Inspiring Scholarship

Ryan Matura Library

Annual Report

2017

Sacred Heart University

AN INTRODUCTION FROM UNIVERSITY LIBRARIAN GAVIN FERRIBY

The Library: Story, Mission, Value

What's your story? What do you do, and what difference does it make to anyone? These questions are critical for the University as a whole, and in particular for the University Library.

This annual report is months late –but includes the library's strategic directions and a summary of its plans. In the months since June 2017 we also have finished our annual statistics and assessment, so this late report has the advantage of grounding in solid numbers. These combined documents give a picture not only of where the library was, but where it is going, with a post-script for the first half of 2017-2018.

What's the Library's story?

We grew from the small collection and services of a commuter campus of 1,200 students to a complex, multifaceted organization that serves an comprehensive Masters-1 university of 6,800 students (FTE). The Library's growth has lagged behind the University's as a whole. We have had to be nimble, configuring resources and services with limited means in a swiftly changing environment. We have created resources and services ahead of the curve (Digital Commons, for example). We have always been deeply committed to the success, teaching, and learning of our faculty and students, and have never let unavoidable limitations restrict our vision.

What's the Library's mission?

The Library connects resources, services, teachers, and learners together. It engages them with the learning of those who have gone before. As a network, commons, platform, and zone of exception, librarians design an imaginative space where student and teachers can become learners and creators.

What's our value proposition? –what difference do we make?

Librarians collaborate with our colleagues across the University to change ourselves, our teachers and students, and the world, in alignment with our shared commitment to truth, justice, and concern for others. We provide context for learning – an imaginative horizon to engage learners with education for life and the development of professional and leadership skills. We locate information and scholarship for all members of the Library and the University from the overwhelming flood of the world's information.

We have a story to tell, a mission to take up, and provide demonstrable value to our University and our world. We are a library.

The numbers matter—*but our data does not do justice to our story*. How we talk about libraries matters. We have organized this annual report of our year's work 2016-2017 through four extended metaphors:
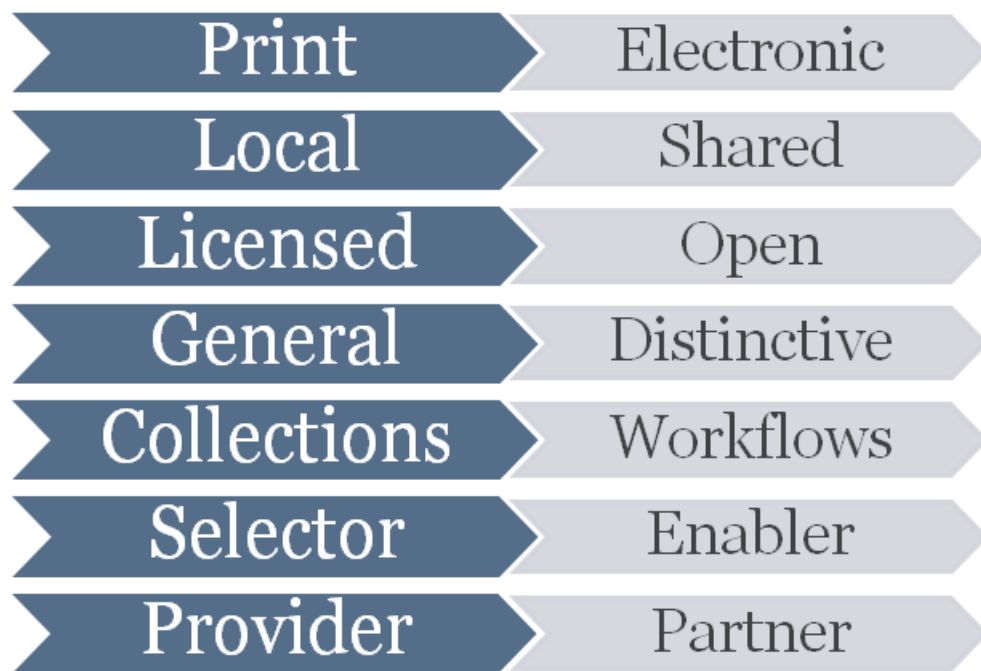
- Network;

- Commons;

- Infrastructure;

- Zone.

How do we talk about the library?

The University Library has long benefited from the work of Ithaka S+R. It hosts JSTOR, Artstor, JSTOR Forum (formerly Shared Shelf), and Portico (our digital insurance policy).
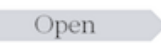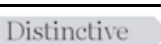
Ithaka S+R provides research and strategic guidance to help academic and cultural communities serve the public good and navigate economic, technological, and demographic change. They investigate two broad areas: educational transformation, and libraries & scholarly communication. They help their partner organizations better support scholarship, instruction, and student success with evidence-based strategic planning for services and resources. (The S+R stands for Strategy and Research.)

Recently Roger Schoenfield, director of the Ithaka S+R Libraries & Scholarly Program, provided a graphic that distills a great deal of complexity into a glance. This is where libraries are going:

Print	Electronic
Local	Shared
Licensed	Open
General	Distinctive
Collections	Workflows
Selector	Enabler
Provider	Partner

BY THE NUMBERS

The University Library's numbers illustrate some of the directions identified by Ithaka S+R. Those changes become especially visible by comparing two years of reporting:

		2015	2017
Print ▸ Electronic	Total printed volumes	122,977	89,498
Print ▸ Electronic	Digital books	183,824	205,348
Print ▸ Electronic	Print book circulation	8,751	5,353
Print ▸ Electronic	Digital book searches	4,619	12,055
Print ▸ Electronic	Subscriptions to Databases and Journals	$410,116	$498,001
Print ▸ Electronic	Subscriptions to Print Journals and Annuals	$191,154	$41,584
Print ▸ Electronic	Print Book Purchases	$38,547	$49,609
Print ▸ Electronic	Digital Book Purchases	$30,607	$44,857
Local ▸ Shared	Resources Shared to other libraries:	616	532
Local ▸ Shared	Resources Shared from other libraries:	1,522	2,628
Licensed ▸ Open	Open-Access Journals	13,326	13,381
Licensed ▸ Open	Open-Access Books	0	9,589
Licensed ▸ Open	Digital Commons + Selected Works	4,740	7,373
Licensed ▸ Open	Digital Commons & Selected Works full-text Downloads July 2015—June 2017		354,078
General ▸ Distinctive	Total Number of Research Guides	161	225
General ▸ Distinctive	Total Views of Research Guides	22,219	126,653

The Ithaka S+R directions do not summarize every kind of work. Other important numbers complement those numbers in comparison:

	2015	2016	2017
Gate Count	201571	221,158	246,734
Instruction Sessions	127	144	165
Website visits	118,574	149,895	199,369
Study Room Times (total students)	7,545	18,345	18,244
Reference & Research Questions	3,995	4,010	3,953

These numbers show that print book circulations have declined but hardly disappeared; the persistence of printed book circulations, instruction sessions, and reference and research questions suggest incremental rather than disruptive change. The increasing gate count, website visits, digital book searches suggest that while transactions are shifting, the library remains a very active support for teaching and learning.

In February 2017 the University Librarian reported to the Academic Affairs Committee of the Board of the Trustees that library usage has outpaced enrollment. The numbers speak eloquently:

--	2011	2016	% Change
Library Square Feet	40,140	40,104	0
FTE Enrollment	4,950	6,813	37.64
Library Gate Count	153,242	221,158	44.32
Total Library Seating	359	359	0
Group Study Room Users	7,090	18,435	160
Group Study Room Requests Approved (by time slot)	(2012): 3,150	4,245	34.37
Group Study Room Requests Denied (by time slot)	260	333	28.07

What is the library's value to the community? These numbers give evidence, but the real value to the community is the support for teaching and learning that these numbers suggest.

The real value of the library is not just in the numbers, but in how we talk about what we do, what we provide to our community: what we really talk about when we talk about libraries.

