

STANDARD 7: LIBRARY AND OTHER INFORMATION RESOURCES

Description

The UNH Library and Academic Technology (AT) are two separate entities at UNH that work in collaboration with each other and with other agencies within and outside the institution. Academic Technology is part of Information Technology and is partially housed within the UNH Dimond Library. Each element of the standard is addressed from the standpoint of both entities.

Both the [library](#) and [academic technology](#) have clear institution-related missions to provide teaching and learning resources that support all campus constituents in their pursuit of information, knowledge, and research. Library and technological resources are critical to the success of two of the ten major initiatives in the mission-driven 2010 UNH Strategic Plan: Independent Research, Scholarship, and Creative Activity; and Learner-centered Environment. Personnel from both the library and AT, including the Dean of the Library, were integrally involved in the university Strategic Planning process as committee members and consultants.

Resources and Access

In operationalizing its mission, the University of New Hampshire Library is client-centered and future-oriented, founded on core [organizational values](#). The library consists of the Ezekial W. Dimond Library and its branches, housed in separate buildings on the Durham campus, which serve the Biological Sciences; Chemistry; Engineering, Mathematics and Computer Science; and Physics. The UNH Manchester Library primarily serves our urban campus, but all libraries serve the entire UNH community. The UNH School of Law has its own library on the Concord campus and is in the process of coordinating integration of select services and resources with the other campus libraries in anticipation of full integration of the law school into UNH.



Dimond Library is the main library on the Durham campus, housing collections supporting the humanities, social sciences, business, health sciences, human services, education, and earth sciences. Dimond Library is also home to the federal and state depository publication collections, multimedia, Special Collections, University Archives, and the University Museum. The University Library holdings include 56,456 online journals, 493,653 online books, and 1,551,256 print volumes.

The UNH Manchester Library, pictured below), is the heart of our urban commuter college community and an essential partner of students, faculty and staff. UNH Manchester Library's holdings total 39,636 volumes (books, periodicals, and audiovisual materials). UNH libraries on both campuses collaborate with technological services to provide a full set of up-to-date resources that support the teaching, learning, research and outreach missions of the university.

Instructional technology support is organized into three areas and administered separately on each of the two campuses: (1) faculty support for integrating technology into teaching and learning (e.g., workshops, one-on-one consultation), (2) support for hardware usage in classrooms; technicians are assigned to specific buildings to deliver and troubleshoot equipment

problems in a timely manner, (3) technical services for installing and maintaining hardware and systems. Technicians maintain systems used by UNH constituents in all of the computer clusters and technology-enhanced (SuperTEC) classrooms at Durham and Manchester. There are additional Information Technology divisions for finances, planning, communications, security, and infrastructure. Specific IT resources, including those that support alternative delivery systems, are discussed below within each element of the standard, as well as in Standard 8.



Library budgets are developed in collaboration with the Central Budget Committee and the Business Service Center Director. In FY13, the library had a budget of \$12,003,428 (\$16,940,545 total, with \$4,937,117 applied to facilities expenses). In this budget, \$5.557 million was allocated to collection expenditures, the balance to faculty and staff salaries and operational expenditures, including library technology infrastructure. The library budget and expenditures are reviewed regularly. The budget includes library technology acquisitions and related services, and the Library Strategic Plan projects targeted fundraising. The AT operating budget includes software acquisitions and renewals (hosted and self-hosted); technology acquisitions for student services; maintenance and repairs for these types of technology acquisitions; installation of technology (including wireless); and consulting and outsourcing. Any increase in the academic technology budget is partially funded through the annual student technology fee that is voted on by the Student Senate each year. Maintenance and improvement of academic resources are built into the budgets. Central and local budgets and fee structures yield finances adequate to support current plans and operations for both the library and AT, but it is a challenge to develop and maintain resources amidst rapidly expanding information sources and access tools.

