

# External Review

## Colorado College - Tutt Library

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This report presents the observations and recommendations of the External Review Team that visited Colorado College on December 1-2, 2011. The review of the Tutt Library came at the request of Dean Susan Ashley with the support of Carol Dickerson, Library Director.

Four individuals were invited to participate on the External Review Committee:

- Sam Demas, College Librarian Emeritus, Carleton College
- Carrie Forbes, Instruction Coordinator and Reference Librarian, Penrose Library, University of Denver
- Dr. Ivan Gaetz, Dean of the Library, Regis University
- Dr. Jonathan Miller, Director of the Olin Library, Rollins College

### Overview

The External Review Team finds the Tutt Library at Colorado College (CC) in an excellent state, with the sole exception of a library building that desperately needs updating and expansion. The staff of Tutt have dramatically advanced CC's library program since the last departmental review in 1996.

Historically CC has valued its library and respected its role in the college. Carol Dickerson's quiet, but strong, creative, and highly effective leadership has greatly reinforced respect for the position of Library Director and for the library as a whole. She will be greatly missed when she retires. Carol has created a great place to work and developed a terrific team of colleagues comprising a rich mix of both long-term employees and newer hires. The staff clearly values the environment of equality and innovation they have created under Carol's leadership. Carol is able to manage with a light touch in an apparently hands off way, but can be counted on to make sure that decisions are made, and that things get done in ways that advance the long term strategic interests of the college. Locating the Learning Commons in the library is a good example of Carol's foresight and leadership, and represents a critically important strategic direction for further programmatic development for the college.

Morale is good and the library staff work well together, within and across departments. The library staff has a very strong service ethos and actively cultivates deep connections with faculty, programs, students and departments throughout the college. Faculty and students characterize the library staff as incredibly helpful and responsive, and as terrific college citizens.

All in all, Tutt provides a very strong liberal arts college library program of resources and services to a community committed to a particularly intensive form of learning and teaching. Tutt staff is innovative and energetic in responding to the unique demands of the block plan. However, working in a strong culture of academic "silos" in the fast-paced eight block plan is a daunting challenge, as it would be for most college libraries.

The culture of the library is egalitarian, innovative, relentlessly cooperative, nimble, lightweight in decision-making processes, and flexible. The library culture is consistent with the broader CC culture in prizing autonomy and egalitarianism. However, the CC faculty culture does not appear to foster campus-wide curricular discussions and requirements that can facilitate development of a programmatic approach to curricular support. Also, faculty governance does not function during the summer and largely accomplishes its work through personal relationships rather than through ongoing institutional processes. These cultural characteristics present challenges for librarians (and other academic support personnel) who are continually endeavoring to plan, evolve and tailor central campus-side services to support an extraordinarily decentralized set of learning and teaching programs.

This cultural context is particularly daunting in relation to information literacy and the library instruction and liaison programs. The cultivation of direct faculty relationships has served the individual liaison librarians very well. They have cultivated a range of personal faculty relationships, which translates into teaching many library instruction sessions annually. However, it is not entirely clear what this all adds up to in terms of student learning. It is, however, clear that as a result of this unique approach to instruction, there are large programmatic gaps. The librarians are particularly concerned about the fact that very few classes are taught in 200 and 300 level courses. Faculty and librarians observe that students are often underprepared to research their capstone projects, but there is no systematic study of student research skills to inform a curricular conversation beyond the level of trading anecdotal evidence. The instruction program appears to have reached a plateau due to the lack of assessment and the difficulty of approaching instruction programmatically. Unfortunately, student learning of 21<sup>st</sup> century research skills appears to be held back by this combination of factors.

Our report recommends some ways of moving forward on this key challenge and in many other areas that Tutt will be working on in the years ahead. The questions posed in the library self study have guided this review. Major recommendations are summarized at the end of the report; in addition, recommendations embedded in the text are highlighted with an arrow character (→).

## Partnerships

The future of academic libraries lies in an artful combination of strengthening local library resources and services while thoughtfully expanding partnerships and interdependencies. A salutary feature of the culture of Tutt Library is that it promotes the cultivation of partnerships, both within CC and beyond, that enhance information resources and services in support of CC students and faculty.

As a member of the Colorado Alliance of Research Libraries (the Alliance), Tutt librarians contribute to Alliance projects and services, including cooperative collection development, the Digital Repository (ADR) and Prospector. These are integral to the

overall CC library program, and are discussed in further detail in other sections of the report. Similarly, the nascent partnerships of Special Collections and Archives with cultural heritage institutions in Colorado Springs have potential for expanding information access for CC and tying it even closer to the larger Colorado Springs community. → We recommend that this commitment to external partnerships be reaffirmed in a new administration, and that Tutt staff be supported in identifying highly selective leadership roles they can play in initiatives that will directly benefit CC and its partners.

On-campus partnerships also play an important role in delivering library services. In our meetings with faculty and staff from the Press at Colorado College (the Press) and the Learning Commons, they expressed positive views of their involvement and collaboration with the library. Both have a high regard for the library and noted the many ways that their missions overlap with that of the library. → We recommend that key programmatic emphases for Tutt over the next five years include increasing opportunities for co-teaching with these and other partners, and a strong focus on developing what we will call “Learning Commons 2.0”.

The Learning Commons staff appreciates the opportunity to serve students and faculty in the library. They especially noted the warm, inviting attitude of library staff, and the leadership of Carol Dickerson in bringing them together in the library. They generally feel that they work well with the liaison librarians and know who to ask for assistance. They noted a lack of team teaching and collection of data among Learning Commons units, but felt that this was mostly related to the decentralized nature of CC. They also suggested that more regularly scheduled meetings would allow all members of the Learning Commons to share concerns and ideas.

