

## 1. Cowles Library Current State – “Supporting the Drake Mission”

The mission of Cowles Library is to create opportunities for learning by empowering members of the Drake community to successfully access and use information. Cowles Library is committed to creating and maintaining a dynamic learning environment focused on service and guided by the principles of intellectual freedom. (from *Cowles Library Strategic Plan for 2004-2006*, August 2004)

**Cowles Library's values:** Cowles Library is a team-oriented learning organization that: utilizes an approach to service framed by a set of service and professional values; is based on the concept of collaboration, as well as professionalism; maintains a process of assessment; and advances the development of a diverse and multicultural environment.

There is a document available on the library's self-study web site:

[http://www.lib.drake.edu/selfstudy/index.php/Current\\_State](http://www.lib.drake.edu/selfstudy/index.php/Current_State)

## 2. Library Programs – “Empowering the Learning Enterprise”

### a. Curriculum-centric Focus

- Centrality of Information Literacy (relationship to AOI's, etc)

The reach of our instructional efforts and support of effective teaching extends beyond the classroom and into the Drake Curriculum. Two years ago, an instructional Librarian served a one-year term as Chair of the Drake Curriculum; and several librarians have (and continue to) serve on the campus-wide Curriculum Committee. These Librarians have provided valuable input and support into the Drake curriculum-building process, particularly with the Information Literacy and Critical Thinking requirements. A Librarian is also currently a member of the Drake Curriculum Analysis and Planning Committee. In addition, Librarians regularly (upon request of the faculty member) provide in-class instruction in First Year Seminars as well as many other classes.

Cowles personnel also provide two sections of the "First Year Seminar" (as noted above) and provide a one-session "introduction to the library" to the other forty sections of this course (all library faculty participate in this process). Our instructional librarians also support numerous other curricular programs; for example, one librarian is currently involved, as Interim Director, of a program to provide technology-and information-laden "concentrations" to undergraduate majors of all stripes; while another is team-teaching an Honors Course with a Journalism faculty member. A Librarian is also currently head of the Drake Humanities Center, an NEH-grant funded entity that is the chief source of faculty development funds for Drake faculty in the Humanities disciplines.

### b. Ubiquity and the Transformation of Access

- Wireless computing, Web Site, Virtual Reference, Digital Content, et al.

Cowles Library has been a leader, both on the Drake campus, and in the broader academic library/information technology sphere, in introducing change and bringing a

spirit of innovation to the Web. The Library has operated a functioning Web site since 1994. Moreover, even before that time (“pre-Web”), the Library’s patrons were able to access information databases through the Internet or dialup connections. Today, the Library’s entire “electronic collections” of 15,000 journal titles and 30,000 electronic books are equally available to Drake students sitting in a dorm room, or taking “study abroad” courses in Italy or China. This facility is a primary reason that Drake is able to offer rigorous academic courses entirely over the Web, to students in India and Australia; the “electronic library” that these students can access, often dwarfs the limited “physical libraries” available to such students.

A few relevant accomplishments:

- Virtual reference (“AskUsOnline”) has been available for three years.
- Electronic reserves are available 24 hours a day.
- **Web Site Update.** The Cowles Library Web site (<http://www.lib.drake.edu>) is the result of the efforts of library-wide working group. These efforts began in 2004 and culminated in the release of the current Web site in April 2005. Cowles Library personnel utilized both an internal committee, focus groups, a usability study, and an outside consulting firm.
- The library had a wireless access system installed in the building (1999) and checked out Ethernet cards to users with laptops; these efforts preceded (by three years) the widespread availability of wireless access on the campus.

c. Establishing New Frontiers for Shaping Knowledge (repository)  
- Drake Digital Repository and Drake Heritage Collections

Cowles Library Digital Projects already include a wide array of the research and publications of both Drake students and faculty. As such, the Library is positioned to be a key player in the “Open Access Initiative” (OAI). OAI is a worldwide movement to “open up” access to the scholarly research and output of the world’s research institutions; unlike “traditional” publishing efforts, wherein research is amassed by journals, who then turn around and sell the results back to libraries in pursuit of profit, OAI relies on individual institutions to archive and make available, using the Internet, and without charge, the intellectual output of the institution. Drake University is a leader in this nascent movement, and Cowles Library is the only library in Iowa that provides this service to its researchers and students.