Percentage Changes in Library Services Between 2011 and 2016

- Database Searches 75.47%
- Articles Retrieved 38.95%
- Digital Jounals 2041.77%
- Digital Books 150.22%
- Inter Library Loan - Borrowed from other Libraries 19.34%
- Library Gate Count 44.32%
- Student FTE Enrollment 37.64%
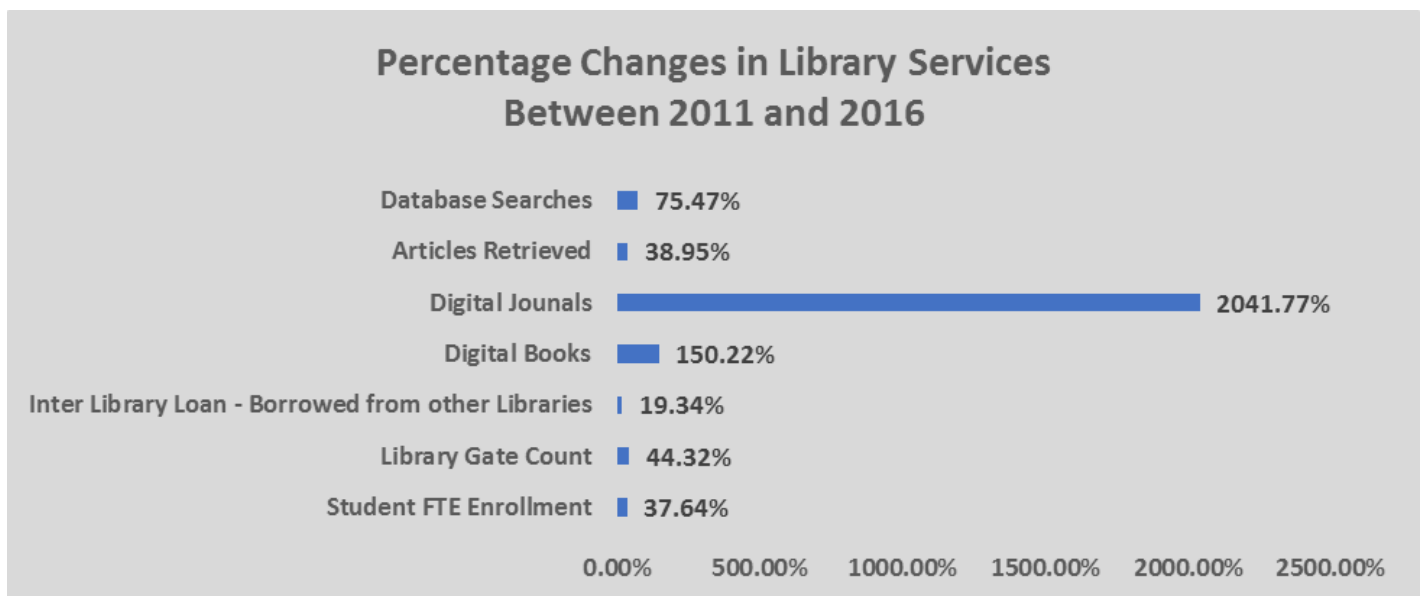
The Library summarized these changes for the Board of Trustees in February, 2017.

What We Talk About When We Talk About Libraries

Global Library Dome

Shannon Mattern writes about media spaces, media infrastructures—how organizations and communities form habitats that encode social assumptions, shape everyday social practices, and foster ways of knowing and creating. She spoke at the 2017 meeting of the Association of College & Research Libraries in Baltimore about the fractured and contentious public environment, rife with conflict, misinformation, filters, bubbles, renewed borders, hacking, and insurgencies. Not long ago, the world was "flat" (Thomas Friedman) –but now, the world has renewed edges, contours, and watched borders, some of them with walls. What traits have libraries adopted in adapting to these conditions?

Many spatial metaphors have been used to describe libraries: cathedral, clinic, anchor, bridge, quadrangle, laboratory, office, warehouse, bazaar, shelter –metaphors that shape policy, governance, funding, alignment, mission, and assessment. Mattern suggests three contemporary spatial metaphors in particular: *Platform*, *Infrastructure*, and *Zone*, and to these I would add *Commons*, and *Network*. These five metaphors connote a range of visions, hopes, behaviors, decisions, and practices, as well as submerged outlines of technical protocols, naming conventions, units of measure, forms, and classifications. "The library is a growing organism" (Ranganathan's 5th law of libraries, nearly century old) –and growing in complexity as well.

Berlin Brain,, Philological Library, Freie Universität Berlin

Platform is a word from technology: a base upon which developers create new applications, solutions, and further technologies –"a networked set of global platforms replete with content, data, images, audio files, laboratory notebooks, course materials, and more" (see the MIT Report). This virtual platform consists of databases, interfaces, standards, servers, workstations, and all the liminal zones of softw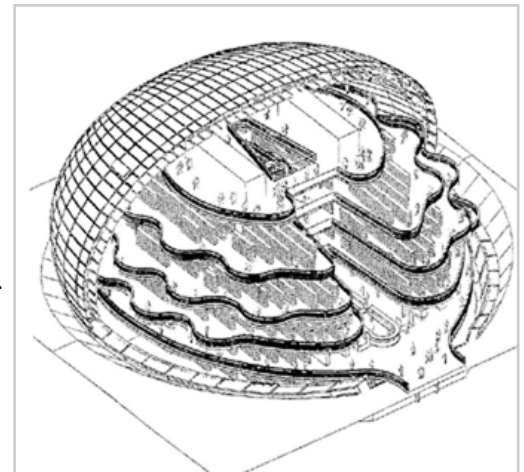are. Spatially, it suggests more *how* than *where*, "more hubbub than hub." (David Weinberger 2012) The point is that the library becomes a focal point for knowledge consumption and production. *Platform* edges towards a certain kind of instrumentalism ("just make it" –makerspaces), and suggests a kind of Silicon Valley condescension that devalues human engagements with libraries. *Platform* suggests a two-dimensional surface on which people create things and send them to market. What holds up this surface? What are the submerged scaffolds and ideologies that enable such knowledge entrepreneurs?

PLATFORM
INFRASTRUCTURE
ZONE

Infrastructure –those scaffolds, protocols, standards, conventions, and practices (as it were, "under the platform") —are just as important as the platform upon which to stage beautiful, useful products or knowledge. *Infrastructure* allows all the cultural assumptions that support a platform to emerge from the depths: openness, accessibility, diversity, privacy, property, rights, privileges –the list goes on. Those cultural assumptions have been called into question in the past two years. Recent events mandate the teaching mission of a library as *Infrastructure* and *Network*: reflection on how learners discover, how information is produced and valued, how authority is constructed and contextual, and the ethics of learning communities shaped by money, power, and privilege. *Infrastructure* and *Network*, entangled metaphors, shift the focus from the instrumentalism of platform

to a more communal image of a library. "Media literacy asks people to raise questions and be wary of the information they're receiving," writes dannah boyd. Face-to-face social networks construct infrastructures of trust, expertise, and respect differently from online.

As *Infrastructure* and *Network* are entangled, so are *Zone* and *Commons*. Yale's Keller Easterling has understood the metaphor "free trade zone" as a place of legal, political, and economic exception, a segregated enclave immune to regulations, taxes, and accountability. Such a zone signals a collapse of effective civil society and political economy. What then happens when large sectors of civil society, the political terrain, or the cultural climate themselves collapse?

Zone in a climate of collapse can mean a *Zone of exception*, a "fugitive infrastructure" of the ethical. Libraries have long been such zones of divergent values: non-commercial, not defined by party, patriarchy, sponsors, protectionism, or commodities. Libraries can even be *zones of resistance* to dominant social goals of divisions, disciplines, and the commodification of utilitarian education. For example, universities are characterized by hierarchies of intellectual disciplines and divisions; by contrast, academic libraries are organized functionally without strict disciplinary boundaries. *Zone* can distinguish a haven for insulating and nurturing social networks, theories, and ideas rejected at the moment; *Commons* extends *Zone* to distinguish common interests, questions, interactions, and creations not subject to definition by market exchange. *Zones* within libraries can include archives and special collections (digital or physical), exhibition spaces, group studies, quiet floors, micro-climates that nurture reading and viewing for pleasure, places for asking questions, and a creative mutuality not characterized by ownership—indeed a *tangible and digital commons* that fosters a creative habitat for sharing knowledge and transforming learning.

The librarian is the species at home in such a habitat. Librarians enact all these metaphors of *platforms*, *infrastructures*, *networks*, *zones*, and *commons*. Without librarians, library buildings would become "dead spaces," zombie precincts that would fade into irrelevance (David Lankes).

How can librarians reveal their expertise in dismantling and reassembling frameworks for information, literacy, and social responsibility,? How we talk about libraries? Librarians are extraordinarily self-aware and self-critical of the colonialist and neo-liberal agendas embedded in the historical, corporate regimes of information, and the damage they themselves have done and can do. Librarians are also naturally equipped to recalibrate the mission of a university: to help us find the better angels of our nature and the bonds of affection and social commitment which, though strained, have not yet broken. Librarians form a self-correcting community of practice in a university environment under profound internal stress and external threat.

