University Futures, Library Futures: aligning academic library services to emerging institutional needs

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University Futures, Library Futures

- OCLC Research and Ithaka S+R collaboration with support from Andrew W. Mellon Foundation
- Examining impact of increasing differentiation of US higher education on the organization of academic libraries
- Shift from collection-centric model of excellence to engagement-oriented model supporting distinctive needs of parent institution; teaching, learning, research workflows
- More information: oc.lc/libfutures
Key questions

• Can we move **beyond Carnegie** to explore institutional differentiation in terms of universities’ investments and enrollment profiles?
  • Institution typology and index

• Is a shared view emerging of **what an academic library should look like** in different institution types?
  • Survey
  • Focus Groups
Institution Typology: working model

- **Population:** 1506 US higher education institutions (HEI) comprising four-year public and private non-profit degree-granting colleges and universities
- **Unit of analysis:** institution as defined by IPEDS unit ID
- Institutional profiles derived from 2015 IPEDS survey data:
  - *What* colleges and universities do (research, liberal education, career-directed education)
  - *How/for whom* they do it (traditional vs. ‘new traditional’)
In this session . . .

• Explore application of University Futures, Library Futures \textbf{working model} to the University Innovation Alliance (UIA)

• Examine institutions directions, and library directions in \textbf{UIA} universities

• Hear from Jeff Steely, Dean of University Libraries, about how the university libraries are assisting in scaling innovation at \textbf{Georgia State University}
Who We Are

The University Innovation Alliance is the leading national coalition of public research universities committed to increasing the number and diversity of college graduates in the United States.

We share a sense of urgency about this work because we are public universities with a public Higher education needs to do a better job of graduating students across the socioeconomic spectrum, particularly low-income students, first-generation students, and students of color. Raising graduation rates is imperative for individual social mobility and U.S. global competitiveness.

For too long, colleges and universities wasted time and resources trying to solve this graduation challenge by themselves. It was inefficient and ineffective, and students paid the price. In 2014, we flipped the script. We decided to innovate together. We set ambitious goals, opened up our data, and agreed to share everything we learn.

http://www.theuia.org/#about
UNIVERSITY DIRECTIONS
‘Doctoral Highest Research’ University Directions
(N=115)

- **Caltech**: R: 0.55, LE: 0.34, C: 0.11
- **Syracuse University**: R: 0.40, LE: 0.33, C: 0.26
- **SUNY Albany**: R: 0.39, LE: 0.59, C: 0.01
University Innovation Alliance: Institutional Directions
(N=11)

Purdue University-
Main Campus
R: 0.42, LE: 0.35, C: 0.23

University of Kansas
R: 0.45, LE: 0.37, C: 0.18

UC Riverside
R: 0.40, LE: 0.49, C: 0.11
New Traditional Enrollment and Educational Offer
UIA (N=11) and Doctoral Highest Research (N=115)

- Part-time
- Exclusively online
- Pell
- Hispanic enrollment
- Black enrollment
- Students age 25 and over

UIA enrollment profile is more diverse than Doctoral Highest Research as a whole.
Diversity is increasing among Doctoral Highest Research as a whole: opportunity to scale learning from UIA.
ARL Library Director Perceptions (n=58)

University Directions  Library Directions

Research

Career

Liberal Education

38

28

34
UIA Library Director Perceptions (n=7)

10 point gap between university and library directions
Ideally, the primary focus of library investment

‘UFLF’ Survey Respondents (N=581)
Ideally, remains a primary focus of library investment
Ideally, the primary focus of library investment

UIA (N=7)

- More investment in **new traditional students**
- More investment in **reputation management**
- More investment in **transforming publishing**

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<thead>
<tr>
<th>Service</th>
<th>Today</th>
<th>Optimally</th>
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<tbody>
<tr>
<td>Convene Campus Community</td>
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<tr>
<td>Enable Academic Success</td>
<td></td>
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<tr>
<td>Facilitate Information Access</td>
<td></td>
<td>-32%</td>
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<td>Foster Scholarship and Creation</td>
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<tr>
<td>Support Off-campus Users</td>
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<td>Preserve and Promote Unique Collections</td>
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<tr>
<td>Provide Study Space</td>
<td></td>
<td>+60%</td>
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<tr>
<td>Showcase Scholarly Expertise</td>
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<tr>
<td>Transform Scholarly Publishing</td>
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<td>+100%</td>
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More investment in new traditional students
More investment in reputation management
More investment in transforming publishing
Food for thought

• Are UIA library directors responding to distinctive institutional context, aligning library investments around priorities of increasing access, improving retention/graduation, maximizing institutional research reputation?

