Monmouth University Library

Five-Year Plan
2009-2014

November 2009
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**INTRODUCTION**

Connecting the Monmouth University Library with Students and Faculty

Adapting to change is crucial to the success of any academic library in the turbulent Age of Information. The Monmouth University Library continually adapts to change, and keeps abreast of emerging trends in library and information science, academics, and technology. Perhaps most importantly, the Monmouth University Library plays an indispensable role in helping students and faculty meet their research needs.

A retreat held by librarians and staff on June 11, 2008, examined the new curriculum for General Education requirements scheduled to begin in the fall of 2010. This curriculum affects information literacy requirements for all students at Monmouth University. During the retreat, therefore, it was decided to form two important committees and to prepare a formal Five-Year Plan. The first committee, focused on planning, was assembled to collect information, materials, and suggestions to improve the collections and service of the Monmouth University Library. The second committee, focused on writing, would write the Five-Year Plan for 2009-2014. A letter was sent to all deans and department chairs, which requested all to state their library needs and suggestions for the next five years. Responses were positive and useful. The Planning Committee then worked very hard and prepared the material for the Writing Committee. After many drafts and interviews with library staff, librarians, faculty and others, the Writing Committee produced an excellent document that addresses the needs of the University Library in the areas of library services, information literacy, collaboration with university agencies, collection development, archives, funding, and faculty-student needs.
I wish to thank the members of committees, librarians, library staff, deans, chairs, and others who have contributed to this important document. I am confident that with the help of the Five-Year Plan for 2009-2014, the Monmouth University Library will achieve the goals and commitments outlined in this document, and meet the challenges to connect the library with all students and faculty.

May 28, 2009

R.N. Sharma, Ph.D.

Dean
MONMOUTH UNIVERSITY LIBRARY FIVE-YEAR PLAN

The Monmouth University (MU) Library Five-Year Strategic Plan has been developed to address the changing nature of academic libraries during intense technological turbulence and transformation. It has also been created to exemplify Monmouth University’s commitment to service in the public interest, to lifelong learning, and to the enhancement of the quality of life for its community of learners. The Monmouth University Library strategic plan is organized around five major themes:

• Library Services
• Information Literacy
• Collaboration
• Collection Development
• Library Funding

These themes were selected to reflect the strategic goal of MU Library to build and maintain collections that support the teaching, learning, scholarship, and service missions of the University.
**LIBRARY SERVICES**

This theme will focus on increasing awareness and use of the MU Library facility and services in order to enhance teaching and learning. It will also position the MU Library as a flexible, functional, inviting, safe, and technologically-equipped library space offering individual and group study areas.

**Outreach and Marketing of Library Services and Collections to the Entire Monmouth University Community**

Strategies will focus on promoting the MU Library to increase awareness and use. In order to present a cohesive marketing message to patrons, the MU Library will evaluate marketing and public relations strategies to promote its services, resources, programs, and facilities. A variety of promotional tools will be utilized to reach our patrons, including newsletters, brochures, flyers, posters, open houses, tours, and email, as well as incorporating new Web 2.0 tools, such as LibGuides wikis, blogs, social networking and video-sharing sites. The MU Library will also develop targeted outreach programs and develop partnerships with students and other patrons, and promote the collection in conjunction with campus events and exhibits.

**Assessment Of Patron Needs**

The MU Library will continue to implement new services and focus on areas for improvements, as identified by the 2005 and 2008 LibQUAL survey. Affect of service, which measures empathy, responsiveness, assurance and reliability of library employees, was the strongest area for the MU Library. The recent library renovations contributed to the most significant improvements in the survey results – library as place. The basic needs of undergraduate and graduate students are currently being met by the MU Library. Areas for improvement of library services include a stronger print and electronic collection to meet faculty research needs. Additional assessment of patron needs in specific disciplines will
be conducted to determine where the MU Library needs to spend resources to improve patron satisfaction with the MU collection. Librarians will also meet with the Student Government President every year to discuss any and all concerns.