Cowles Digital Initiatives also extend to the Drake Heritage Collection, which, like OAI, is free to all researchers everywhere in the world. The Heritage Collection is dedicated to preserving the history of Drake, as well as the surrounding community, through digitization and other projects (such as collecting oral histories of prominent Drake alums). Cowles partners with other libraries throughout the state to host and preserve valuable historical assets; these are available to students, researchers, and educators everywhere.

d. Information Commons and the Library as Place  
- Transformation of the use of the facility

The last major renovation of the Library building was in 1993/1994. Since then an electronic classroom, a media classroom, an Information Commons, a quiet study area, and a Heritage Room were created out of existing space.

The creation of the Information Commons is, has been, and will be the sustaining “change” influence for the Library. For example, by beginning with a successful implementation, it attracted increased use by students and increased attention by all Library users and staff.

Now, the future must be described in terms of activity trends that the Library is already pursuing. These include the creation and support of services and resources that are entirely “virtual.” Beyond this, the Library is increasingly committed to making the virtual world engaging and meaningful to the learning modes of new generations.

### **3. Developing a Capacity for Excellence**

#### **a. Building a Learning Organization**

Again, it is worth repeating, “Cowles Library is committed to creating and maintaining a dynamic learning environment focused on service and guided by the principles of intellectual freedom.” (from *Cowles Library Strategic Plan for 2004-2006*, August 2004) The Library fosters this commitment by rewarding internal teamwork, by building bridges to external groups, and by rewarding activities that pursue learning and personal growth at all levels.

We invite reviewers to assess our efforts especially along these lines. We strongly believe that the other categories within this document are imbued with this spirit of learning.

#### **b. Strategic Thinking and Processes**

The Library has written and maintains a Cowles Library Strategic Plan which includes: mission, vision, organizational attributes, and Strategic Goals as the basis for our actions. This document is developed with input from library faculty and staff. The mission statement and goals are aligned with the University Mission and goals and are clearly linked. This document is updated regularly.

Bi-annually the library updates its Cowles Library Program Development Priorities.

Bi-annually each Unit in the Library updates its Cowles Library Unit Program Priorities. This document is directly linked to the Cowles Library Program Development Priorities, and includes the specific Unit Goal, Assignment, Resources, Linkage to University Strategic Goal, Linkage to Library Strategic Goal, and the Objectives.

Annually, each library faculty and staff member develops his/her Personal Performance Goals. These goals are linked to the Cowles Library Unit Program Priorities, as well as the Cowles Library Program Development Priorities.

Fuller explication is available at:

[http://www.lib.drake.edu/selfstudy/index.php/Current\\_State#Operations](http://www.lib.drake.edu/selfstudy/index.php/Current_State#Operations)

c. Organizational Hallmarks of Cowles Library include:

1. Values and Service Orientation

Cowles Library is a team-oriented learning organization that utilizes an approach to service framed by a set of professional values. The Library approach to service is framed by a set of Service and Professional Values grounded in a commitment to intellectual freedom and the [American Library Association's Library Bill of Rights](#).

2. Collaboration

Section 2.a (above) highlights the vital role Cowles Library plays in the collaborative development of the Drake Curriculum.

The major mechanism for ongoing communication between Library faculty and other faculty members is the Library Liaison program. The Library holds bi-annual meetings to update discipline-based faculty on important library events, services, resources, etc. This is done to facilitate cooperation and communication, as well as further grow our collaborative educational efforts.

The Library also works with various academic departments on campus to help them comply when they are undergoing accreditation reviews.

