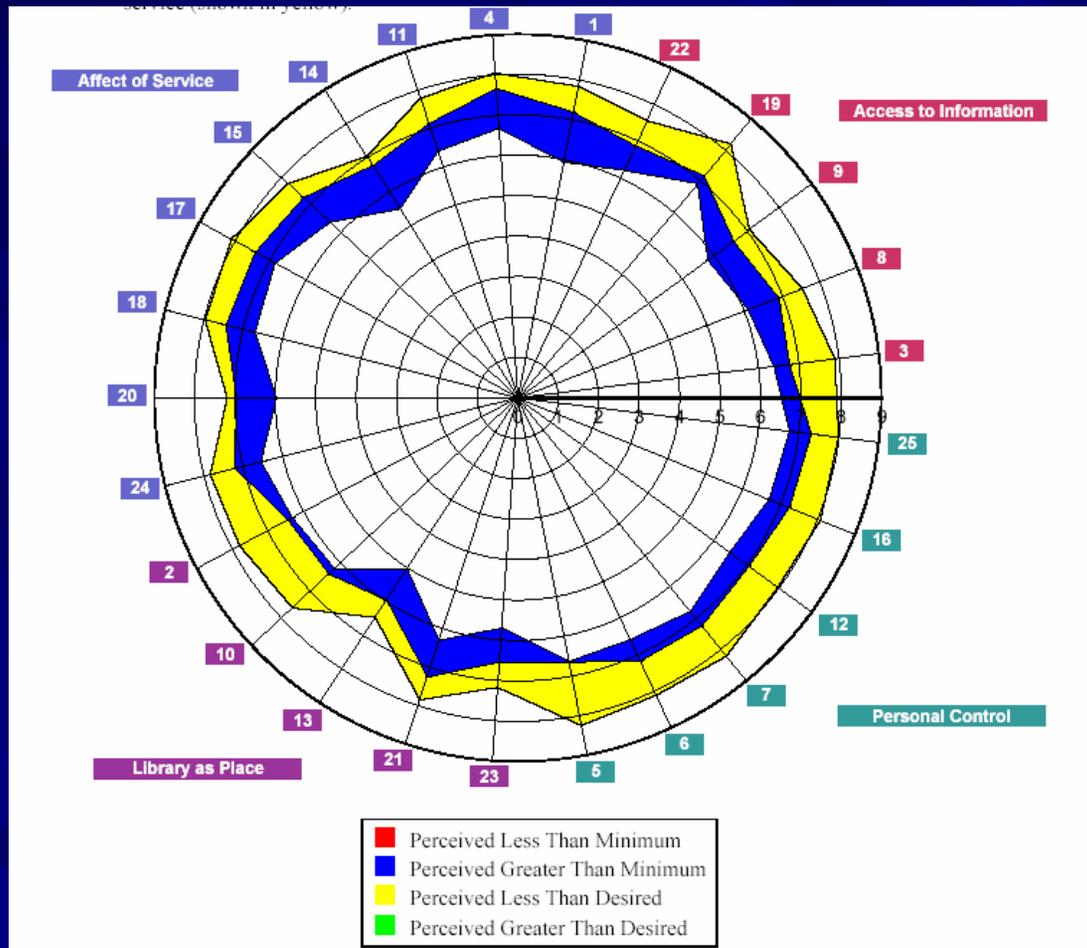
# General Satisfaction:

(Scale 1-9, 1= strongly disagree, 9= strongly agree)