Durham campus [libraries employ](#) 67 full-time people (51 staff and 16 faculty), while the Manchester Library employs 5 full-time people (3 staff and 2 faculty). Currently, a faculty librarian with a background in informational technology and four technology specialists manage the library's servers, its ILS, its public and staff workstations and peripherals, and its web presence. All Library faculty earned the terminal Master of Library Science degree, most have a second master's degree in a subject area, and some have a subject-area doctoral degree. All library staff meet the educational qualifications required of their positions. The library provides support for training and continuing education by offering opportunities for all employees to participate in workshops, webinars, and conferences sponsored by appropriate professional organizations. Three librarians currently hold high elected office in regional professional organizations, and two librarians recently published books on topics in the field. [Academic Technology is staffed](#) with 40 full-time positions and 5 part-time positions in Durham and 4 positions in Manchester. Staffing needs are continually evaluated during this time of rapid development of new technologies and delivery systems. AT staff participate in both formal and informal learning opportunities to stay current in their fields. Formal learning is part of the full-time staff annual budget. A number of AT staff have advanced degrees, with additional technology certifications in areas of service management, for example (Information Technology Infrastructure Library (ITIL)) and process improvement (Six Sigma).

Organizationally, UNH Manchester Library employees and budget allocations are directly linked to the college (UNH Manchester) and not to the University Library; however, operationally, there is a practical partnership between the two libraries to successfully serve

undergraduate and graduate students, faculty and staff of both campuses. The University Library and the UNH Manchester Library share a common catalog, and the same access to databases and other e-resources. They also collaborate in collection development, making access to library materials from either library easier for the UNH community at both campuses. Cooperative e-resource purchasing between the UNH Library and the UNH Law Library are in the early stages as the full Law School integration continues. The UNH Information Technology unit adds to all library technology support services for students and faculty through its authorization system for secure off-campus access to library electronic materials.

The UNH Library collection budget for FY13 represented 46% of the total library budget. UNH users have access to 57,351 online journals, 345,041 online books, and 1,766,551 print books within the UNH collections, plus access to materials from other libraries' collections through the Boston Library Consortium (BLC) and through interlibrary loan services. All students, regardless of program location or delivery mode, have access to the library's [online catalog](#) (Innovative Interfaces, Inc., Millennium system) and the [BLC WorldCat catalog](#); online subscription databases, journals, e-books; the EBSCO Discovery Service (EDS); and [the Library's Digital Collections and Scholars' Repository](#). Students access instructor-selected [e-reserves materials](#) via their course Blackboard sites. Students have access to [reference and research assistance](#) through a variety of modes including in-person, telephone, email, text/SMS and chat. The University Library supports specific academic programs and faculty research, such as the [Geospatial Services Center](#) located in Dimond Library. We are digitizing library collections to create better access to primary sources and state documents for students and faculty. The library [web redesign](#) should boost usability of the website, although the current site already has high usage.

During fall and spring semesters, all library locations in Durham and Manchester are generally open seven days a week ([UNH Durham](#): 120.5 hours/week, [UNHM](#): 76 hours/week); branch library and service desk hours vary. Patrons can access electronic resources remotely via authenticated IP address and on-campus access to licensed electronic resources, which are available every day, at all hours. Reference and research assistance is offered in person and virtually (in both Durham and Manchester) for students and faculty by experienced library personnel; questions are referred to appropriate subject or collection specialists, when needed.