Bringing a disparate set of academic support units together in the library was the first step in forming a Learning Commons. The next challenge is to begin to experiment with how they can best work together in service to CC students and faculty. The current space is cramped and the arrangement of services is choppy. Partly as a result of space constraints, the Learning Commons has not yet developed into a coherent set of integrated services, the programmatic feature that characterizes a mature “Learning Commons 2.0”. Integrative activities might include co-teaching, joint planning and implementation of services, joint assessment of services, shared service desks and joint staffing of those service points, training in expert referral, coordinated training of student staff, and an intentional, structured sequence of work opportunities for selected students to develop skills over 3 – 4 years that will prepare them to participate in supporting a broad range of learning commons activities. This should be a long-range strategic goal, but work in this direction can begin by experimenting with low cost re-configurations of space and service desks while waiting for a new building, and by exploring opportunities for co-teaching.

→ The integration of library service points, especially the reference desk, into the Learning Commons, would allow for the enhancement of collaborative services and also

more effectively serve student needs. In our interviews with students and faculty, we found that they often do not distinguish between the Learning Commons and the library. Designing the new Learning Commons in alignment with student needs, rather than along departmental lines, would expand the vision and mission of the Learning Center so that it remains relevant for years to come.

The Press staff and faculty regard the library as not just a “safe harbor” but as a “happy home.” The Press greatly enjoys being part of the library community and has excellent partnerships with some of the liaison librarians. They have ambitious plans to grow and noted that Carol Dickerson is very supportive of their vision for the future. While perhaps unaffordable, it would be wonderful to revive the idea of including the Press in a new building (with a separate entrance and other studio-related requirements), highlighting the change and continuity of scholarly communication over millennia.

There have already been opportunities for library staff to teach with faculty of the Press in the thematic minor in *The Book*, but there are possibilities for other liaison librarians to promote the services of the Press. There may be opportunities for team-teach in courses in the sciences and social sciences, but the labor intensiveness of this needs to be considered. As mentioned above, Liaison Librarians should also consider offering joint workshops or in-class presentations with members of the Learning Commons staff, particularly the Writing Center. Several faculty noted that they often invite separately both librarians and Writing Center staff to provide workshops in their classes, and that a collaborative workshop would show students the connected nature of research and writing. The hiring of a new Learning Commons director also invites a unique opportunity to explore similar teaching arrangements with all members of the Learning Commons staff.

## Instruction

The library’s Self Study identified a goal of working with faculty to embed information literacy (IL) into the curriculum beyond the First Year Experience (FYE) courses. Based on our conversations with the liaison librarians, faculty, and students at Colorado College, we have identified a number of areas that both help and hinder this effort.

All liaison librarians are actively involved in instruction for the FYE courses and also have responsibility for instruction in their departmental areas. All of the liaison librarians expressed positive interest in expanding information literacy efforts and working collaboratively with even more faculty. The personal relationships between liaison librarians and faculty provide a real strength for building instructional programming.

Ongoing conversations and training that are already part of the Library Instruction Group’s culture provide an excellent framework for developing a program of advanced information literacy practices.

Faculty and student comments on instructional classes were generally positive; both

students and faculty find the liaison librarians helpful, courteous, and competent in delivering research workshops. Many faculty understand the need for development of research skills in students and appreciate the role of liaison librarians' expertise in this area. The research component of the FYE courses was widely cited by faculty and students as effective, and this collaboration with FYE faculty provides an excellent foundational introduction to library research for students.

While both faculty and students appreciate the need for research skills development, we detected a fundamental disconnect between student and faculty perceptions of the level of student research skills. The students we spoke with felt very confident with their research skills, while faculty expressed concern that students often forget how to use the library after their first-year introduction and are often underprepared to research their capstone projects. The challenge of understanding how to interpret and respond to these differing perceptions is compounded by a lack of assessment data of students' research skills. While many faculty believe that students need continued exposure to research skills, there is little data to show them exactly what is needed and why they should try to find the time to incorporate additional information literacy classes. This lack of commitment to incorporating additional library instruction is reflected in the low number of instructional workshops for 200 and 300 level courses. Faculty also noted that imposing IL requirements would not be an appropriate method at CC for expanding research skills for students.

Liaison Librarians expressed frustration at not being included in larger curricular conversations happening across campus. However, it is not clear to us that campus-wide conversations about pedagogy are a vital part of the CC culture, which is highly atomized and autonomous.

➔To overcome these barriers to the expansion of information literacy initiatives, we recommend the development of a more structured IL program through collaboration *at the departmental level* (in addition to continuing collaboration with individual faculty members), and establishment of an instructional assessment plan.

Finding culturally appropriate ways to take a more programmatic approach to systematically embedding information literacy into the curriculum will be a challenge. While the CC culture does not lend itself to campus-wide curricular initiatives, in some cases a department-based approach to instruction can provide mechanisms for reaching upper level courses. Liaisons should try to identify a small number of departments that might be amenable to collaborating on integrating information literacy into the major.

➔Writing a white paper on the value of information literacy within the CC context and the mission of the information literacy program at Tutt Library would enable the librarians to share their ideas and values with other departments around campus. Such a white paper could also serve as a springboard for individualized conversations with interested departments on how best to incorporate information literacy into the majors.

→ Since there are a limited number of required courses at CC in which IL could be embedded, the librarians should consider working with the Teaching and Learning Center to map the CC curriculum and identify courses, such as research intensive or capstone courses, where research instruction might be needed. This map of the curriculum would serve as a roadmap for the librarians as they begin discussions with departments and would also help enhance collaboration with other academic support units. → It would also be beneficial not only to the liaisons, but to CC community to map the capstone requirements and guidelines of each department.

Finally, it would be very helpful to establish a process for ongoing assessment of IL student learning outcomes. Assessment of information literacy skills is essential for the following reasons:

- Evaluate the efficacy of specific instructional practices;
- Measure student achievement: what do they know, what can they do, and what do they need help with in preparation for capstone research projects?
- Plan effectively for future instruction.

The new assessment initiatives on campus provide a wonderful opportunity for the library to develop information literacy learning outcomes/goals in coordination with individual departments. We recommend a combination of quantitative and qualitative approaches tailored to CC's needs and culture.

→ Develop a set of IL learning goals to frame the assessment plan and to inform the conversation on information literacy associated with the IL white paper and curriculum mapping exercises.