3. Technology - Risk and Experimentation

To continue to grow the Drake digital environment, this history of innovation needs to be coupled with a renewed determination, as well as supporting resources, to wed that history to the emerging opportunities of trends such as “Web 2.0” and the move towards more active learning environments. Students, at whatever physical remove, should be given the opportunity to participate in, comment on, and evaluate the Library Web presence. Vigorous student employment experiences could be built around integrating new communication technologies into online offerings. Such instantaneous and ubiquitous access to a quality information environment can only help students and faculty to think of “our library” at Drake.

d. Library Faculty and Staff – Redefining and Retooling

1. New Organization Models

The work of the Library staff is guided by a set of organizational attributes. For example, the Library is a Learning Organization with both individual and team work focused around a shared vision and a strategic agenda. By adopting and sustaining such attributes, the staff directs the ongoing development of Library services in a manner that

will help produce effective decision-making, efficient use of resources, and excellence in the provision of services.

## 2. Position Review Processes

Hiring and work standards are adhered to include the Drake Faculty Handbook and the Cowles Faculty Tenure and Promotion document for librarians; and the Drake Staff Handbook for staff. The Administrative Assistant in the Dean's office works closely with the Drake Human Resources Department to assure compliance with all local and national standards is met. Librarians are faculty with tenure track.

As the Library has focused its efforts around teaching and technological advances, the qualifications and composition of the staff and faculty have evolved to reflect these circumstances.

**STAFF:** Cowles Library is in step with a campus-wide initiative to rationalize and regularize job descriptions and salary grades for its staff. In addition, the Library has devoted time and resources towards upgrading positions, gradually replacing lower-paid clerical positions with higher-grade technical and managerial support positions.

**FACULTY:** Cowles Librarians have benefited from Drake University's commitment to increase the quality of its faculty through material reward. Importantly, the Library's faculty have grown in numbers and in terms of their deployment towards strategic educational objectives.

Moreover, as new positions have been developed, the Library has increasingly embraced the centrality of improving the teaching and learning environment. For example, in the recent application for the position of Pharmacy/Sciences Librarian (a new tenure-track library position), the successful justification included these points: fostering greater collaboration, and advancing methodologies for student engagement in digital research projects and practices.

## 3. Recruitment

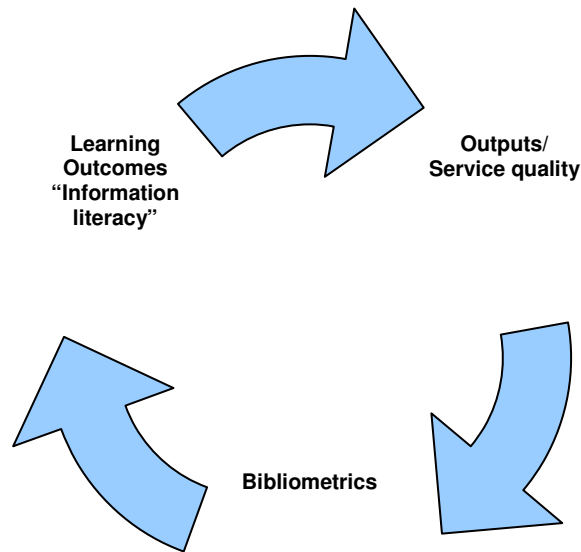
Each time a position has become vacant, we have looked to the emerging needs of the institution when filling that position. Therefore, within the past three years we have created the positions of Web Developer, Systems Specialist, Electronic Resources Manager, Digital Librarian, Sciences Librarian, and First Year Services Librarian.

The quality of the individuals who have been recruited as a result of these processes is undeniably high. Their contributions range from personal involvement in regional and national professional organizations and conferences, to garnering rewards and recognition for the excellence of our digital initiatives.

## 4. Sustaining Leadership and Professional Quality.

Training and staff development is strongly encouraged. Funding is available for both librarians and staff to attend local and out-of-state conferences and workshops that highlight knowledge and training in their particular areas. Staff members have attended recent diversity workshops held on the Drake campus as well as national events. Every staff and faculty member of the Library is required to submit an annual personal Development Proposal; thus all Library employees at every level seek to discover personally useful and fulfilling development opportunities.

#### 4. Developing and Sustaining a Culture of Assessment



##### a. Role of Standards

Cowles Library exists to serve the information needs of the Drake community. To help fulfill that function, Cowles Library is part of the global community of academic libraries, and the shared practice of academic librarianship. The Association of College and Research Libraries (a unit within the American Library Association), is one of the primary collaborative agents for the development and dissemination of guidelines and standards for the effective organization and management of academic libraries. Cowles Library adheres to the *Standards for College Libraries*.