This is what we talk about when we talk about libraries: metaphors that bind our "reason and imagination," new metaphors "that are capable of creating new understandings, and therefore, new realities." (Lakoff and Johnson, 1980) Those metaphors provide critical, connecting lenses through which to focus this reflection on the past years' work.

(For further reading, see the bibliography at the end of this annual report and report on strategic directions.)

METAPHORS WE LIVE BY

The Protocol Stack
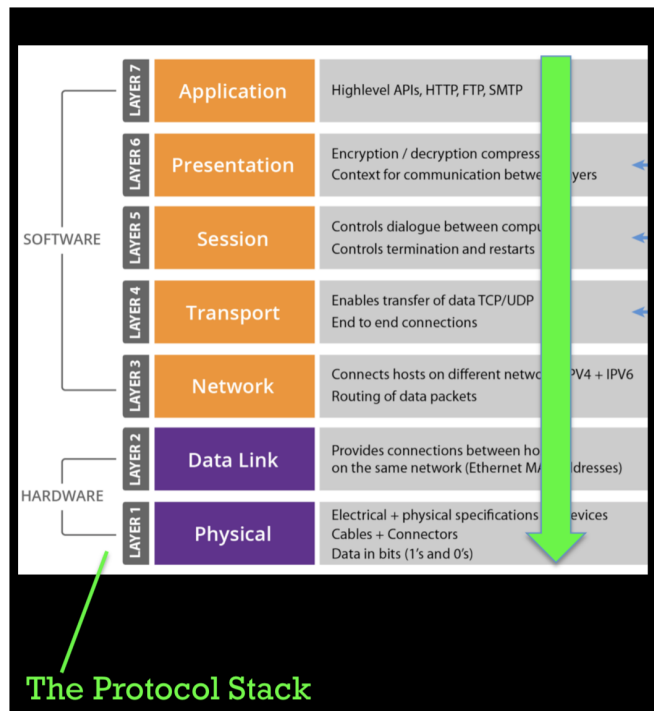
The metaphor *Network* suggests many elements that bind reason and imagination:

- The Library as a set of cables, servers, workstations, screens, and other machinery (a "category network");

- The Library as a set of relationships among people, organized by function, purpose, scope, hierarchy, etc. (an "actor network")

- The Library as a confederation of interdependent, smaller organizations that together constitute a reality bigger and more complex than any part (a "node network").

Each of these senses of network can obscure as much as reveal key elements such as power, knowledge, structure, and privilege. *Network* is an abstract metaphor, and as an abstraction has so many uses that it is almost empty of meaning on its own.

In the University Library, the metaphor of a network of people and organizations (actors and nodes) will be most helpful, the "category" that focuses attention on information hardware shades off into "infrastructure." Network as used here *is what librarians do*:

First-year instruction became a major focus throughout the year: both in classroom sessions with students, and instructional or coaching sessions with faculty. Zach Claybaugh has been invited to sit on the First-Year Instruction Committee of the College of Arts and Sciences, and his work with instructors regarding information literacy and its framework in the curriculum was especially well-received. Libby Knapik extended her instruction for first-year business students.

Allied with first-year instruction, renewed attention to instructional design was a major focus for Urszula Lechtenberg, our new Instructional Design Librarian. Her projects have already included collaboration with Geoffrey Staysniak on a new research guide on Zotero (a web-based citation management application), collaboration with Libby Knapik on resources for first-year business students, development of scripts for library videos, and a library research guide, *Navigating the Research Process*, published in the Fall Semester 2017. Urszula Lechtenberg and Chelsea Stone also collaborated with the Office of Digital Learning as members of the Summer Institute.

The Library's Open Educational Resources project continued throughout the year, in particular focused upon the Open Textbook project in collaboration with the Office of Digital Learning. Particular success with Open Textbooks was noted by the Mathematics department, which successfully used textbooks in

college algebra and pre-calculus, and is a model for development elsewhere in the University. Librarians traveled to Open Textbook Summit 2017, the 13th annual Open Educational Resources conference in Richmond, Va., and the 2017 Northeast Regional OER Summit hosted by the University of Massachusetts at Amherst.
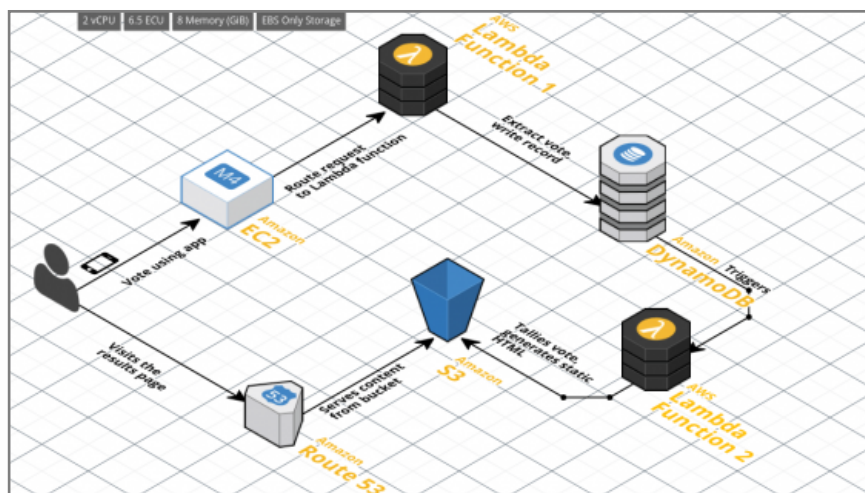
The Library collaborated with the Dr. Steven Michels, Assistant Provost for Teaching and Learning, with the production of the Academic Festival in April, including evaluation of presentations, posters, and sessions, calculation of presentation scores for prizes, setup and clean-up, and featuring undergraduate research on Digital Commons, including scheduling, and publishing posters and papers. The papers from the 2017 Festival have already been downloaded more than 1,500 times. Undergraduate research has become a major emphasis for all programs, and Zachariah Claybaugh published a library research guide on undergraduate publishing to help our students' research achieve greater visibility. Zachariah Claybaugh and Chelsea Stone updated and supplemented the *Open Educational Resources 2017 Textbook List*, with over 2,300 downloads since 2016.

Licensed   Open

Support for Nursing and Health Professions programs also received a boost by collaboration with instructional design, particularly as regards the new *Zotero* library guide, and implementation of a major new Nursing Research Guide which was a product of work done by Geoffrey Staysniak and Zachariah Claybaugh in the 2016 Summer Institute, Office of Digital Learning.   The *Nursing Research Guide* is already one of our most-used guides, and in June Geoffrey requested informal assessment of support for online nursing instruction from all online nursing faculty.   New databases such as *AccessMedicine* (in collaboration with the new Physician Assistant program), the *Trip Medical Database*, and *PsycTests* (in collaboration with the Department of Social Work) have supplemented health sciences resources.

The Library's Marketing Group actively promoted library events, resources, and services through the Newsletter, packets and information for new faculty, orientation of new parents and students, Open Access week, National Library week, and the weekly trivia contest, finishing its second year with remarkable popularity and interest from every sector of the community. The Library sponsored Chris Mooney, an energy and environment journalist for the *Washington Post*, who spoke about his journalism regarding global climate change, as seen during his travels to Greenland and elsewhere. In collaboration with the English Department, the Library again hosted and supported Literary Spring 2017, including playwright William Ivo Fowkes, and author Jilly Gagnon.

Licensed   Open

The Library again collaborated with thirty-two other Affinity Libraries Group members to compile annual library statistics for use in comparison, benchmarking, and other library research for better management and strategic development. Two librarians, Gavin Ferriby and Renata Cioffi, learned more assessment ideas and projects at the Association of Research Libraries' Library Assessment Conference 2016 in Arlington, Va.

The Library continued and expanded its collaborations with University Assessment projects, including re-accreditation projects, and benchmarking with the Director of University Assessment and the Office of Institutional Data.

Further collaborations and support of academic networks included the expansion and promotion of the Expert Gallery, a new way of presenting the expertise of University faculty to the outside community, and building upon more faculty SelectedWorks profiles, and expanding their coverage and depth. The Library subscribed to ProQuest's *PIVOT* database that integrates funding and collaborator discovery on behalf of the Office of Sponsored Programs. Collaboration with the Office of Graduate Student Affairs led to new presentations to graduate academic program orientations, and further support of the place and role of graduate students in the University –including our own graduate student library assistants, who have become a vital part of our library staff (see more below).