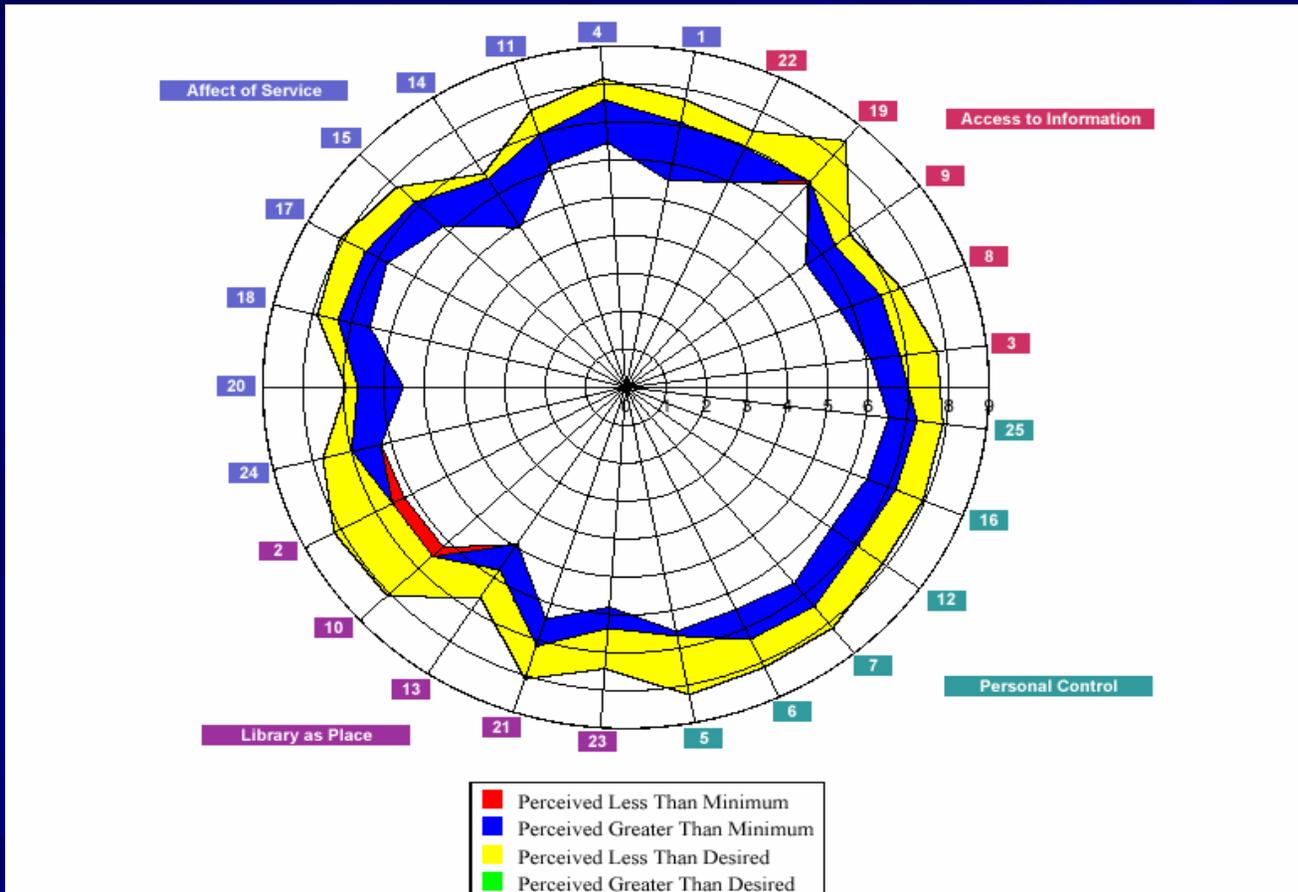
	OSU	Peers
Satisfaction with treatment	7.56	7.47
Satisfaction with support	7.10	7.05