<http://www.ala.org/ala/acrl/acrlstandards/standardscollegelibraries.htm>

These standards, unlike previous academic library standards, focus on outcomes, rather than input measurements. The standards address the following areas; Planning, Services, Instruction, Resources, Access, Staff, Facilities, Communication, Administration, and Budget. Cowles Library has established a measurement framework for each of these

areas; each data element of the Library's Data Repository (see 4.e, below) is linked to one or more of these standards.

#### b. Bibliometrics (conspectus, collection data, etc)

Libraries have a long history of collecting and using statistics; that is, a culture of evaluation. The library collects statistics to evaluate and improve its programs, services, and resources.

**Bibliometrics** is the study, or measurement, of texts and information. Metrics are standards of measurements. The digital publishing revolution has had a major impact on both library operations and user expectations. **E-metrics**, then, are measurements of the activity and use of networked information. Their use in libraries is relatively recent, and there is not one agreed-upon industry standard. Two major aspects to e-metrics are the measures of E-Resources (e-journals, databases, books, digital documents) and E-Services (Web/OPAC, digital reference, MetaSearch, OpenURL).

E-metrics have been utilized to help improve web site design and navigation and as a key element when making renewal decisions for particular electronic journals and databases. Based upon the use of e-metrics, the library has adjusted library workflow, services, staffing, and resources.

#### **Collection Evaluation Methods**

Collection evaluation is concerned with determining the strengths and weaknesses of a collection of library materials in terms of the level of intrinsic quality, the extent to which the collection supports and furthers the library's mission and goals, and the value of the collection to the library's users. Collection evaluation is an integral part of the broader collection development process.

The library utilizes a variety of methods to analyze and measure the collection, both digital and print. These include the use of E-Metrics, the Library Conspectus, and Collection Analysis programs (database subscriptions).

The primary factor considered in conjunction with collection analysis techniques and measures is the "Cowles Library Collection Development Policy."

<http://www.lib.drake.edu/site/aboutCowles/cdpolicy04.pdf>

"Primary emphasis is placed upon materials and services that expand upon and support the curriculum, and that support faculty teaching." (p.1, Collection Development Policy). Simply put, the aim of the library is to support and enhance the teaching and learning efforts of the curriculum. Consequently, the breadth of the collection should closely match curricular offerings.

- **E-metrics**. E-metrics is used to measure the use of subscribed-to electronic resources to determine demand and usage patterns. E-metrics helps determine usage trends over time. We have utilized E-metrics to make database subscription

renewal and cancellation decisions. We also have usage data available on the “journal level” for many electronic journals. Taken in conjunction with print usage numbers, we have made decisions to move an ever-increasing number of journals to “online only” due to high usage of electronic over print.

- **Library Conspectus**. Each year the library prepares the Library Conspectus, which is a strategy for setting acquisitions guidelines for academic disciplines. This entails relating the number of titles published each year (broken down by the Library of Congress Classification system) to Drake’s curriculum. Call numbers are assigned to each academic discipline and the percentage of the total volumes published is weighted by the level of the program (as assigned in the “Curricular Analysis” section of the Collection Development Policy, pp. 5-7). This process produces a total monographic guideline figure or a monographic purchasing target for each discipline.
- **Collection Analysis Tools**. The library subscribes to three collection analysis tools: **Bowker’s Book Analysis System** - This resource provides a qualitative analysis of library monograph holdings. This tool uses [Resources for College Libraries](#) (the authoritative academic core list of book titles). **WorldCat Collections Analysis** - WorldCat Collection Analysis is a Web-based service that provides analysis and comparison of library monograph and serials collections based on a library’s holdings. Benefits include the ability to evaluate library holdings, and the ability to compare both print and electronic acquisitions with peer libraries. This resource allows the library to efficiently develop those areas that are identified in the analysis. **Ulrich's Serials Analysis System** - This resource allows us to conduct in-depth analysis of the library's periodicals and serials collections.