The Library as Commons

Selector → Enabler

The metaphor of library as "commons" became popular in the 1990s in the phrase "information commons," identified with a variety of uses and activities: mixed shelving and seats, writing, tutoring, and advising centers, group study rooms, tech help centers, and the like; examples can be found at Grand Valley State, the University in Michigan, and the University of Pennsylvania's Weigle Information Commons.

"Commons" as a library metaphor highlights a variety of public uses, public spaces, and public services, all oriented towards library users or members –and suggests that these elements are something new, in contrast with an obsolete "library as warehouse." The metaphor also re-directs librarians towards services rather than "storage," instruction supported by the description and preservation of intellectual resources.
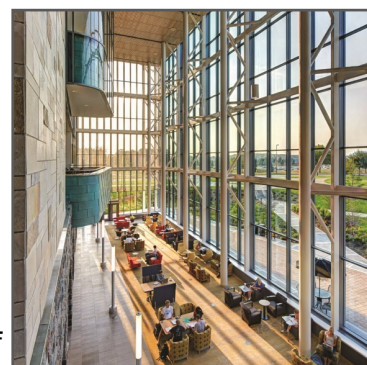
Commons at Mary Idema Pew Library, Grand Valley State University, Michigan
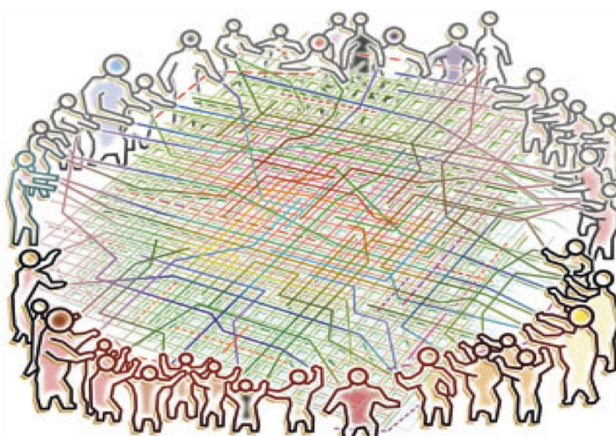
The metaphor "commons" bears the burden of Garret Hardin's famous essay "The Tragedy of the Commons," (*Science*, 1968). He described a political and economic situation encompassing shared resources. Individual users will act independently and solely in their self-interest; collectively their actions amount to behavior contrary to their common good, and through their activities they will deplete or destroy the shared resources. When all users have open and equal access, it will result in no users with any useful access. This metaphorical argument has been used to interrogate ideas of sustainable development, and numerous other fields. It has also garnered powerful critiques, such as Elinor Ostrom's eponymous law, "a resource

arrangement that works in practice can work in theory." Hardin's "tragedy" has also been critiqued as giving ideological cover to the final enclosure of commons resources by private ownership (Derrick Jensen), and most notably by Yochai Benkler's idea of "commons-based peer production" to describe collaboration based on shared and sharing information (in this case, open-source software and open-access publications).
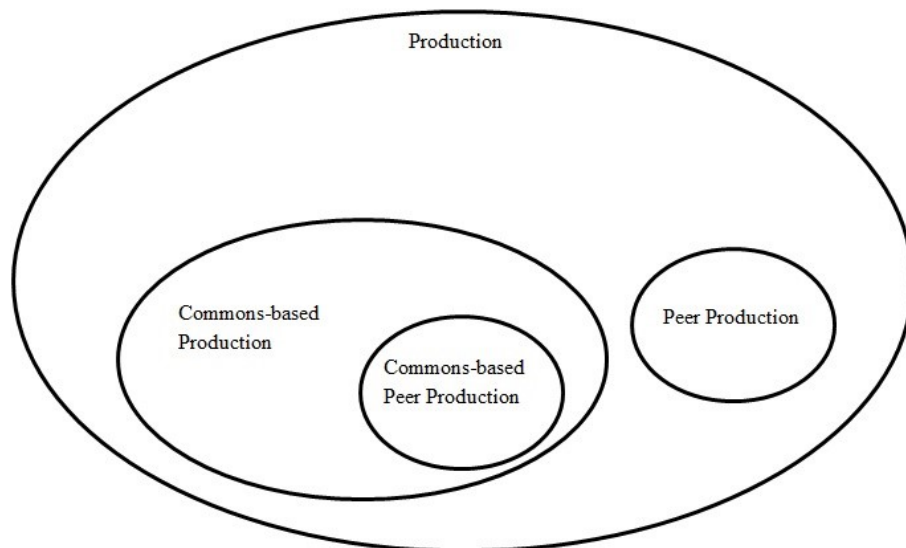
The library enacts the metaphor "commons" in an ideologically contested arena, in which competition *and* collaboration is paramount, threats of corporate enclosure of common intellectual resources are omnipresent, and controlled-access information tools (proprietary databases) co-exist awkwardly with common-access tools and publications. The ideology of "intellectual property" extends also to the kinds of services, spaces, and uses implicit in any library as an "information commons:" librarians are dedicated to *service* while private "intellectual property" (the ideology of "private") is dedicated to *controlled access*.

During the 2016-2017 the University Library added both new controlled-access and open-access resources to its "information commons." New program funding acquired access to ProQuest *Sociology*, Ebsco *SocIndex with Full Text*, and *PsycTests*. The Library added access to *Kanopy Streaming Video* demand-driven acquisition of educationally-oriented videos, as well as *MarketLine Advantage*, which supplies business information such as industry, companies, and country reports, market analyses, and other data based on published research and secondary resources. Ebsco *Literary Reference Center Plus* replaced the little-used *Literature Criticism Online* and saved funds. The Library began participation in open-access *Open Library of the Humanities*, *Open Book Publishers*, and continued its annual participation in *Knowledge Unlatched* not only to benefit University members, but also to foster development of alternate paths to publication (insofar as the academic monograph market faces steep economic challenges).

Collections ⟩ Workflows

The Library continued its participation with the "information commons" beyond campus. In May, the Library revived its membership in Lyrasis, a cooperative partnership of cultural heritage organizations emphasizing digital content, digitization collaboration, and technology consulting. The Library formally participated for the first time in SPARC's Open Access Week in October, and recognized ALA's Library Week in April.

The Library also undertook detailed evaluation and management of its print resources with a major project to identify little-used monographs that are easily available elsewhere via interlibrary loan. Space in the library building is at a premium. (As an "information commons," the library must balance the space needed by members for study and research with the space needed for its print collections.) In addition, the Library established a Catholic Intellectual Tradition collection, and renewed its Graphic Arts and Literature collection, as well as its leased popular-reading circulating collection.

The Library as "commons" includes its commitment to Digital Commons and the publication both of university resources and documentation, and the cultural heritage of external constituencies such as the Connecticut Irish American community. The student newspapers *The Obelisk* (1963-1982) and *The Spectrum* (1983-present) are substantially represented although missing issues and years have yet to be included. Digital Commons also established an *Undergraduate Works* commons that includes copies of the student literary journal Horizons as well as numerous posters and presentations from the annual Academic Festival since 2013. At the present time librarians are proceeding with the creation of a University journal of undergraduate research in cooperation with other offices and programs. Librarians have also begun to configure *ArtStor* and the related *Shared Shelf* (now *JSTOR Forum*) image-oriented databases that will collaborate with numerous other cultural heritage institutions around the world. More than 200 faculty now have Selected Works pages, including two librarians, and the University's Expert Gallery has begun to attract media notice as a helpful channel for university expertise in local, regional, and world-wide communities.

The metaphor "library as commons" directs attention to library spaces, which have received greater usage than ever. Library usage has significantly outpaced growth in University enrollment, a trend likely to continue with the creation of a larger and far more attractive Library Resource Center at the new Center for Healthcare Education. One of the purposes of intensive print management of the University's periodical collections has been to clear space for additional student seating on the lower level and the second floor (see also: "library as zone).

"Commons" is an ideologically contested metaphor which has, however, surprising relevance and usage within the University Library's programs and services. Some of these have been discussed already as related to the metaphor "library as network," and will be discussed further referring to two other metaphors: the "library as infrastructure," and "the library as zone."