The IL assessment plan need not be extensive to start. Begin with a few small areas and build gradually just as you have done with IL integration into the curriculum. We recommend implementing a short assessment into your already existing collaboration with the FYE courses. → We recommend the use of existing assessment tools, such as the Research Practices Survey (<http://www.stolaf.edu/offices/ir-e/assessment/instruments/RPS/index.htm>), but alternatively you could work with FYE instructors to develop your own customized assessment instrument. Use of the Research Practices Survey allows comparison of CC student skills with those of students from peer institutions. → Bring back the minute paper/short questionnaire that you used in previous years. By asking students to reflect on what they learned, you can begin to understand what students think they know. Minute papers administered to even a small random sample of instruction classes can provide enough data to aggregate and note trends in students' perceptions of their skills.

The lack of assessment data is the greatest weakness of the instructional services program, and we strongly urge you to develop and implement assessment methods that will work best for your library and campus. The Mellon Foundation, FIPSE, and other agencies and foundations have funded work on integrating information literacy into the

curriculum and assessment. Building on previous ACM funded work, CC could make a strong case for outside funding based on its unique block plan and culture.

## Public Services

### Liaison

The self-study asks, “How well do you think the library liaison program meets the needs of academic departments?” From our conversations with an, admittedly, limited number of faculty members during our visit it is clear that many faculty know the name of their liaison librarian and talk enthusiastically about their expertise and the quality of the assistance provided. However, some faculty members could not identify their liaison and in some cases the faculty observed quite different approaches, and indeed quality of service, in liaison activity. There is certainly no reason to expect that liaison would be conducted in exactly the same way by liaisons serving different disciplines. And a cookie cutter approach is certainly not recommended. On the other hand, it is also clear from our conversations with the librarians that they have not taken the time to talk among themselves about *how* liaison work is and should be conducted, and to share best practices and evaluate the efficacy of different approaches. The standard liaison librarian’s position description at Tutt describes the responsibilities of liaisons as follows:

- Keeps departmental faculty and staff informed of library services.  
Coordinates services to ... Division with other librarians assigned to ... departments and collaborates with liaison librarians for all academic departments in the design and delivery of library instruction programs. Provides bibliographic instruction and develops supporting collections for assigned departments. Participates in instruction for first year (FYE) program.
- Contributes to overall collection development policies and decisions as a member of the Collection Development Work Group.

This does not provide much guidance for a librarian new to liaison work in a liberal arts college. Individually and collectively the liaison librarians have amassed a great deal of useful experience and can learn much from each other.

→We recommend the liaison librarians a professional development series for intentional, self-directed discussions designed to share among themselves successful, and indeed unsuccessful, liaison and communication techniques, and to brainstorm and dream about how liaison activity at CC might continue to evolve.

→To help define in greater depth individual liaison priorities and responsibilities, and to help develop a shared toolkit of possible approaches, it would also be useful to learn from the faculty directly about what, how, and when to communicate. The literature of is full of studies of faculty culture and information

behavior, and a series of focused readings could help generate some useful faculty/librarian discussions of how best to meet the needs of academic departments.

Elsewhere in this report we recommend using some of the ethnographic techniques pioneered at University of Rochester to investigate undergraduate research behavior. These approaches might also be applied in exploring liaison approaches. → Finally, the liaison librarians should consider regular evaluation of the liaison work of individual librarians. A simple online survey of all faculty members, delivered at an appropriate time, could reveal patterns in liaison. After all, “How well do *faculty members* think the library liaison program meets the needs of academic departments?” is perhaps the most important question.

### **Interlibrary Loan**

One staff person with 30 hours of student assistance per week achieves impressive results borrowing over 2,500 and lending almost 8,000 items in 2010-11. This makes Colorado College a very heavy net lender, which is probably a result of Tutt Library’s impressive collection, the block plan (which probably depresses borrowing by CC students), CC’s membership in the Alliance network, and most importantly, RapidILL. Fully 5,300 requests to lend articles came from RapidILL. As the ILL annual report notes, “Rapid articles are up from last fiscal year by 2,340.”

CC is to be commended for being such a good neighbor by lending so heavily. However, you should consider whether you are devoting too many CC resources to fulfilling the needs of other libraries. Withdrawing from the Cosmo Pod in RapidILL may help to rebalance your ILL borrowing/lending ratio.

Due to load-balancing algorithms (or borrow-lend ratios), use of the Prospector patron-initiated borrowing service for borrowing books and DVD’s is far more balanced with 7,659 requests from CC users and 9,607 requests for CC materials from other libraries in 2010-11.

Overall, CC’s students and faculty are borrowing about 10,000 books and articles from other libraries annually. This indicates an impressive level of research intensity on their behalf, particularly when one realizes that the block plan places unusual time pressures on students. And the staff is lending about 17,500 items annually. The sheer volume of activity and the speed with which these transactions are fulfilled are a testament to the public services staff and are much appreciated by faculty and students.

### **Loan services**

Tutt library is exceptional in that circulation of printed books continues to increase even as it decreases in most academic libraries. The quick turnover of books is due to the demands of the block plan, and necessitates rapid re-shelving. A few students complained that they are often unable to find materials that are supposed to be on the shelf. There are many possible explanations for this, including patron error. It is not

possible for us to judge whether this is an issue requires attention. □ Nevertheless, we recommend some internal conversation to explore whether any action is needed to help improve find-ability. The use of RFID technology for self checkout and easier inventory is still quite expensive, and it is not at all clear that such an investment is warranted.

## Special Collections and Archives

The Special Collections and Archives (SCA) team is skillful, imaginative, and conscientious. Research and instruction are among core services offered by the department. Over the past year SCA served 1,348 researchers onsite and 1,065 remotely, and of onsite users, almost 30% were from off campus, i.e. mostly from the larger Colorado Springs community and beyond. Thus, in addition to the primary Colorado College-specific teaching, collection and preservation mission of the department, SCA has unique opportunities to promote the College to the wider community and region of southern Colorado. → College administration is encouraged to explore with SCA the compelling marketing and service potentials inherent in the rich collections and vibrant services of SCA. Specifically, given CC's strong historical role in the city and region, the nascent relationships developing among local cultural heritage organizations have the potential to blossom into a local history collaborative with significant benefits for both the college and the city. For example, collective coordination of access to and curation of local history resources can provide excellent service learning opportunities for CC students.