Information and Technology Literacy

Information literacy instruction is generally provided in person through classroom sessions or individual transactions or through online research guides. Undergraduate students are the primary audience for library instruction; 87% of all instruction sessions are offered to undergraduates, in particular through [ENGL 401](#)-First Year Writing course (60% of undergraduate instruction sessions). Because there is a waiver process, not all students take this course and may miss early library instruction. One-on-one instruction is often done through the reference service desk, which includes research consultations and shorter information inquiry transactions. Since 2009, librarians published 172+ web-based [Libguides](#), which received more than 26,000 hits to date. On the AT side, Instructional Development staff (12 full-time members) support faculty teaching and research by [providing information resources](#) and instruction in their use. The staff supports the development of engaging course content, the exploration and piloting of emerging technologies, and the collection of best practices for enhancing student learning by organizing training events and providing direct assistance to

faculty for designing instruction. Within Customer and Classroom Services, 12 full-time staff outfit classrooms with technology and run the AT Support Center, a walk-up help desk for students and faculty in Dimond Library. Audiovisual Services offers an impressive array of equipment and services including delivery and demonstration of equipment, emergency assistance, sound support, consultation and audiovisual system design. The Instructional Technology Service Center offers training and support to students, including training on digital video production (Parker Media Lab); malware/virus removal seminars; and general computing and technology support. The Instructional Development Center holds training sessions/workshops on a variety of topics, such as Blackboard utilization, Lecture Capture, use of “Clickers” (student response tools in large lectures) and Teaching Online. AT provides online Blackboard support for faculty through on-demand print and video documentation covering all areas of [Blackboard](#) use for teaching and learning. AT also holds the Faculty Instructional Technology Summer Institute (FITSI), a week-long hands-on experience for faculty to learn strategies for effectively integrating technology into their teaching and/or designing online courses based on best practices.

From the early ENG 401 course, through required inquiry-oriented and writing-intensive courses, to the senior-level [Capstone Experience](#) in the core curriculum (Discovery), a framework is established for increasing proficiency in information retrieval, analysis, synthesis, and research support. Progressive acquisition of information and technological literacy, in the context of the field of study, is defined by the academic departments within their own purview and supported by library facilities at each stage of academic expectation. UNH currently employs the Collegiate Learning Assessment to measure the value added to undergraduates over the course of their studies at UNH. (Also see Standard 4.) The Library is currently providing discipline-based instruction for approximately 60 classes per semester plus “virtual” support. The UNH and UNH Manchester libraries instruction report for 2010-2011 showed a total of 7,341 participants (5,982 for Durham and 1,359 for Manchester) in the total of 383 presentations; total participants in 2009-2010 were 7,376. Instruction librarians provide instruction in various venues across the two campuses, including dedicated computer-outfitted spaces in Dimond Library and University Center at UNH Manchester.

Appraisal

Resources and Access

The mission of the library supports the UNH mission and 2010 strategic plan, aligning specifically with initiatives to enhance research capabilities and learner-centered environments. Actions for operationalizing library initiatives are outlined in the 2008-2011 Library Strategic Plan. A number of these initiatives have been accomplished (e.g., third-floor space re-allocation), but there has been no systematic evaluation of efforts to address all initiatives, nor is there a current updated version of the Plan; however, a process to update these initiatives has begun. Data from the LibQual+® and [MINES surveys](#) indicate that library and information resources are of high quality, ample, diverse, and current to support and enrich the academic and intellectual work of faculty, staff, and students at all levels. The [2009 LibQual+®](#) study indicates that students and faculty find library resources/services to be helpful and efficient when carrying out their academic work (6+ to 7+ on a 9-point scale). The library space itself receives particularly strong ratings. The Assessment Librarian oversees the LibQual+® survey and other

assessment activities. Reports from a variety of academic program accreditation bodies indicate that library collections meet set standards. Increasing numbers of inter-library loans indicate that users are able to access desired materials through cooperative borrowing.