The Library as Infrastructure
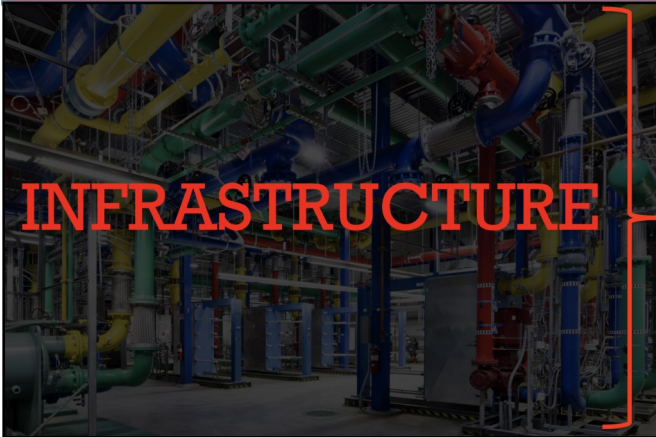
The conceptual metaphor of "infrastructure" has proven useful to orient the library not only to intellectual content and information formats, but also to the dynamic and transactional habitat in which the library finds itself –cloud computing, global supply chains and the logistics of publications, shifting legal and epistemic frameworks (such as "open access"), and the many layers of authorities, practices, and decisions that support all library services: network architectures, organizational processes, naming conventions, all manner of technical protocols, and standards and methods of assessment.

A library can be regarded as a network of infrastructures, to combine two metaphors: infrastructures that are mutually reinforcing and jointly evolving: architecture, technology, social interactions, ethical obligations, and epistemological commitments.   Given the rise to prominence of the metaphor "library as platform," infrastructure directs attention to the elements that "hold the platform up" (as do structural supports for a physical platform): social responsibility, free intellectual inquiry, obligations to accessibility, commitments to openness. In light of the public events of the past two years, those presumed "givens" are no longer so assumed.

The "given" assumptions beneath library "platforms," as well as the tools that operate on top of them, are interrogated by the ACRL's 2016 *Framework for Information Literacy*: how is information produced and valued; how is it constructed and contextual, and shaped by money, power, and privilege? "Library as infrastructure" brings into focus the numerous intellectual decisions, epistemic assumptions, moral obligations, and technical and curricular protocols that reveals how the library embodies the life of the mind (a mind housed in a

body), and how the university shapes its pedagogies, research and forms "educated citizens in an inclusive globally-connected society" (in the words of the University's Mission and Values page of its website).

During the 2016-2017 year, the library re-assessed its discovery service and found it wanting (this means the unified search service available to members on the Library's main page and elsewhere). Identifying and vetting a new discovery service became a major priority and interest through the year, and in June "Ebsco Discovery Service" (EDS) was configured and presented to members as a re-branded "QuickSearch." The

new service encompasses all the library's major databases and catalogs in addition to the library's research guides, research topic pages from *CredoReference,* and resources from Digital Commons. Numerous facets are also offered to limit search results by criteria such as date, language, format, or whether the results have been peer-reviewed. An allied *Library Resource Builder* will enable instructors to integrate library resources in their Blackboard course shells without friction. The Library Resource Builder will be implemented in the 2017-2018 academic year.

Selector ▸ Enabler

The Library revamped its chat service, and configured the technology to allow research guides, pages, and content "boxes" to be included in Blackboard course shells and other pedagogical technologies. During the year the Library implemented a new inter-library loan service (OCLC Tipasa) which will smooth the transition to "unmediated" borrowing (to be initiated by library users who submit sufficient accurate information, and to be implemented in the next year). Due to vendor changes and other considerations, the library also switched to a new proxy service which is the industry standard (*EZ Proxy*), a project that took on added relevance when the University suddenly migrated the software for its MySHU portal on May 1.

Additional work "behind the scenes" also resulted in improved member services through the implementation of thin-client workstations for members of the public and university members, and revamped services at four remaining iMac workstations.

Librarians also moved ahead with configuring and preparing 3D printing to be made available to university members in the coming academic year. This kind of "printing" (or replicating) is considerably more complex than photocopying (two-dimensional) printing, and will complement the University's growing curricular commitment to engineering education.

During the coming year, the Library will continue to re-assess its information technology and implementations with a view to continuing usefulness, cost, and benefits. Periodic thorough review is especially warranted in light of the evolving informational, economic, and academic ecosystem world-wide, as well as the University's continuing and growing online instructional presence. This project will re-assess the Library's integrated library services platform and related technologies, implementations, and vendor partnerships.

The metaphor "library as infrastructure," reveals the porous boundaries and relationships with partners and collaborators both on-campus and vendors and collaborators off-campus. On the other hand, the physical infrastructure of the Ryan Matura building has not kept pace with the information and instructional demands of the university's growth in enrollment and curricular complexity. The rate of usage of the physical infrastructure, combined with usage of technological infrastructure, its implementation according to professional standards and commitments, reveal that the Library is an essential partner in University pedagogy, research, and outreach to local, regional, and global communities. That infrastructure must continue to be adapted, renewed, and maintained if the Library is to contribute fully to the University's mission and value.

ZONE

León Ferrari
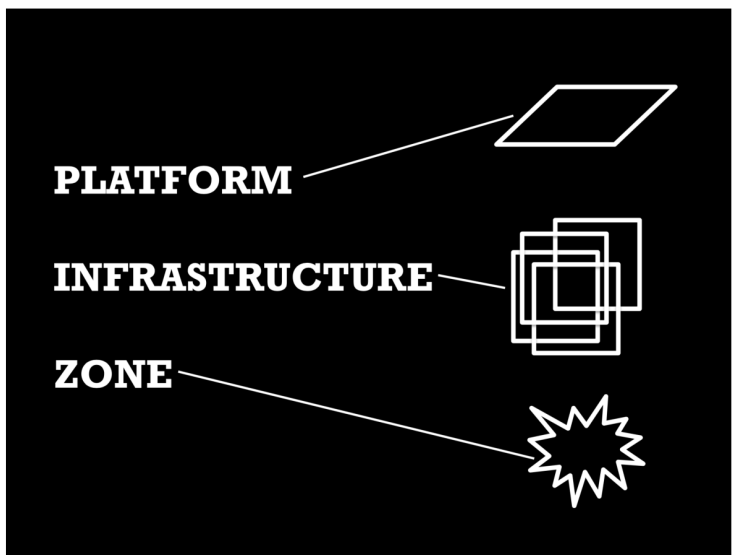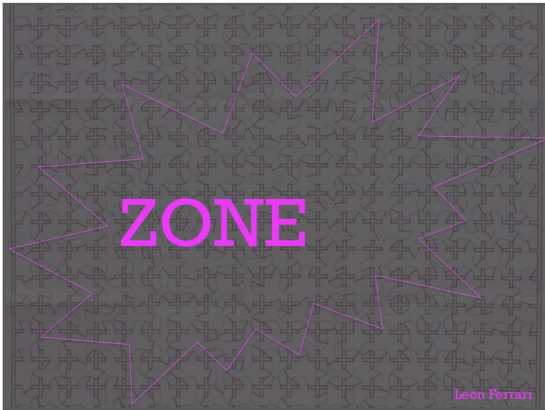
The library as "zone" is a metaphor just as perplexing and contested as "network," "commons," and "infrastructure." Zones are not usually neutral –"neutral zones" usually separate combatants, not collaborators. Keller Easterling, an architect, urbanist, and writer at Yale, has recognized that free trade zones, special economic zones, and free port zones, as legal and economic, spatial instruments operate alongside and outside of the state, and are exempt from many normal rules and regulations. These zones collapse civil society and social responsibility into the ideology of free-trade markets. Such zones in many areas have become synonymous with corruption and coercion. In turn Shannon Mattern asks, "what if that collapse is endemic to the whole habitat?"

The library as "zone" stands apart from political, media, and cultural distortions, landscapes and climates so tragically polluted and misdirected/. The Library can be a "zone of exception" –a sort fugitive, camouflaged habitat (another metaphor), a site of aspirational and ethical exception. In such a zone, temporary or permanent inhabitants can assemble to do reflect and act according to values that differ from the prevailing hegemony, and thus become a "zone of resistance," not characterized by profit, the commodification of knowledge, the privatization of information, and coercion.

The library can also function as a haven, sanctuary, and "hidden habitat" to nurture democratic values and ideals under threat: a physical, mental and spiritual region to re-envision and nurture social and intellectual habitats creatively. These are positive values; "zones of exception" can also nurture alternative ideologies detrimental to health and well-being of the wider environment (such as "alt-right" media zones). Zones are not neutral; their purposes and details matter.