Enhance the MU Library’s Space and Hours Based on Patron Needs

To make it easier to find and browse books, we will reduce congestion in open stacks. Stacks are currently filled at 80% capacity. Based on common academic library standards, this should be reduced to 70-75% to allow for collection growth. Alternative shelving options, such as compact shelving and automated retrieval systems, will be investigated to compress the collection area, as well as the regular weeding of outdated books.

The MU Library will continue to provide increased access to seating, study space, and meeting rooms to support collaborative teaching and learning. Industry standards recommend seating for 10-25% of FTE students. The MU Library currently has seating for 355, or 6.3% of FTE students, and 152. This falls significantly below the typical seating provided in academic libraries. The MU Library has added group study rooms, which have been used increasingly by students. Patron feedback indicates that there is a need for more individual quiet study space. Patrons have also expressed a need for rooms equipped with equipment, such as computers and projectors to practice and deliver presentations. We will also consider adding faculty/graduate carrels for researchers. Another type of space currently being included in most library renovations and new building projects is auditorium seating for larger groups. The MU Library currently has a seminar room which can accommodate up to 24 people, but this is inadequate for larger talks and presentations. Therefore, it is important to build a multipurpose structure that contains an auditorium to provide space for group meetings, discussions, conferences, and university lectures, as well rooms to provide space for the growing collection. Grants,
together with and monies raised by the Monmouth University Library Association may be considered to finance the structure.

The number of computers will also be monitored to maintain sufficient availability as other labs on campus are reduced and as library traffic continues to increase. The MU Library currently has 93 desktop and 16 loaner laptop computers available for patron use, and 4 shared printers. Library computers were updated in 2008, and should be upgraded again in 3 years to keep up with new technologies and handle larger file sizes. As more computers and laptops are used in the MU Library, at least 3 additional printers may be needed to accommodate increased printing demands.

Library hours have been increased for study before finals; additional changes in hours will be reviewed based on patron needs. The MU Library will consider the creation of a study area that would be open 24 hours a day for patron use.

**Update the Monmouth University Library’s Website**

A website committee will be created to redesign the current MU Library homepage to make it contemporary in appearance, and even more user-friendly. We will also undertake a revision of the MU Library home page to streamline patron access to library services and resources. The home page will be modified to provide direct access to the catalog and database search tools. An analysis of patron search behaviors will be completed prior to web page revisions and user interface testing will be performed to insure that the interface is optimized for patron use. More web space will be allocated to current news and promoting our resources.
User-Friendly Library Catalog

In order to assess the MU Library catalog, an inventory of the entire library collection and update of catalog records to reflect current library holdings will be undertaken. A catalog committee will be created to develop strategies for upgrades to the current Innovative Interface’s online library catalog to improve customer access to the MU Library’s collections. Catalog search options will be simplified, as well as the formatting of record displays. User feedback will be solicited to determine preferred search strategies and information desired. New features, such as book covers, will be added to each record.

Development of Seamless Access to MU Library’s Electronic Resources

To optimize access to all the library’s research resources for both onsite and remote users, the MU Library will adopt new technologies. Patrons require independent access to the MU Library’s resources. With over 138 databases available for patron use, it is critical to implement navigational tools which allow users to find the best resources for assignments and research. An update of the research databases web page will be undertaken to optimize patron searches and improve the quality of the search results returned. The possibility of piloting federated searching across multiple databases will be reviewed and explored with library patrons. The MU Library is also in possession of LibGuides, a new online research tool that replaces traditional print subject reference guides. Web-based LibGuides are easily customizable and swiftly updated to meet the research needs of Monmouth students and faculty. In 2010, all academic disciplines at Monmouth University will have dedicated online LibGuides for student and faculty use.

New Technology For Inter Library Loans (ILL)

Based on patron feedback, Library ILL services have high ratings for patron services provided. Due to increased ILL requests by our patrons, new methods for streamlining patron requests will be investigated. Similarly, to improve the
copying, scanning, and delivery of print and microfilm journal articles to fill ILL requests from other libraries, new equipment will be considered and purchased.