Overall service quality	7.39	7.35

# Item Analysis by Total User Group

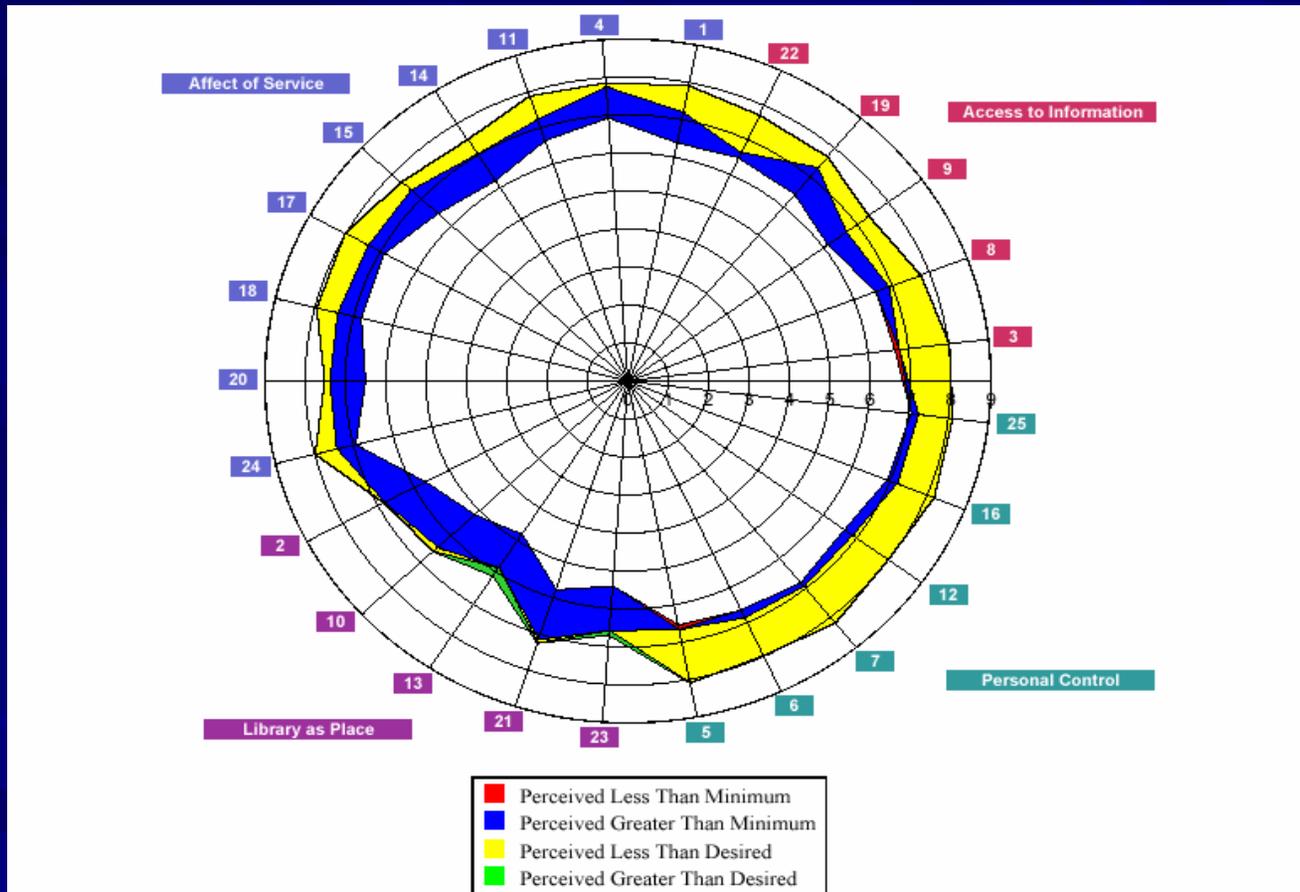
All User Groups (Excludes Library Staff)