Sites of Exception

Libraries are not divided disciplinarily, by educational attainment or status, or commercial interests. This exceptional organization often goes unnoticed. Libraries may be among the last logo- and sponsor-free locations where a mind and spirit can roam free without tracking. They are already one of the last places with many tangible materials where a member can explore and reflect without digital surveillance. The Boston Public Library proclaims "free to all," and has been a zone of intellectual work not characterized by the power functions and dysfunctions of the classroom or lab, and not characterized by imposed evaluation, assessment, rubrics, and learning goals. The library's learning goals and assessments are broader, and encompass work that may simply be assumed in the intellectual environment of a university as a matter of course. Libraries are nevertheless "zones of exception" in an information and academic ecosystem increasingly dominated by enclosed, private sectors that serve the interests of corporate investors first, and all others after.

Daily behavior of library members –students, faculty, staff, and guests—shows the relative democratization, a micro-public square, that is still at the heart of library services. The zone is buttressed by professional library ethics, the proclaimed ostensible values of education for professional leadership and moral growth, and the intellectual virtues of method, consistency, comparison, and argumentation. Certain zones within the library privilege global cultures and the absorption of English as a second language, the threats and opportunities of cyber security studies and coding, and the social camaraderie of a café. Usage statistics and simple observation show high usage and crowded conditions, especially at peak times near examination periods.

SAFE ZONE

Adopted by Council of American Library Association at Atlantic City on June 18, 1948

Library
BILL OF RIGHTS*

The Council of the American Library Association reaffirms its belief in the following basic policies which should govern the services of all libraries:

1

AS A RESPONSIBILITY of library service, books and other reading matter selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should any book be excluded because of the race or nationality, or the political or religious views of the writer.

2

THERE SHOULD BE the fullest practicable provision of material presenting all points of view concerning the problems and issues of our times, international, national, and local; and books or other reading matter of sound factual authority should not be proscribed or removed from library shelves because of partisan or doctrinal disapproval.

3

CENSORSHIP OF BOOKS, urged or practiced by volunteer arbiters of morals or political opinion or by organizations that would establish a coercive concept of Americanism, must be challenged by libraries in maintenance of their responsibility to provide public information and enlightenment through the printed word.

4

LIBRARIES SHOULD ENLIST the cooperation of allied groups in the fields of science, of education, and of book publishing in resisting all abridgment of the free access to ideas and full freedom of expression that are the tradition and heritage of Americans.

5

AS AN INSTITUTION of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their members.

*By official action of Council on 3 February 1951, the Library Bill of Rights shall be interpreted as applying to all materials and media of communications used or collected by libraries.

Two particular zones of exception within the tangible and digital library are the reference and consultation area, and the University Library archives. The reference area ("desk") communicates acceptance, civility, and searches for relevant answers to complex questions brought by users, as well as interrogating the authorities that provide such information. A professional rule among librarians assures that there is no stupid question. "Authority is constructed" (Information Literacy Framework): there is no simplistic answer.   Learners' ques-

tions, confusions, and misunderstanding are not factors in their assessments, nor their instructors' learning analytics. The archives are another particular zone of exception: particular information, formats, and documents that are restricted from normal public view because of their condition, rarity, sensitivity, or other content –or simply because that archival contents have not yet been thoroughly sorted and located. Additional zones include the art wall, which showed juried student artwork created in the previous year, the Patent and Trademark Resource Center, and the group study rooms. Group study usage was very high (final statistics yet to be formulated). A final zone, not to be ignored, is the library plaza, increasingly used by students (especially in the spring semester), campus organizations, and a location for photographs at formal occasions such as commencement weekend.

Librarians are the native inhabitants of the library zone. The year 2016-2017 saw the departure of Wenling Ma to new duties in Boston, and the arrival of Urszula Lechtenberg, Instructional Design Librarian, Susan Luchars, part-time evening and weekend reference librarian, and Mark Denny, Manager of Library Instructional Services Support and Technology. For the first time in several years, the library is fully staffed.

Librarians participated in the wider information ecosystem through participation in professional conferences:

- Renata Cioffi attended the ARL Library Assessment Conference 2016 (November) in Arlington, VA, and the ACRL 2017 Conference in Baltimore, including (preconference), including the SUSHI Bootcamp pre-conference (statstics and assessment of journal usage).

- Zachariah (Zach) Claybaugh attended the ACRL 2017 Conference in Baltimore, and the LOEX information literacy conference in Lexington, KY.

- Gavin Ferriby attended the ARL Library Assessment Conference 2016, part of Open Educational Conference in Richmond, VA, and the ACRL Conference 2017 in Baltimore, including the pre-conference day "Law School for Librarians."

- Daniel Fitzroy attended the ACRL Conference 2017 in Baltimore, and Load Table Training with Innovative Interfaces in Miami (May).

- Elizabeth (Libby) Knapik attended the annual Patent and Trademark Resource Center training week in Alexandria, VA in April.

- Beverly Lysobey attended the Charleston Conference in November (library digital resources).

- Jeff Orrico attended the Leadership Institute for Academic Librarians 2016 at the Harvard Graduate

School of Education (August).

- Geoffrey Staysniak attended the North Atlantic Health Sciences Librarians (NAHSL) conference in New Haven, October.

- Chelsea Stone attended the New England Archivists Spring Meeting in Portland (March), the Visual Resources Association conference in Louis (April), Open Textbook Conference in Vancouver, BC (May), the Visual Resources Association Summer Educational Institute in Chapel Hill, NC (supported by external grant), the 2017 Northeast Regional OER Summit at UMass Amherst (June), where she presented with Dr. Jaya Kannan.

Chelsea Stone has also worked towards completion of the Digital Archives Specialist Certificate of the Society of American Archivists, a combination of on-location and online training. The library's growing role in the digital preservation of information, now stored in various formats (many obsolete), calls for an expertise that hitherto has not been present among the librarians. This expertise is essential for successful navigation of the particular archival "zone of exception," where both fragility and technical requirements make digital preservation both essential and problematic. These contents, that represent many moments, events, and achievements of the university in the past 50 years, have long been essentially inaccessible, and consequently irrelevant. Their restoration to accessibility in current digital format will assure that such information and documentation will be useful and relevant in the University's future work, mission, and value.

Postscript

The library as a zone –of empowerment, exception, resistance, a fugitive infrastructure—directs attention to the distinctive qualities of academic life: reasoned argument, persuasion, respect for factual accuracy, empathy, and collegial disagreement. These qualities are no longer assumed attributes of American life. It may be that academic institutions will need to shelter such virtues and nurture them in hopes of reshaping and repairing the wounded, outside ecosystem of political interaction and cultural exchange. A century ago, libraries were steeped in the colonialist, patriarchal, and white supremacist histories of their origins as hierarchical, elite-driven social reforms. In the past fifty years they have been shaped by the neoliberal market-driven agendas of enclosure: both privatization of information resources, and the privileging of market-oriented intellectual interaction. Few institutions, however, are so firmly anchored to democratic discourse and intellectual values, or "better equipped to set the groundwork for all the reconciling and recalibrating discussions that need to happen" in our society (Shannon Mattern).

David Lankes' has written that the mission of librarians is to improve society by facilitating knowledge creation in their communities. Chris Bourg, director of libraries at the Massachusetts Institute of Technology, has said, "I don't think we need to save libraries, but I do think we might need libraries to save us." Intellectual freedom and the free exchange of ideas is no longer an assumed value in American society. To bring libraries to life, librarians need the work of publishers, teachers, educational technologists, archivists, and digital scholars of all kinds. This vision is a social collaboration worth fighting for. I am proud to serve the University as University Librarian.

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Strategic Directions of the Sacred Heart University Library

Introduction

These documents for planning and implementing the development of University Library summarize many conversations and meetings inside and outside the Library during the past two years. As a summary, it has two parts:

1. A brief summary of imperatives, goals, and assessments. Each imperative indicates a context for briefly outlined goals that begin with the declaration, "We know we will have done this when . . ."

2. A statement of the library's mission and value. This is a vision, and is open-ended by design. We cannot know what the coming years will bring. We can articulate our mission, and provide value to our community, as our story continues.

Many events of the past years have shown that the fundamental values of higher education and librarianship are not universally honored or respected. The patient work of generations of teachers, scholars, and researchers has been under attack. Many assumptions implicit in strategic planning in higher education, as practiced until recently, are no longer sufficient despite the best intentions.