Because communication is vital to any academic department, the MU Library will continue to evaluate its methods of interaction between all library employees, including librarians, circulation staff, technical services staff, reference services, government documents and archives. It is critical to work as a cohesive team to meet library goals, and support the teaching and scholarship mission of the University.

Security for Space and Technology and Collection Holdings

It is crucially important that a strong security system is installed in the MU Library. All library faculty and staff will work to guarantee a secure environment for library staff and patrons by implementing an emergency disaster management plan to address physical disasters or potential disruptions in service due to technical issues. And, security guards continue to ensure the safety of all patrons, staff, and materials as well as remain a visual presence. Security cameras are also currently in place in the government documents area and on the Guggenheim's second floor hallway; additional cameras may be necessary if the MU Library hosts exhibits with valuable items in its display cases and special collections. However, the first-floor fire exit continues to be unmonitored and unalarmed, and easily facilitates theft. To assuage continued loss, a security system should be installed. It is also necessary to add swipe card access to secure archives and special collections, and to add security strips to books in order to diminish serious losses to the collection. Finally, it is also important to develop a policy that requires non-MU visitors to present identification whenever they wish to use computers and library resources.
INFORMATION LITERACY

This theme is the formulation of an Information Literacy Initiative by the MU Library, one which supports recommendations made by the document “A Plan for Expanding Student Information Literacy Skills at Monmouth University,” produced by attendees at the March 2008 Council of Independent Colleges (CIC) Conference on The Transformation of the College Library (Baltimore, Maryland), attended by Provost Thomas Pearson, Dean Ravindra Sharma, and Dr. Richard Veit. The plan recommends “regular support to students and faculty,” “partnerships in curriculum delivery,” and most significantly, it calls for “a far more central role” to be played by the MU Library than has heretofore been the case.

Information Literacy Defined
Information Literacy is defined as the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand. (National Forum on Information Literacy; http://www.infolit.org/.)

The MU Library will diligently ensure that it is meeting and exceeding current Association of College and Research Libraries (ACRL) information literacy standards. Librarians will ensure that all students achieve information-literacy by being able to:

1. Determine the nature and extent of the information needed
2. Access needed information effectively and efficiently
3. Evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system
4. Use information effectively, both individually or as a member of a group, to accomplish a specific purpose
5. Understand many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally (ACRL Standards)

**Infusion of Information Literacy Across The Curriculum and Within Content-Specific Disciplines**

Because information literacy is (like reading, writing, and critical thinking), a meta-skill, it can be fostered within the context of any discipline. The information literacy movement models itself both on the WAC (Writing Across the Curriculum) model as well as the WID (Writing in the Disciplines) model. The WAC model concerns itself with those information skills that transcend disciplinary boundaries, whereas the WID model focuses on skills that are discipline-specific. The WAC model pertains best to lower-division undergraduates, while the In-the-Disciplines model suits the more advanced needs of upper-division undergraduates as well as graduate students.

The library will partner with instructional designers in order to encourage faculty to incorporate information literacy objectives into their discipline specific coursework. Librarians will continue to present information literacy information via CETL workshops. The library will continue to serve as the prime location where faculty can receive assistance with all phases of planning and instruction delivery.

Although the MU Library’s involvement in terms of Information-Literacy instruction is primarily focused on a one-shot model, we do provide customized instruction. The librarian’s role is essentially that of the guest lecturer. Under the terms of this arrangement, the librarian designs an assignment-specific lesson. The librarian does not contribute to the assignment design and almost universally has no further contact with either the students or the instructor once instruction has been rendered. The librarian never sees the outcome in terms of student response to the assignment. This pattern is not only the antithesis of librarian-
faculty collaboration, it also limits the librarian’s role mostly to a focus on ACRL Standard Two—effective access and retrieval of appropriate resources. Information literacy for life-long learning is not fostered by the one-shot model. An optimal system would permit librarian instruction in all five standards even if the impetus is a single faculty-designed assignment. At the very least, the one-shot model needs to be replaced with a multiple-session model, a two-or-three tiered model, one that has been successfully adopted by many university libraries in North America.