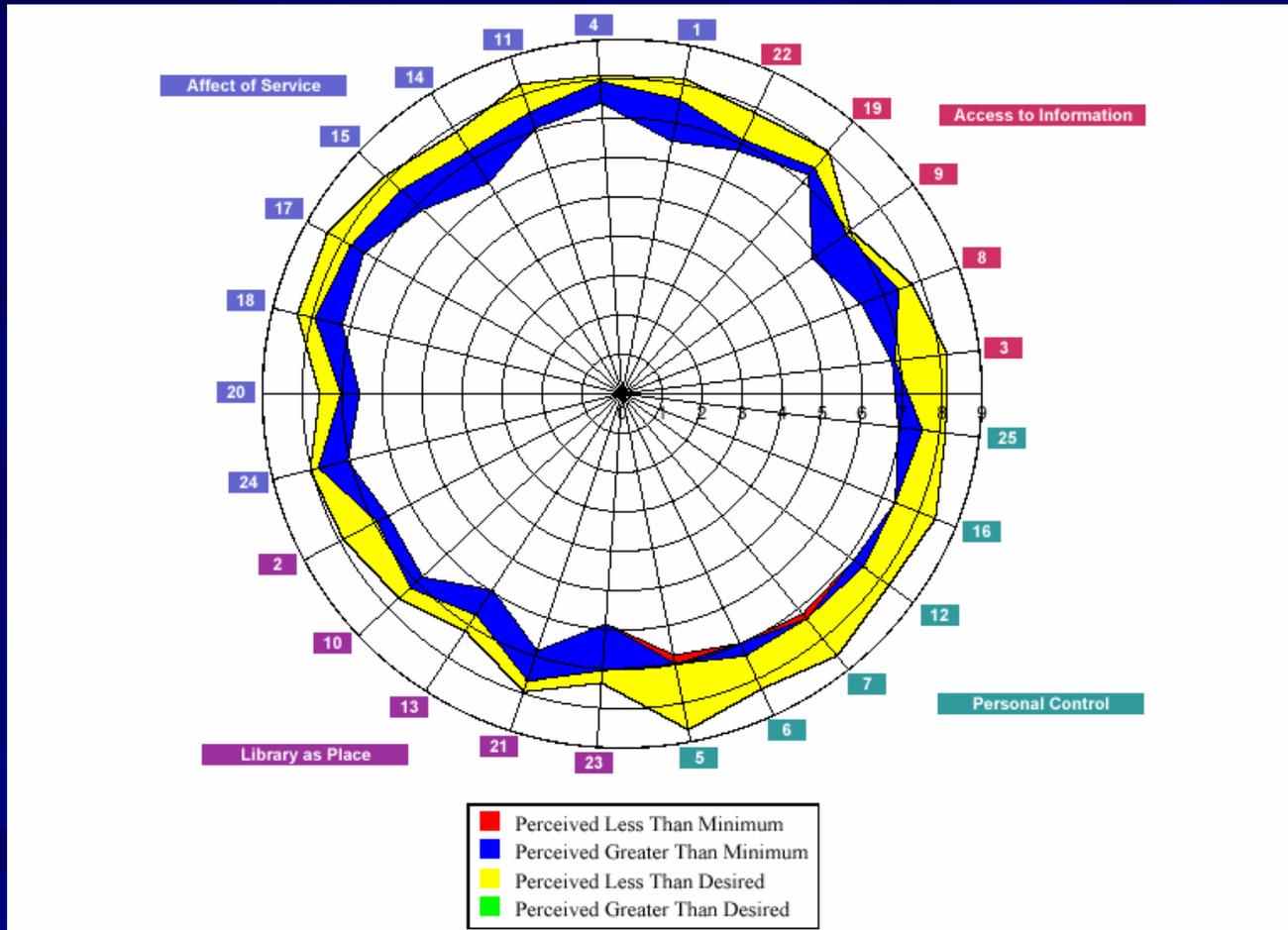
# Graduate Item Summary



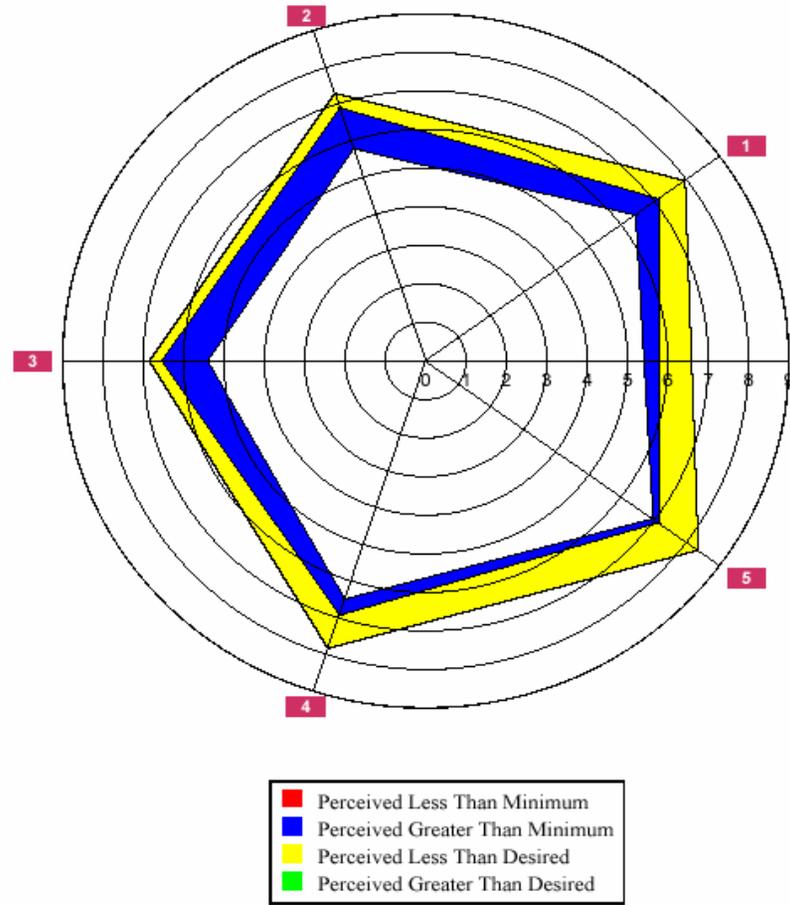
# Faculty Item Summary



# Staff Item Summary



# Five AAHSL Questions



# Weaknesses

- Library as Place:
  - a) quiet study space
  
- Access to Information:
  - a) convenient hours
  - b) complete run of journal titles
  - c) comprehensive electronic resources
  
- Personal Control:
  - a) electronic resources accessible from home/office
  - b) library website enabling me to locate information on my own.

# Strengths

## ■ **Library as Place:**

- a) place for reflection
- b) comfortable and inviting
- c) contemplative environment

## ■ **Access to Information:**

- a) timely document delivery
- b) interdisciplinary library needs are addressed
- c) comprehensive print collections

# Strengths (con't)

- **Personal Control:**

- a) modern equipment
- b) easy to use access tools
- c) convenient access to collections
- d) information easily accessible for independent use

- **Affect of Service:**

- a) consistently courteous employees
- b) willingness to help users
- c) dependability in handling users problems
- d) individual user attention

# Dimensions Most Desired by Total User Group

- Comprehensive electronic resources (8.35)
- Electronic resources accessible from home or office (8.25)

# Trends in Written Comments

- Increase access to electronic resources
- Need quieter study space
- Expand Library hours
- High level of customer service provided

# Plans for the Future

- Distribute LibQUAL data to LLC and request input
- Share survey results
- Participate in 2004 LibQUAL survey