In fulfillment of its primary mission, SCA maintains a vigorous schedule of student instruction on a variety of topics represented in the collection. In 2012, the archivist will again co-teach a course on the history and future of the book. The SCA staff are strong proponents of the library's "commitment to the printed book" and collaborate actively with The Press at Colorado College. SCA fosters collaborations and partnerships within the College and, where these are possible, outside the institution. These are well documented in the department's Annual Report, 2010-2011. Exhibits staged by SCA often are opportunities for further collaborations with faculty members.

As academic library collections become increasingly digital and homogenous, what will distinguish libraries and attract students and faculty in future (besides library services) are the unique holdings in their special collections. This is a major trend nationally and should inform library program development in the coming years. For example, for now, the annual acquisitions budget of about \$25,000 seems sufficient to purchase unique early imprints that support study of the printed book, artists' books, and materials that support the student research more broadly. → However, this budget will need to be increased over the next few years to meet curricular needs for primary research materials.

Purchases are supplemented by a good number of donated manuscripts, leaves, diaries and other historical items. In some instances, the SCA holdings contain the only

complete run of newspapers and of other documents. → We recommend seeking support to increase Tutt's capacity for digitizing and enhancing access to unique materials within SCA. Grant funding may be available for such projects.

Colorado College, by virtue of membership in the Alliance Digital Repository (ADR), participates in a collaborative institutional repository. After some major technological hurdles in 2009 and into 2011, including programming an open source user interface for the core data housing platform (also open source), and following a change in leadership, the ADR has moved to a new stage of development late in 2011. Despite ADR setbacks, the Digital Archives of Colorado College (DACC) has moved forward in creating digital files and conforming to metadata standards and seems well positioned for the future.

DACC has been implemented to help CC address a number of major challenges in managing digital information, notably archiving important born-digital documents of the college, and providing access to digitized CC content (e.g. student newspaper, yearbooks, Alumni publications, exemplary student papers, etc.) and providing a trusted repository for published or pre-published documents of faculty. Collectively these documents are the research collections to which future generations will turn to understand CC and its contribution to higher education. Currently the college is not cooperating effectively with SCA to ensure the records of CC history are systematically identified, transferred to SCA, and preserved and made accessible if and as appropriate. The CC records management policy is outdated and largely ignored. There is apparently not a clear sense within the faculty about whether the official records of the faculty should be archived for the future. → Given new exigencies and the library's improved capabilities in archiving print and digital documents, the College should work with the library and other offices to develop a new/revised policy that would include a stronger mandate for the archives to receive and preserve the documents of the institution having historical interest. An updated college records management policy should have the formal support of the president and Board of Trustees.

As discussed below, Tutt has a strong technology capability for a liberal arts college library. SCA staff is encouraged to continue to take full advantage of these technology skills in advancing digitization and electronic access opportunities.

As the web presence of the Library and the College undergoes review and transformation, the archivist expects there could be significant editing and recasting of the department's web pages. The newly developed "discovery layer" of the library catalog may require some changes to the bibliographic records of SCA's collections.

Exhibiting admirable team spirit, the archivist has repositioned the SCA reading room as another gathering/study space for students, especially needed given the overcrowding in the Tutt Library. A further option being considered to create even more space in the area is to relocate some of the collection outside the department. This may be worth exploring further, having the benefit of not only more space but of better securing in a climate controlled off-site area the most fragile segments of the collection.

Finally and perhaps most importantly, the most valuable SCA collections (which are likely the most valuable objects the college owns) are housed in conditions unsuited for college treasures. Located in the area of the Tutt Library slated for demolition when the 2008 Building Program is reactivated, the rare books are subjected to unacceptable fluctuations in temperature and humidity. The SCA staff is well aware of the deficiencies in environmental controls and the standards that responsible stewardship requires. However, they are frustrated in their attempts to secure attention of the facilities department for interim remedies to address the most threatening environmental conditions until the new building is realized. → We recommend that the college administration arrange for the facilities department to work with the library to assess the needs in the coming year, and identify what is needed and what is fundable in order to stabilize the environment and better secure the collection in the short term.

## Collection Development

With a collection of 556,266 volumes and other items, and a bibliographic record count of 837,381 (2009/2010), the Tutt Library collection is substantial for a college the size of CC. It is the largest and the deepest library collection in the State south of Denver and should be regarded as a treasure not only of the College but also of the State of Colorado.

The Tutt Library holds the vast majority of print and non-print resources used to support the courses and programs of the College. The Seay Music Library operates under the auspices of the Music Department and is located in Packard Hall (PH). Some of the print music collection is housed in the Tutt Library, but all of the non-print music materials are accessed through the PH location. While there would be advantages to students in having one access point, the specialized nature of music materials requires unique handling, and storage space that is not available in the Tutt Library. There is a close working relationship between the two libraries.

It should be noted that R2 Consulting conducted an in-depth study of the library workflow—mainly from a technical services perspective—in 2010. A number of its recommendations are currently being implemented, some of them pertaining to collection development.

The review team found collection managers doing an excellent job in providing resources for students and faculty in a timely manner—no mean feat given Colorado College's unique block plan and the need for ready access and quick turnaround times. In fact, none of the students or faculty interviewed expressed any past or immediate concerns related to deficiencies in the collection. Local needs for resources are ably met, and gaps in local holdings are covered through the highly effective resource sharing partnership with the Alliance. Consortial purchasing through the Alliance, especially of electronic journals, is

a great boon for collection development.

The Tutt Library has a strong historical collection, however budget losses since 2008 have caused a reduction in new print book acquisitions. Colorado College is about 25% below the mean in collection budget within the comparator Oberlin Group. Nevertheless, from most accounts the collection budget appears to be adequate, if not as strong as the library staff would wish. In recent years inflation in journal prices has been lower as publishers have tried to moderate their increases in light of the economic pressures on colleges. This will not continue and it may be necessary to reinstate a budgetary mechanism for addressing journal (and database) inflation in the years ahead.