• ... or are they led by directors who would make similar changes in any R1 library?

• Do service models developed in UIA libraries represent a ‘new’ research library paradigm, more focused on outcomes than inputs?
Jeff Steely
Dean of Libraries
Georgia State University
Context
Strategic Plan

PREAMBLE
An introductory statement to Georgia State's strategic goals

GOAL 1
Become a national model for undergraduate education

GOAL 2
Strengthen and grow the base of distinctive graduate and professional programs

GOAL 3
Become a leading public research university addressing the most challenging issues of the 21st century

GOAL 4
Be a leader in understanding the challenges of cities and developing effective solutions

GOAL 5
Achieve distinction in globalizing the university
Student Success
Research Growth

TOTAL SPONSORED FUNDING
FY2011 – FY2017

252% FUNDING INCREASE over the past six years

- FY17: $147,006,200
- FY16: $121,806,300
- FY15: $100,870,100
- FY14: $81,206,570
- FY13: $71,447,820
- FY12: $66,258,230
- FY11: $58,186,712
Consolidation
Feeling Stretched
Feeling Stretched

Amount

Student Success

The University Library will partner with faculty to develop students' information and data fluency. Students will graduate with the ability to find, critically examine, and create information resources, both for the workplace and in their day-to-day lives.

- **Instruction.** Use pedagogical best practices to deliver scalable information, data, and technology instruction that is integrated into the curriculum.
- **Finding Information.** Help students find the information resources they need for success.
- **Access to technology.** Connect students with technology that meets their needs while also providing exposure to emerging technologies.

Research Life Cycle

The University Library will share its expertise in data and information resources in support of faculty, graduate students, and undergraduates throughout the research life cycle.

- **Support innovation.** Build out our capacities to support data services and digital scholarship.
- **Information expertise.** Provide the expertise in information discovery and management required of a research university.
- **Graduate student support.** Develop a cutting-edge approach to academic library support of graduate students.
- **Open strategy.** Articulate our strategy and support infrastructure that facilitates the open sharing of scholarship, data, and educational materials.
- **Promoting research.** Provide a suite of services to faculty which promotes their research accomplishments and facilitates transdisciplinary conversations.

MISSION

Provide resources and services that enhance student learning and success, inspire creative expression, enable the creation of new knowledge, and facilitate informed dialogue.

VISION

The Georgia State University Library will be looked to as a national model of the innovative research library; the intellectual commons of the university.
Student Success

Summer Success Academy

We use predictive analytics to identify admitted students for the fall freshman class who are academically at-risk and require that these students attend a seven-week summer session before fall classes. Read More ->

Freshman Learning Communities and Meta Majors

Freshmen Learning Communities are organized into freshman cohorts of 25 students by common academic interests, otherwise known as “meta majors.” Students attend their classes together, building friendships, study partners and support along the way. Read More ->
Student Success

• New positions
• Basic support for Open Educational resources
• Engaging with campus leadership / student success office
• Student Innovation Fellows
• Library master plan
Research

• Formed Research Data Services team
• New positions
• Data in the ATL speaker series
• Partnership with Associate Provost for Graduate Studies
Reflections on the Model

- Institutional Leadership
- Direction and Rate of Change
- Role within the state/system

The University Innovation Alliance is:

- Oregon State University
- UC Riverside
- Arizona State University
- University of Texas at Austin
- University of Kansas
- Iowa State University
- Purdue University
- Michigan State University
- Ohio State University
- Georgia State University
- University of Central Florida
THANK YOU

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