This is not a list of items to be achieved. These documents are intended to nourish sets of relationships with colleagues and peers both in our university and beyond. Those relationships will set the terms and goals of our projects and actions. Our story continues; our mission endures, and the value we provide to our University will be reflected in our members' lives. We take the long view.

Sacred Heart University Library:

Strategic Imperatives, Goals, and Assessments

Introduction

Turning a vision of **a global library for a global university** into a reality requires thoughtful and flexible planning, as well as accurate assessments of results: *how will we know that we did what we set out to do?* The library in every case remains committed to its **core mission:**

- to develop a trusted infrastructure that will sustain the life-cycle of scholarly communication;

- to nurture the skills, habits, and dispositions necessary for its members to engage teaching and learning, and sustain the wise use of information resources; and

- to extend the University's mission through internal collaborations and external partnerships.

The Library's value proposition provides distinctive value to our communities through its engagement of all University members, collaborators, and partners with the complexities of learning and communication; and through its nurture of their skills, habits, and dispositions necessary for their wise, socially informed use of knowledge and engagement with cultural memory.

The Library's mission and value is closely aligned with the University's core mission of nurturing its members intellectual, spiritual, and moral growth --combining education for life with development of professional and leadership skills to share "in common goals and a common commitment to truth, justice, and concern for others," both face-to-face and around the globe.

Consequent to the Library's mission and value, we have established three imperatives for the coming years, as frames for specific actions and assessments both foreseen and unforeseen.

Imperative 1: Engage every member of the University with teaching and learning the skills, habits, and dispositions of creating and sharing knowledge

Commentary: The 2016 ACRL Framework for Information Literacy in Higher Education addressed six interconnected frames for the knowledge practices and disciplines of information literacy. "Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning." [*] *This imperative situates the University Library squarely in the professional practices of librarianship and information literacy, and co-locates this library with cultural memory organizations outside of this particular University context. The coming years will bring many changes that we cannot now identify or fully anticipate, and therefore we are leaving open specific, actions to address this imperative in order to remain open to changes, new learning, and emerging concerns. This lack of programmatic specificity is neither an excuse for inaction nor a pretext for delay; the pressing needs of our library's members require us to undertake goals and assess our performance regularly.*

We will know we will have addressed this imperative when:

1. We have strengthened instruction for students and outreach to faculty regarding the key concepts, habits and dispositions of information literacy in higher education, especially those entering undergraduate study or beginning work at the University.

2. We have collaborated on initiatives regarding Open Educational Resources with the Office of Digital Learning, the Colleges, and other relevant partners.

3. We have encouraged and enhanced undergraduate research through library outreach and collaborations with other academic and support programs.

4. We have initiated and enhanced library resources and services in support of the University's global programs and globalization initiatives

5. We have built closer collaborations with the Colleges' curriculum committee (or similar group) and with each College's strategic initiatives as relevant and timely.

6. We have developed consistent and sustainable relationships with global alumni/ae, faculty affiliates, and retired faculty regarding their information needs.

7. We have initiated partnerships with local and regional cultural memory organizations both to enhance our services and to strengthen our communities.

Imperative 2: Enhance the Library's digital and physical resources to support its members' participation in deep, broad learning, and the life-cycle of research, information, and scholarly communication.

Context: *The ecosystem of learning, teaching, research, and publication is changing rapidly, and major corporations are seeking to position themselves as indispensable and seamless intermediaries of the University's core tasks. The Library must take the leadership in identifying benefits and threats and preserve the essential freedoms of teaching, research, and publication from external surveillance. In addition, the changing and increasing needs of our members will require access to new proprietary and open resources, and attractive, useful digital and physical spaces for their tasks. As a university with a liberal arts core, we recognize the interconnectedness of minds, spirits, bodies, and opportunities and needs of the world around us. Our specific actions in coming years will be guided by our commitment to that interconnectedness, both face-to-face, and at a distance.*

We know we will have addressed this imperative when:

1. We have evaluated and implemented library services to provide a sustainable infrastructure for discovery, research, digital publication, and digital workspaces, for our students and faculty;

2. We have implemented regular reviews and assessments of library tangible and digital resources in light of changing enrollment, curriculum, and scholarship;

3. We have expanded subscriptions to additional digital resources, and purchased selected digital and printed books in alignment with University disciplines and programs

4. We have created a library space in West Campus for use by faculty and students in business, engineering, computer science, education, and other programs yet to be identified;

5. We have completed the renovation of the Ryan Matura Library on the lower level and second floor.

Imperative 3: Foster the trust that sustains all scholarly communication, and the inclusive values implicit in Catholic social traditions that seek a just, fair, and diverse global society for all University members, collaborators, and partners.

Context: *The Library's tradition of, and reputation for, personal service and close collaborations with faculty is encountering significant problems of scale in a growing university, not only in enrollment but in curricular and disciplinary complexity. University members have placed great trust in librarians' knowledge, skill, and discretion, and continue to do so. That trust is both a vital resource for our work, and fundamental obligation to our colleagues within the University and elsewhere. Our commitment to Catholic social traditions of service require us to safeguard both. The specific actions that we will take in coming years by foreseen and unforeseen changes in the University and higher education, and we will assess and improve our performance in light of those changes.*

We know we will have addressed this imperative when:

1. We have upgraded public services for all members by accelerating the implementation of relevant technology, and aligned practical service goals with the Library's key value for our communities, and at a sustainable scale;

2. We have established a University Archives to maintain the integrity of key elements of the University's identity and history, aligned with the University's mission;

3. We have established a University Library planning and development group, with both faculty and administrators, students, and input from the UAA, and regular meetings;

4. We have developed and applied consistent learning standards, rubrics for evaluation, and assessment for planned and impromptu academic interactions with University members and outside partners;

5. We have amplified existing marketing plans and outreach projects, and addressed carefully

targeted messages to new and potential University members, and the outside communities and cultural memory organizations;

6. We have created a Friends of the Library organization, involving alumni/ae, local friends, and friends at a distance, in collaboration with the Office of University Advancement.

Conclusion

We must address these imperatives if development of a global library for a global university will be realized successfully.   In this way, the library's core mission and value proposition will be clearly fulfilled and extended to a new generation of students and faculty in the mid-21st century. This work is necessarily open-ended and will respond to changes in the environment within and beyond the university.

Sacred Heart University Library: Vision, Mission, and Value

Introduction

Sacred Heart University Library undertook a complete reappraisal of its Strategic Directions in order better to guide key decisions about its services, resources, and partners, and benefit from the ideas, expertise, and commitment of stakeholders and staff. This document presents a bold, expansive vision of the Library's core mission and its key value to the University's mission and priorities. Many conversations with the Library's stakeholders have guided its development. Listening, thinking, and planning together, we have reflected upon the deeply held values of our Library, our University, and our partners.

These directions are intended to stir all of us to raise our expectations for our collaborations, to endeavor to advance teaching, knowledge, and research at a higher level. We regard all our stakeholders (students, faculty, our student library assistants, trustees, and colleagues and partners elsewhere) as *members* of our Library. We invite them to support our ambitions for our Library's future.

Context

The University is on the cusp of transformation into a larger, more scholarly, and more truly comprehensive global academic community, at the very same time that libraries are transforming scholarly communication. One professor observed, "Sacred Heart University has outgrown Sacred Heart University," and the same can be said for the Library. The expanding campus, curriculum, enrollment, and global connections will continue to transform the University we have known. Digital access has already changed research, teaching, and learning, but far more remains to be accomplished to enact the promise of a truly open, trustworthy, interactive, and sustainable digital library.

In the future, teaching and learning will be agile, interactive, dynamic, and networked. It will extend transformations both of the analogue and digital means of library service, and of the intellectual framework of information literacy and library science. Librarianship, founded upon ideals of *service*,

has become a change agent in academia and the wider world, and will enact *collaboration* as its core ideal –continuing and expanding our historic commitment to improve society by facilitating fair and equitable creation and sharing of knowledge in our many communities.

Vision and Three Themes

Listening, thinking, and planning together, our conversations have identified three broad, interwoven themes. These themes are not reducible to specific strategic goals and plans, but will shape a context and nourish relationships in which specific developments can be planned, enacted, and assessed. They are:

1. Communities, collaborations, and partnerships;

2. Discovery of information and its use; and

3. Stewardship, sustainability, and trust.

These three themes trace a vision of **a global library for a global university**. *Global* has two senses: worldwide, and all-encompassing. The Library both mediates this university's scholarship with the worlds` and nourishes skills, habits, and dispositions that encompass every portion of our members' lives. This sense of global aligns the Library with University's mission of nurturing its members' intellectual, spiritual, and moral growth, and combining education for life with development of professional and leadership skills.