It is important to point out several budget vulnerabilities associated with the collection budget. First, the collection budget is supported largely (70%) from endowment income; when the market is down decreased endowment payouts create a big gap in purchasing power that the administration must scramble to fill. Thus far the Dean of the College has supplemented the budget to make up for most of the revenues lost from shortfalls in endowed collection development funds. We are told that the college is committed to developing a permanent mechanism for ensuring continuance of solid budget levels of the past needed to maintain the collections appropriate for the future academic health of the College. → We recommend that with an imminent change in administration these needs and commitments be included in writing in formal transition planning.

Second, attractive consortial pricing of e-resources through the Alliance depends significantly on the participation of the large research libraries in Colorado. Should these agreements collapse due to the withdrawal of one or more major research libraries, prices would rise and strain the collection development capacity of CC. To guard against this, the Alliance's Shared Collection Development Committee (SCDC is continually exploring, developing and managing cooperative collection development opportunities. Tutt's collection development librarian participates in SCDC meetings and the Library Director has chaired the committee for the past several years. Continued active participation on the part of CC is essential.

CC faculty members are invited to participate in selection of materials, generally facilitated through library subject/department liaisons. Recommendations are commonly made via distributed book notices or electronically through "Gobi." It was reported that about 45% of book acquisitions occur through faculty recommendations with the remaining 55% made by the library subject liaisons. It appears that some teaching faculty participate more fully in acquisitions decisions than do others. There appears to be very uneven understanding and engagement among faculty about how they can best participate in building the collection. → We recommend the collection development team review and promulgate mechanisms for faculty involvement in collection building. Perhaps this could be done as part of a larger liaison initiative at the beginning of the next academic year. Determining how faculty can participate in building the collection of e-books (beyond patron-driven programs) will be a challenge over the next few years.

➔ Areas of concern needing greater analysis and attention in collection development include: a) the acquisition (and cataloging, access and storage) of data sets [this is a great opportunity for collaboration with the Quantitative Reasoning Center], b) the rapid cost increase of scholarly journals, c) a relatively complex budget structure for collections, d) a more intentional method of increasing budget allocations for new courses and programs, e) adequate space to house a growing collection, and f) the acceptance and use of open access resources.

The collection development team is managing the transition to digital resources very responsibly. An electronic resources management tool has been implemented and fully populated. There has been a concerted effort to make the transition from print to electronic journals, and experimentation with patron-driven acquisition of e-books has begun. The team has developed very useful tools to analyze and manage resources. These include a wiki, created several years ago, where meeting agendas are posted and allows for participants readily to add items for discussion. The wiki also archives agendas and records past decisions for future reference. The team regularly discusses database licensing, renewals and developments. The team also maintains an excellent set of data on resource costs, costs per use, increased costs, etc. to support decision-making.

This strong team approach, under the leadership of Lisa Lister, will serve the library well over in the coming years. The challenges ahead include continually re-defining the appropriate balance of print and electronic resources and honoring the community's commitment to the printed book, while embracing the expectations of students and faculty for resources drawing on new technologies.

Finally, the self-study asked if we had “space management recommendations in the context of greater e-book availability and the Library’s stated ‘commitment to the printed book’ ”. The review team explored with library staff and campus constituents the nature and extent of this “commitment to the printed book.” Reactions ranged from outright dismissiveness of the continuing importance of the printed book, to passionate and articulate arguments for the continued importance of print collections at CC for years to come. What emerged from these discussions was a clear and widespread affirmation from the CC community that the college does indeed maintain a strong commitment to the printed book, while determinedly and thoughtfully moving forward “with a foot in each world, print and digital”. This “middle way” seems entirely consistent with the values of a learning community like that of CC, and stems from a variety of factors articulated by the community:

- Students expressed how much they value printed books for their ease of use and ready access, and how important they are to course work and thesis research;
- While many find e-books are less ergonomically effective for research purposes, they are understood to be an important part of the future of the library;
- The longstanding and creative work of the Press at Colorado College has clearly imbued CC with a sophisticated sense of the continuity of modes of scholarly communication and an ecumenical embrace and celebration of its many forms,

- old and new;
- The very active program of Archives and Special Collections taps into and supports a strain of deep engagement with history of the region and the culture in which CC exists;
- The community recoils at the vision of a purely electronic library;
- Most of all the phrase “CC’s continued commitment to the printed book” reflects a widespread vision of a new library building that reflects and embraces both the treasured traditions of printed scholarship and the exciting promise, potential, and reality of digital scholarship.

This commitment also has significant implications for ongoing management of the collections, both the print “legacy” collections and the emerging electronic library.

## Collection management

Tutt Library staff has done a good job of managing the collection by making use of every possible nook and cranny for shelving and by gradually weeding unneeded materials to make room for new ones. At this point they are running out of options, and a convergence of factors will necessitate an even greater and more systematic emphasis on collection management in the coming years. These factors include:

- While acquisition of print will continue to decline in the years ahead, Tutt Library will continue to be enriched for the foreseeable future with a robust mix of print and digital resources;
- The culture of Colorado College retains a high commitment to the printed book, even as it moves confidently into the digital era;
- Intensive teaching and learning in the block plan are very well served by having a rich, onsite collection available to students;
- There are no remaining locations in Tutt for compact shelving;
- The delay in expanding the library has resulted in a building that has reached its effective shelving capacity;
- Revisiting of plans for the new building could reduce the additional space for printed books (by shifting more space to meet study needs).

The library is very near a steady state situation (i.e. one book in means one book out) that may require that it move towards a coherent, ongoing approach to weeding the collection. Because Tutt’s collection is strong and redundant journal holdings have already been weeded, the job will get harder over time. The development of a collection management plan (see below) should include mechanisms for faculty input as the collection is “managed down”.

One possible solution is to develop a collection storage facility on campus or nearby (i.e. within 5-10 miles). This could potentially be done in partnership with other academic and cultural heritage institutions in Colorado Springs. Another option is to explore the

possibility of using space in PASCAL, the UC Boulder off-site storage facility.