Because of volatility of tuition dollars and state funding, the Library's revenue source shifted in FY12 from state and tuition allocations to a general assessment model through the VPAA budget. UNH provides increases to the collection budget when able, but collections were flat-funded in [FY12 and FY13](#). Although technology and equipment are typically purchased through the general supply account, actual expenses often exceed the budgeted amount (expenditures between 2008 and 2011 averaged \$102,000 annually). Unexpected significant expenditures are paid from gift funds. No separate budget allocation exists for IT training for library resources. Journals comprise 68% of the collection budget; four years of flat funding with journal inflation rates of 6.1-7.9% has actually reduced the purchasing power of this budget. Migration from print to electronic formats improves access and opens physical space for other use, but funds are not readily available to purchase back files without reducing other material allocations. In Spring 2012, as part of an ongoing cost-benefit initiative, the library cancelled journals with high-cost/low-use titles, allowing retention of high-use important journal subscriptions. Concurrently, the turnaround time in providing copies of journal articles has been greatly shortened. In addition, all article and exam course reserves in Dimond Library were converted to electronic format for increased ease of access. Efforts in the last few years to streamline electronic resource access, in general, have been highly effective as evidenced in the [LibQual survey results](#) that indicate students' satisfaction with access to online resources and services. Usage of the Library's Document Delivery service has been increasing, although the library does not currently ship physical materials (books, media, maps, microforms, etc.) directly to students. This practice requires review so that access can be provided to "distant" students such as online learners, students abroad, and students enrolled in off-site clinical courses.

In keeping with its [strategic plan](#), the library has increased its number of applications for external funds for specific initiatives and projects. In FY12, a UNH Foundation gift officer was assigned to assist the library in developing alternate sources of revenue. Efforts are developing to improve advancement outcomes. Internal funding for university initiatives is highly competitive, even when a need for improvement in library resources has been identified. For example, the UNH Report on Internationalization called for additional library materials to support internationalization efforts at the university, but there were no funding recommendations made or monies identified to acquire those resources.

Information and Technological Literacy

Over the last decade, the library has greatly increased access to digital content through databases, both full text and abstract indexing, plus monographic reference tools, and ongoing website improvement, as described earlier in the narrative. An inventory of virtual transactions indicates that in FY10 there were 2,294 reference transactions (13% of total), and in FY11 there were 1,777 (11% of total). However, use of virtual reference services is underreported and not tracked at all locations. In-person reference transactions are still overwhelmingly popular, accounting for almost 80% to 90% of all reference transactions. Virtual reference transactions, including email, chat, and texting, had been holding steady, as noted, but recently increased to about 20%. Similar to many other academic libraries, the number of reference transactions has been decreasing: 17,725 in FY10 and 15,916 in FY11. The decrease in number of transactions

has been offset by the increasing complexity and instructional nature of reference transactions. For example, at least 43% of all Durham campus reference transactions in 2011-2012 were recorded as over 10 minutes in length and 16% (over 500 recorded) of all reference-type transactions exceeded 19 minutes.

Academic Technology support services to faculty, staff, and students outlined in the Description section have been very effective. More than 280 faculty have participated in the last 10 years in the Faculty Instructional Technology Summer Institute (FITSI). Blackboard continues to be heavily used to aid instruction, with 2,231 active courses in Fall 2011 and 2,050 in Spring 2012; active users were 15,466 students and 1,183 instructors in Fall 2011, and 14,575 students and 1,133 instructors in Spring 2012. Faculty show great interest in the Academic Technology workshops. In 2010, AT offered 109 sessions with 265 faculty attending; in 2011, 122 sessions with 528 faculty attending; and in 2012, 83 sessions with 459 faculty attending. A discussion of the increase in online course offerings is found in Standard 8. We believe that all of these metrics reflect a major increase in information and technological literacy among UNH faculty and students.