A global library will align with the University's mission wherever it occurs (geographically or digitally). It will provide a trusted, durable, inter-disciplinary, inter-operable, open, and adaptive infrastructure to curate the entire lifecycle of information and research. This infrastructure for a global university will expand definitions of communities (collaborations and partnerships), launch far-reaching enrichment of discovery (accessibility and use of information), and sustain long-term stewardship for the preservation of scholarly communication. This library will open new paths of thinking especially for those who live at the margins of the economic, social, and cultural communities.

As a global university, Sacred Heart will continue to enact its mission, its consistent commitments to Catholic traditions of scholarship and social service *urbi et orbi*, for whole persons who act with consistent global awareness encompassing of all creation. Its commitments resonate across cultures with the cumulative impact of higher education and the knowledge economy on the health and well-being of every human.

A global library for a global university will extend across disciplines, geographies, timescales, languages, and cultures to enact our university's creation and sharing of knowledge, scholarship, and service.

1. *Communities, Collaborations, and Partnerships*

The Library has already proven the value of its services, resources, and spaces to concentric circles of members (closely affiliated students, faculty, and staff; distance students and faculty; cooperating scholars and experts; SHU alumni and alumnae; Fairfield and tri-state communities; and global communities of teachers, researchers, and clinical practitioners). These services have required librarians to transform collections and collaborations for all members, not only those they meet face-to-face. This transformation has accelerated over the past five years, but has not always been visible to many University members outside the Library. Insofar as the Library's most important and expensive resources are the time and expertise of its librarians, it must sustain and extend these resources if a truly global, open, and sustainable library is to achieve its potential, and continue to be aligned with the University's academic commitments.

A global library for a global university will require the library to *turn outward*: commitment to diversity of persons and cultures, and genuine inclusion of diverging points of view. Turning outward will sustain the Library's collaboration with local members and partnerships with global communities, and contribute to cumulative impacts beyond the ability or scope of any one organization. Librarians around the world have been building networks of expertise, resources, and services for fifty years (such as OCLC or the Digital Public Library of America), but their cumulative impact is only now becoming apparent. The local benefits of such cumulative impacts will sustain the Li-

brary's turning outwards towards partnerships with colleagues in many allied cultural memory organizations, and towards crossing long-established professional boundaries and roles, in order to achieve a collective impact beyond the scope of any single institution.

2. Discovery of Information and Its Use

The Library has already proven a trusted channel for disseminating global research to its members, and the University's research to the world. It has already engaged local and distant faculty and students in many processes of teaching and learning. This engagement has required a bold program of tangible and digital resource management and expansion of services. The Library's continuing commitment to discovery, accessibility, and use of information will require continued expansion and enhancement of its sustainable, inter-operable, interactive, and adaptable infrastructure. The promise of a comprehensively accessible, interactive digital Library has not yet been realized, but has encountered troubling difficulties with overly restrictive legal provisions, fiscal constraints, and idiosyncratic information architecture and user interfaces. Such barriers to access have impeded truly open discovery. Open discovery will curate the life-cycle of scholarly communication (research, publication, instruction, and preservation) across disciplinary, linguistic, temporal, cultural, and geographic boundaries.

Physical and fiscal constraints have also impeded full and equal access to the Library's resources of physical spaces. New modes of instruction, collaboration, and conversation require re-thinking existing and potential new spaces in a transparent and open manner responsive to our diverse members and taking advantage of the considerable expertise available in the University communities. Sufficient provision of library learning spaces for widely varying study and learning styles (noisy, quiet, collaborative, individual, instructional, and recreational) must be aligned with the University's mission in order to extend the collective impact of global teaching and learning to all its members.

3. *Stewardship, Sustainability, and Trust*

The Library has already provided stewardship of fragile tangible and perishable digital information formats (books, journals, DVDs and other media). Its responsibility for the long-term stewardship of all of the University's scholarly resources is closely interwoven with core mission to facilitate the discovery, creation, and use of information. Sustainable preservation of information formats presents challenges that will require continuing development librarians' expertise and time, and the wise use of fiscal resources. The library inhabits the technological, social, and economic ecosystem that supports the full life cycle of scholarly communication. Support for initiatives that seek to assure its global sustainability at the same time exercises good stewardship of its portion of the University's core mission

As experts deeply embedded in the ecosystem in which knowledge is created, communicated, and preserved, librarians have gained their members' trust. The University's enduring trust in its librarians to curate and sustain all the formats of its information resources in turn enables the Library's signature service to all University members: to instill the essential skills, habits, and dispositions to discover, evaluate, and use information. University members are much more than simply information consumers; they are creators and innovators who need a working knowledge of the legal, ethical, and technological rules of engagement for scholarly conversation. It is essential that they understand both the intellectual impact of knowledge creation and use, and the social consequences of the design decisions, algorithms, tools, and services they will use. Pursuit of fair, equitable impacts is an important opportunity to extend the University's Catholic traditions of learning and service.

Librarians' daily tasks will be essential both to sustain the infrastructure that supports University's enduring participation in global scholarly communication, and to exercise stewardship to assure fair and open access. Their daily tasks sustain the library's core, three-fold work:

- to foster the trust that reliably shapes and sustains all formats of scholarly communication;

- to encompass fair, imaginative and moral engagement with diverse scholarly viewpoints; and

- to shape such communication so that inclusive global and local communities will be able to extend their research and learning without regard for time, language, technology, politics, or geography.

University members trust their librarians, and that hard-earned is both an asset and an opportunity for the Library's mission: **a global library for a global university**.

Tensions, Concerns, and Constraints

The Library's future is much more complicated and interesting than a simple transition from a print world to a digital one. Some of its facets will pull librarians, members, and partners in different directions.

- The Library's resources, services, and collaborations must be open to innovative uses on the frontier of knowledge and practice (such as text mining, data visualization, virtual reality, and others not yet imagined), *while at the same time* many of its members will wish to continue to use certain resources in tangible formats; consequently, curation of materials in such formats will continue to be a core library service.

- The linear logic of search, recommendation services, and the infrastructure of discovery will improve dramatically, *while at the same time* nonlinear paths to discovery, serendipity, and unexpected connections will continue to play important roles in research and scholarly communication.

- The University's and Library's vision, scope, and impact will continue to grow *while at the same time* fiscal constraints will continue to inform key choices, but cannot be permitted to impair librarians' continuing work to find sustainable paths for the future growth of its members.

Conclusions: The Library's Core Mission and Value Proposition

This vision of the Library's strategic directions calls upon the University to re-envision the Library's role as **a global library for a global university**. The task of this document is to inspire a vision of the Library's growth from a local to a global information portal in tandem with the University's ongoing growth and transformation. This vision will achieve reality through enacting specific goals, plans, and measures. Enacting those plans will rely upon collaborative work with all the stakeholders with whom the librarians have listened, thought, and planned. Hence a clear statement of the Library's core mission and value proposition is essential to guide and support enacting those goals, plans and measures.

The Library's core mission is:

- to develop a trusted infrastructure that will sustain the life-cycle of scholarly communication;

- to nurture the skills, habits, and dispositions necessary for its members to engage teaching and learning, and sustain the wise use of information resources; and

- to extend the University's mission through internal collaborations and external partnerships.

Communicating information, advancing scholarship, and facilitating collaborations and partnerships will continue to expand new opportunities for the University's global, educational impact. Wise implementation of new information technologies, and curation of scholarly communication will sustain the Library's impact on its members, collaborators, and partners. The themes of:

- collaborations and partnerships with diverse members and communities;

- discovery of information and the implications of its uses; and

- stewardship, sustainability, and trust;

will continue to align the Library with the University's mission to teach, serve, and improve the world.

The Library's value proposition provides distinctive value:

- through its engagement of all University members, collaborators, and partners with the complexities of learning and communication; and

- through its nurture of their skills, habits, and dispositions necessary for their wise, socially informed use of knowledge and engagement with cultural memory.

The Library's value proposition is closely aligned with the University's core mission of nurturing its members intellectual, spiritual, and moral growth --combining education for life with development of professional and leadership skills to share "in common goals and a common commitment to truth, justice, and concern for others," both face-to-face and around the globe.

Further Reading:

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