→We recommend exploring membership in a formal shared print archiving program. Libraries like Tutt with rich collections and a commitment to print are ideal candidates for participation in the nascent regional and national shared collections programs. Participation in such a program would allow CC to thoughtfully manage its collections locally within the context of regional and national collective collection management programs. It also has the potential to further expand the scope of information access available to the CC community

Prospector already serves as a kind of proto-shared print program. Perhaps the Alliance will decide to initiate a more formal shared print program with a formal “last copy” policy. CC could raise this possibility within the alliance. Joining with WEST (Western Regional Storage Trust) either as part of the Alliance or on its own, is an option that should definitely be explored. WEST represents a particularly farsighted and promising regional approach to shared print collections. With 103 libraries West of the Mississippi, it has the potential to operate at a scale that will prove highly cost-effective for members.

→Joining HathiTrust is an option that should be explored. HathiTrust has recently added shared print archiving to its mission of preserving digital copies of scholarly resources from the nation’s leading libraries. Membership in what may be the world’s largest collection of digitized printed materials could be of tremendous value to CC students and faculty.

→We recommend that Tutt Library develop a formal collection management plan and guidelines for retention and withdrawal of materials. Collection management strategy evolves over time; thinking though the overall collection strategy every 3-5 years is a helpful exercise in focusing and communicating stewardship plans for CC’s most valuable communal resource. Such a plan would include:

- A brief articulation of the collection values and aspirations that will guide collection management;
- Guidelines for retention withdrawal and disposition, and storage of materials.
- Discussion of the mix of strategies (onsite collection, offsite storage, shared print archiving arrangements, cooperative collection development agreements, dependence on ILL, e-book and e-journal collections, etc.) that will be employed to support learning and teaching.
- Identification of specific collections that will be reviewed in the next three year period, e.g. government documents (lots of potential for weeding here, esp. with HathiTrust membership); further weeding of print journal print runs available digitally, compacting of video and archives, etc.

## Planning for a new building

The review team toured the library, visited at different times of day to observe how the building is used, and talked with students and faculty about the building. We got a clear sense of a building that is extremely heavily used and desperately in need of expansion and improvement as a 21<sup>st</sup> century center for student learning. CC is long overdue to invest in a library. → We recommend this project be accorded high priority and that planning recommence as soon as possible. CC needs a library facility commensurate with the demands of an intensive liberal arts curriculum. What follows are some specific observations and recommendations that may be helpful in getting the building project back on track.

### **Student and faculty attitudes**

There was resounding unanimity among the faculty and staff we talked with that Tutt Library desperately needs to be expanded and updated. This was identified by most as the paramount library need. While our sample size was admittedly small, the degree of consensus we encountered was very compelling.

Faculty expressed a strong sense that students use the library heavily for academic work, and that they need more space and better facilities in the library to support individual study, group project work, and independent research. They emphasize that the block plan requires intensive research and study, and that the library is a key facility and service center in supporting student research and class-related content production across the disciplines.

Students express a mixture of affection for and dread of the library. They like studying in the library as a central campus center associated with scholarship. Most find it nearly impossible to study in the dorms, and they want to be in a place where they are expected to focus on academics. They are fond of Chas as a symbol of the library, and of the library as a place of academic community. But they dread the overcrowding they encounter most nights and the resultant jockeying for space, along with the dreary décor and cramped feeling in many spaces. They say there are not enough quiet areas or group study areas, and there is insufficient zoning to ensure proper study conditions throughout the building. They want more attractive surroundings, more technology and electrical outlets, more white boards, and expanded opening hours (note: Tutt is already open more hours weekly than its peers).

Those who work and study at Colorado College are clear about the importance of a new library. However, we have been asked to address potential skeptics. People who are removed from the realities of academic life but are exposed to the hype around digital media and around the nature of the study habits of Millennials may understandably be less certain of the value of investing bricks in the age of bytes. Following are some key arguments that distill what the librarians and others at CC already know.

### **Why build library space for the 21<sup>st</sup> Century?**

What will the role of an academic library be in a future when most of the information content a student will need will be available online? The role of an academic library will

be very similar to what it is today: a place dedicated to study, reading, research and academic discourse. When do students feel most acutely that they are doing what they pay so much to do at a liberal arts college? Many report that this happens in the classroom and in the library. These experiences provide many students with their core sense of engagement in academic work. Students at schools like CC are paying to be part of an elite academic community, to partake at a high level in a practice of learning and scholarship with deep historical roots and with promise to continue to help solving the challenges of individuals and of society.

On most campuses the library is a central, ecumenical academic space. It brings people together across the silos of academic departments, of different living spaces, and of specific academic and extracurricular interests. The physical function of academic community-building across the college is particularly important in a culture like that of CC, where the silos are strongly defined and ecumenical spaces are few. There are many other arguments for investing in library facilities that are commensurate in quality and care with other campus spaces. These include providing technology and facilities for content creation, project work, and intellectual discourse. But the core value is to offer a welcoming place of serious academic purpose that provides a rich surround of resources and services in support of scholarship. Increasingly this is taking the form of the “learning commons”, which bring together a wide range of academic support services from around campus in configurations that support the unique culture and needs of an institution.

Liberal arts colleges will have robust and increasingly imaginative library programs for the foreseeable future. Elite liberal arts colleges with sub-standard library/learning commons facilities will find it increasingly difficult to recruit and retain students serious about academics. That is why most of CC’s peer institutions have made significant capital investments in their libraries over the past decade.

Faculty and students, in addition to librarians, will be the most effective spokespersons for the need for imaginative investment in CC’s library facility.

### **Why not distribute study and social space around campus?**

Not all students want to study in a library and it is important that a campus provide a range of options for study: classroom spaces, dining halls, campus centers, etc. However, these are necessarily supplementary to a purpose-built facility designed to support study by a critical mass of the student body. [An academic library should be able to accommodate at least 25% of the student body, but most highly selective schools aim for 33% or higher]. The proximity to collections, expertise, and services is critical for much student research. A well designed library offers spaces that are designed to help students achieve an optimal balance of social activity and serious focus on their academic work. Providing the equipment, supporting expertise, and security (this is a particular concern in larger settings like Colorado Springs) necessary for good study space is expensive. The capital and operational costs of achieving this quality of “third space” research space in many small, distributed facilities are simply too high when you try to create enough

distributed spaces to collectively serve as the primary loci of student study and research. Hence the continuing ubiquity of central library programs, around which distributed spaces are planned. It is more cost-effective in terms of service provision, and more effective in creating and maintaining a common culture of learning and teaching.