Over the past three years, Durham campus library [liaisons to academic departments](#) have been moving from a collection-focused role to a more rounded one that involves instruction and reference service, depending on the interests and skills of individual liaisons to various campus departments. There is growing emphasis on providing reference service and instruction to students in multiple modes, synchronously and asynchronously, and on developing and implementing methods of outcomes assessment for these services. The Library Instruction Working Group issued an analysis of instruction needs and projections in June 2012. Despite extensive use of LibGuides for online support for students and courses, there is limited development of interactive tutorials and online training modules. Teaching departments/disciplines are unevenly represented in terms of library instruction and/or library guides. A substantial number receive little instructional support from one or both of these programs. Overall, there is limited assessment of efficacy/outcomes of library instructional activities. Durham library faculty created the eUNH Working Group to research and develop instructional/research support for online courses and for students studying abroad, but there is limited, ongoing direct collaboration with faculty on developing information literacy-based assignments or activities. It is possible that, because faculty are increasingly availing themselves of workshops and the summer institute, the perceived need for direct, focused collaboration has diminished. A good example of where collaboration *is* effective is the UNH Library's work, through its Special Collections and Archives unit, with the History Department to emphasize primary research skills for students in its senior capstone colloquia. This includes a collaborative assignment focused on the analysis of historical documents, photographs, and web-based primary sources followed by classroom discussion and one-on-one consultations. In addition, the Library's Digital Collections unit is digitizing primary source materials for use in classes (e.g., HIST 500: Introduction of Historical Thinking). This example illustrates how one collaborative project can result in overall curriculum enhancement, including, in this case, a lens into knowledge accrual in the discipline for both majors and non-majors alike. Due to UNH Manchester's smaller scale, library staff are able to engage most teaching faculty in information literacy initiatives and provide targeted support for curriculum development. A notable example includes the UNH Manchester [Peer Mentor Program](#) to support the First-Year Writing courses.

Currently, there is not a library-based method for assessing educational outcomes from library instruction. Such efforts should involve a number of different measures and analysis

tools to help gauge learning outcomes and program effectiveness. The library has a dedicated infrastructure for assessment (Assessment Office, composed of the Assessment Librarian and the Assessment Working Group). The Library has a comprehensive program outlined for assessment and has a commitment to ongoing survey research (e.g., LibQual+®, MINES, and local surveys).

Projections

In AY 2013-14, the Library eUNH Working Group will recommend options for providing physical information resources (such as books and multimedia) to registered students who are not within traveling distance to the Durham or Manchester campuses.

The Assessment Librarian will work with library faculty in 2015 to develop a pilot program for assessing educational outcomes from library instruction utilizing appropriate measures and analysis tools to help gauge program effectiveness.

Beginning in 2015, the Assessment Librarian will present data semi-annually to the Dean of the Library and the library faculty to document data required for decision-making, long-range planning, project implementation, and budget requests.

Beginning in Spring, 2014, in collaboration with eUNH and IT, the Library will undertake a phased expansion of a more comprehensive library instruction program, including assessment of learning outcomes, and outreach to academic departments.

Institutional Effectiveness

By all measures, the UNH library affords comfortable study spaces for its clients in keeping with the land, sea, and space grant mission of UNH, which emphasizes teaching, learning, research, and service across a wide range of disciplines and academic levels. While resources are found to be adequate, there is concern about funding increasing collection and service needs, given the explosion of information resources and electronic access routes. The library is handling this concern through crafting improved data-based budget requests and continuing to prioritize allocation of funds. The MINES Survey (Library Cost Study), for example, conducted in FY08 and FY13 yielded cost analysis data. User surveys yielded data on library expenditures to support sponsored research. Based on another study, which was conducted in Fall 2012, that following 13 rounds of electronic resource [usability testing](#) and 39 hours of user observation, the Library IT identified 71 top problems and implemented solutions for 94% of those problems.

Significant changes to library facilities and services were instituted following the 2009 LibQual+® survey. Analysis of the [2012 survey results](#) are currently under review. The Library plans to repeat such useful surveys every three years to obtain longitudinal data and document library responses to issues raised by survey results. In keeping with the [project proposal template](#) adopted in 2010 and required for internal funding approval, the library will continue collecting and analyzing data and acting on findings to maintain institutional effectiveness while positioning the library as a strong competitor for resources during these changing times.

[STANDARD SEVEN DATA FIRST FORMS](#)