### c. Benchmarking

Benchmarking uses standard measures to allow for comparison between educational organizations (in this case, academic libraries). It is an activity that looks outward to determine best practices in an industry or field. It allows comparing partners to gain perspective on their own performance relative to their peers.

For benchmarking purposes Cowles Library compares itself to the libraries identified in the university-defined peer group. The results of this analysis can be found on the library’s Data Repository (see Section 4.e, below)

### d. Capacity for Assessment and Service Quality

#### 1. Training and Development

In 2006, the library created the position of Training and Service Quality, Coordinator.



This position is an ongoing commitment to insuring that assessment data is effectively utilized to advance and improve the quality of library service. This individual is charged with coordinating data gathering, partnering with library staff to review assessment results, and structuring ongoing student employee and staff development activities.

Cowles Library also participates in the *Service Quality Assessment and Evaluation Academy* sponsored by the Association of Research Libraries. This provides for an intensive training and certification experience for a member of the library staff on a regular basis.

## 2. LibQUAL

On a biannual basis, the staff of Cowles Library conducts a survey of student and faculty satisfaction with the library. The library employs an instrument developed by the Association of Research Libraries and the Association of College and Research Libraries.

Closing The Loop: Concerns and issues raised in the LibQUAL survey are addressed in library planning, goals, and budget requests, and lead to changes and improvements in library services. Data from the survey has lead to technology upgrades, the implementation of the libraries “Information Commons”, and a strategic improvement plan for library support of the sciences. Specifically, the library has hired a Service & Training Coordinator to address student training concerns; in response to concerns raised over the library’s web page, the library created a new position, Web Developer. The Web Developer (in conjunction with library faculty) has completely redesigned the library’s web presence; and the library has added a suite of information resources in the sciences and Pharmacy to address concerns expressed in the 2003 survey about lack of adequate resources in these areas. For more information regarding concerns raised in the 2003 & 2005 survey, and the resulting library responses, see:

<http://www.lib.drake.edu/page.php?id=106>

Survey results are shared with the public. 2005 results can be found at:

<http://www.lib.drake.edu/site/aboutCowles/LibQUAL/LibQUAL2006Results.pdf>

### e. Measurements and Data Repository

We are working on a “data repository” for all relevant library assessment activities. This is another result of a library-wide process that will ultimately serve library-wide (and beyond) needs:

<http://www.lib.drake.edu/core/assessment/>

### f. Linking to Learning Outcomes -

Specific links to our efforts to link our instructional initiatives to University Learning outcomes are available:

[http://www.lib.drake.edu/selfstudy/index.php/Evidence\\_Document#Library\\_Goal\\_4 -  
Instruction](http://www.lib.drake.edu/selfstudy/index.php/Evidence_Document#Library_Goal_4_-_Instruction)

## **5. Next Steps – Developing the Virtual Learning Environment**

It is the central challenge for libraries to understand how emerging technological and social changes, (such as “Web 2.0,” that is, the trend for technological development to be increasingly interactive, open, and collaborative) affect the learning environment. This will require a shift in how libraries view themselves. The notion of the library as a “treasure box” of information is being supplanted with the goal of building communities, both virtual and physical, to facilitate a dynamic learning environment. We must explore ways to harness this collective intelligence and treat our “users” as co-developers of knowledge.

To continue to grow the Drake digital environment, the Library's history of innovation needs to be coupled with a renewed determination, as well as supporting resources, to wed that history to the emerging opportunities of “Web 2.0,” as described above. For example, students, at whatever physical remove, should be given the opportunity to participate in, comment on, and evaluate the Library Web presence. Drake faculty from outside the Library should be given tools to develop and support curriculum-based “virtual” electronic resources. Finally, the institutional strengths of Cowles Library must be brought to bear in this context. To that end, it will continue to be the role of all who work for the Library to model the values of service, professionalism, and support for the representation of divergent viewpoints, that underpin any civil system of education, dissent, and debate. This future has already arrived. Thus, it is no less important that these public values be maintained by the Library in the emerging “virtual world,” than in the more familiar realms of reading room, reference desk, and classroom.