### **Building planning**

The library staff has been ingenious in squeezing every bit of usable space out of the current building, nearly doubling the seating space over the past decade. Having exhausted the potential of the current building, the college completed a thoughtful planning process in 2008. CC has a very good building plan awaiting implementation. As the building project moves into the design development phase, the program should be revisited to incorporate lessons learned in the intervening years and new voices in the planning mix.

→ In particular, we recommend:

- Space allocations:
  - Consider allocating even more space for individual study (including increasing the number of assigned study carrels) and group study. The current goal of 25% is an absolute minimum.
  - Consider allocating more space for special collections. We are told that special collections and archives could nearly fill up its planned 30% expansion space with materials owned today. It would be a shame to move into a new building with no growth space for what is likely to be a high-growth area of the collection in future. In the current program, any additional space for seating and special collections would have to come from the general collection expansion space. Make a formal collection management plan and consider the potential for offsite collection storage in the future.
- Refine design elements to maximize the potential for programmatic synergies between academic support services. Library, learning commons, and IM student support services should be thoughtfully located to allow for a generation of continuous innovation in creative service program partnerships. As part of this evaluation, consider reducing the number of staffed service points.
- Future considerations:
  - It will be important to design highly flexible spaces that can be reconfigured and repurposed as needs change.
  - Consider housing some portion of the print collection off-campus in the future, but located in or near Colorado Springs, perhaps in a high-density facility shared with other local libraries and integrated in to the Alliance.

→ In the short term, we recommend an in-depth analysis of study spaces on campus. The Dean should request the library and other campus units to collaborate in conducting an ethnographic study to determine where students study on campus and why. Among other useful outcomes, this can help to refine the library's specific study niche in the CC academic ecosystem, and inform space planning.

→ Finally, we recommend an intentional program of prototyping configurations of furniture, staffing, and services for a next generation Learning Commons. Use the next few years to conduct a series of experiments that will inform choices in the new building. Don't wait until the building is finished to begin trying new ways of working together. Resume regular meetings among the Learning Commons groups. Undertake at least one meaningful experiment each year in how you can *collectively* work together, reconfigure service points, and shape your services to meet the needs of students.

## Technology

### **Relationship with Information Management (IM)**

The self-study asks “how well are we positioned to offer new technologies to our patrons? Related to this, can you help us identify gaps in professional staffing that we should consider in future hires or reorganization?”

To a great extent Tutt Library relies on its own staffing and computing resources to support its computer-based operations. The Millennium Integrated Library System (ILS) from Innovation Interfaces Inc. (III) is installed on campus rather than hosted remotely. Further, that server is located in the library, rather than in a centrally administered server room or data center on campus. The library staff is entirely responsible for the administration and maintenance of this ILS, rather than sharing that responsibility with staff from IM. This situation is becoming less common and leaves that the library more vulnerable to staff changes. It also leaves the library assuming costs of server operation that at many other comparable institutions are borne more cost effectively by the campus information technology department. It appears to us that this de-centralization is quite common at Colorado College. Local control is part of the culture. Information Management has not been able to command the resources to provide a level of service that meets department needs, while departments have been able to devote resources to local information technology needs, thus creating a cycle of local control. → Over time it would be desirable to move the III server to IM management, or to consider having III (the vendor) host the server.

The ILS is not the only area of computing technology that is locally controlled by the library. The maintenance of all desktop computers and printers in the library are also maintained by the Systems Department. Again, the argument is that to maintain a sufficient level of service to users and staff, the Library must rely on its own resources instead of Information Management (IM.) Again, while is somewhat common in libraries it means that staff are concerned with routine maintenance and problem solving and thus unavailable to take on other duties – like offering new technologies to patrons, digitization, or systems development.

However, we are not recommending that in the short term the Library rely on IM for such services. It is clear to us that IM is in a rebuilding phase. While, at some point in the future, the Library may be able to rely on IM for such mission critical services, it cannot

do so now. → We recommend to the College that it invest in IM, and support (indeed insist on) the rebuilding of robust central information technology services. IM needs to be restored to condition to participate as a fully engaged partner with the library.

We think the College could see a significant increase in efficiency by rebalancing information technology provision at the College towards the center and away from local departments. → In the meantime the library should seek opportunities to partner with IM where appropriate and periodically revisit the issues of server administration and PC maintenance and problem solving. The library should be able to set clear service standards (acceptable down times etc.) and rely on IM to meet those standards.

### **Next generation ILS**

There is some dissatisfaction amongst library staff with the expense of the Millennium ILS and with some functionality. For instance, the library is devoting significant time and effort to developing an discovery layer that will provide access for users to the local library collection, locally maintained digital documents (e.g. theses) and to the previously digitized resources of Special Collections. Many libraries are beginning to consider, some are implementing, the next generation ILS. Colorado College is somewhat hampered in this regard by its participation in the Alliance system that we understand relies upon the III system. We recommend that the librarians continue to actively monitor developments in this arena and to particularly participate at the consortium level with their colleagues in Alliance. It is most likely that the next generation ILS for libraries like Tutt will be hosted at the multi-institutional level and Colorado College could benefit greatly from the staff time released for other purposes from such developments.

### **Open Source Discovery Layer**

Jeremy Nelson is doing quite remarkable work in open source systems development. To quote the documentation at <http://tuttdemo.coloradocollege.edu/doc/>,

Aristotle is a bibliographic [Django](#) project for creating, discovery, and management of born digital and physical artifacts. Aristotle uses a number of other open-source toolset including [EULFedora](#), [EULXML](#), [Sunburnt](#), and [PyMARC](#). For the Discovery interface, Aristotle uses a forked version of the [Kochief](#) Django application. To provide commenting and other social web features, Aristotle is based on [Pinax](#).

In short it is a software system to create, manage and retrieve digital and print documents. It is designed, at least at this early stage to search the Tutt Library's local collection of books, journals, etc., the documents previously digitized by Special Collections, Colorado College electronic theses, and a variety of commercially available digital resources like the American West, Eighteenth Century Collections Online, Gale/Cengage materials, Project Gutenberg, Oxford Press and Springer e-books. It could in future be expanded to form a more comprehensive discovery service by searching most of the

article databases. However, at the moment the librarians think that their users are best served by separating search more or less by format. It is not clear that they have any clear evidence of this, just professional intuition.

The utility of the first generation of unified discovery services from ProQuest/Serials Solution (Summon, EBSCO (EBSCO Discovery Services) and OCLC (WorldCat Local) as well as the offerings of variety of ILS vendors, is hotly debated within librarianship. Jeremy's ability to participate in this debate in a very practical way by developing his own system based on open source software is highly unusual and a great asset to Tutt. We encourage you to continue to explore this, but to also look at the other, commercial, alternatives in the marketplace.

It seems clear that no one else in the Tutt Library and perhaps at Colorado College as a whole would be able to maintain and develop Aristotle in Jeremy's absence. This is a significant vulnerability should Aristotle grow to be a critical element in information access for Colorado College. It also means that, unless others join Colorado College in using this software, you will be following a lonely path and may find yourselves unable to participate in consortial developments because of software and system choices made in the development of Aristotle (or by other partners in the consortium.) Conversely, should Aristotle prove to be wildly successful, neither Jeremy nor Tutt Library are currently in a position to support the deployment of the software across many libraries. →We recommend that if and when you invest more in Aristotle (both in terms of time and resources, but also in terms of how central it becomes to your services to users) that you think carefully about these vulnerabilities and look for ways to protect your operations from them. The development of a robust open source community will be key to sustainability of this effort. Actively engaging the Alliance as a partner in development and deployment is a good place start.

## Organization and administration

The library organization is very flat, with all the librarians reporting directly to Carol. This structure works quite well with the present cast of characters, and the staff is quite committed to the highly egalitarian ethos it reflects. While this structure places a significant supervisory and administrative burden on Carol, she handles it with grace and with a light touch. We have no recommendation for changes in the structure of an organization functioning as well as Tutt, but suggest this excellent library staff makes a conscious effort to remain open and flexible in continuing to evolve their approach to organization in the years ahead.

The staff recognizes the tradeoffs inherent in this flat structure, i.e. the lack of distinct department head-like coordinating responsibilities in the organization can result in set of individualistic approaches to a common challenge or task. This is not necessarily a problem and, again, the tradeoff seems to be working very well for Tutt. However, we sense that in some cases it engenders an uncertainty about how best to coordinate

individual approaches to how to evolve into a coherent service program incorporating *both* strong common elements *and* lots of room for individual customization.

This is most apparent in the liaison and instruction programs where a reticence to exert leadership in an egalitarian culture appears to us to retard opportunities to learn from each other and to grow as a team. We observe unrealized potential among the librarians to fashion from their individual experiences a set of common approaches -- to supplement, not replace, their individual approaches -- that might, in combination, serve the faculty and students even more effectively. We believe there is scope, in their working more intentionally together, to artfully weave their individual talents and efficacy into a *group talent and a collective efficacy* that will help them realize their ambitious goal of integrating information literacy into the curriculum in a deeper and more systematic way. Another way of saying this is that the challenge for them is to cohere a programmatic approach to liaison and instruction where the effect of the instruction program on learning and teaching at CC is greater than the sum of its individual parts.

Just as there is reticence to formally assess student research skills, as mentioned under “Instruction” above, there is reticence to evaluate each other’s efficacy in liaison and in teaching. Unfortunately this reluctance to break the strict code of egalitarian collegiality may be denying the librarians opportunities to learn with and from each other in ways that will help them advance their efforts to produce CC graduates with sophisticated research skills.

Addressing this developmental challenge in instruction will require day to day leadership at a level the Library Director cannot be expected to provide. Steve Lawson appears to be working up to addressing this challenge in the instruction arena. The librarians appear to us to be ready to go to this next level, but uncertain just how to proceed. → Perhaps additional management and project management training for Tutt Library staff would be a helpful component to their professional development menus.

The self-study asks if we think Tutt could benefit from a strategic plan. → Yes, we believe development of a strategic plan with a new library director would be an excellent exercise for the staff. This is the sort of planning activity that just may provide a structure for the conversations we sense the staff is ready to have as it strives to move towards ever more ambitious goals in service to the college. Since the CC culture seems skeptical about strategic planning, find a culturally appropriate term for this plan. Do not wait for the college strategic planning process. Develop a library strategic plan so there will be conversation between the two plans.

## Summary of key recommendations

Following is a brief summary of some key recommendations. We were asked to identify key initiatives that a new Library Director might want to consider, so we are emphasizing

those in this selection. Many of these will move forward in close collaboration with the administration and faculty.

1. Restart the building planning process and revisit the plans in preparation for getting started on construction as soon as possible.
2. Conduct a strategic planning exercise that involves the CC community in envisioning the library's future and establishing its strategic directions and priorities.
3. Work with the new President, Dean, VP for Information Management, and Director of the Colket Student Learning Center, and all relevant staff to develop a vision and plan for student support services. Develop a set of partnerships that brings academic support staff together to fashion a vibrant set of services that are optimized in relation to each other to serve CC.
4. Partner with the faculty and administration to develop culturally appropriate ways to articulate and engage faculty in discussion of: Tutt's vision for an instruction program, learning outcomes for students in terms of research skills, an approach to assessing student learning, a program for further integration of information literacy into the curriculum.
5. Develop a formal collection management plan, including elements listed on p. 17.
6. Address the problems with providing proper environmental conditions for special collections materials.
7. Update the records management plan for college archives and secure endorsement from the Board of Trustees and support from the faculty and administration in implementing it.
8. Develop a plan for sustainability of the Aristotle development program, including but not limited to recruiting the Alliance as a partner.