Alternatively, Curriculum-Integrated Instruction (CII) might even be superior to the tier model. This configuration entails an information literacy program that is designed to address the actual skills students need to carry out their research tasks. These skills are determined through study of faculty-designed syllabi and faculty-designed assignments. The advantage of this model is that it does not hinge on individual librarian-faculty partnerships. CII is not library-driven; it is pragmatic and student-centered, rather than library-centered; it develops information literacy objectives in response to faculty, discipline-specific objectives which can be determined through analysis of faculty-produced course documents. It rests on the premise that well-designed faculty assignments promote the notion that research is a matter of active and recursive engagement. Its central premise is that instructional faculty are indeed centrally involved in the process of creating lifelong learners. Its second premise is that the requirements of a particular assignment can indeed address the student’s long-term informational needs.

**Development of Discipline-Specific Information Literacy Goals**

Since academic disciplines manifest widely divergent epistemological structures, information literacy goals vary widely as well. Most of the discourse on information-literacy and information literacy instruction has been written by librarians and for librarians. Unfortunately, the conceptions and experiences of
teaching faculty—the key front-line educators—have seldom been brought to bear on the subject. On the other hand, for many instructional faculty, the term “information literacy” is merely a vague buzz word.

One potential solution to this impasse is Curriculum-Integrated Instruction (CII), as described above. It can function as an interim plan while the MU Library continues its outreach efforts to sensitize and educate individual departments and other campus constituencies.

**Promotion Of Critical Thinking And Reflective Judgment In Students**

Reflective judgment refers to the thinking process people use when faced with questions of controversy or doubt for which their current understanding or solution is no longer satisfactory. Depending on their stage of cognitive development, students will manifest or fail to manifest a tolerance for “ill-structured” problem-solving—those problems for which there is no one correct answer, but rather a range of potential answers. For example, in terms of information literacy, the pre-reflective student will search resources looking for the one correct answer. Quasi-reflective students will regard all resources as equal since they perceive all knowledge as merely a matter of opinion.

The responsibility for developing increasingly sophisticated reflective judgment in students does not fall to teaching faculty alone. Information-literacy instruction can support teaching faculty efforts to promote higher-order thinking in students. Research indicates that reflective judgment in students is fostered by exposure to ill-structured problem-solving. This type of problem solving needs to be incorporated into information literacy instruction. Information literacy instruction, in order to foster student reflective judgment, needs to be informed by cognitive development research and theory.

The instructional librarians will support the information literacy component of the First Year Seminar by providing advisory and consultative services to faculty who
are teaching in the program, with an eye to assisting faculty with the incorporation of these objectives within student assignments and course syllabi. Instructional librarians will play an active role in faculty workshops offered by the First Year Seminar program and CETL, offering presentations as requested by those entities. Librarians will also encourage instructional faculty to engage in more substantive, individual librarian-faculty partnerships. The library will be guided by the document Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline," published by the Association of College and Research Librarians.

**Academic Integrity In Research**
MU Library promotes ethical research practices and academic integrity to all university students. Librarians emphasize the vital importance of using scholarly materials ethically, as well as the correct documenting of print and online sources. The avoidance of plagiarism, online research paper purchases, and other forms of academic fraud are addressed during all instruction sessions. To promote academic integrity, the MU Library has developed an interactive online tutorial called “An Interactive Guide to Understanding and Avoiding Plagiarism,” which resides on the MU Library website and can be taken by students at any time. The tutorial is used with regularity by the English Department and the Writing Center.
COLLABORATION

This theme focuses on the promotion of an intellectual and pedagogical environment established with faculty and administration that encourages the collaborative work of faculty, instructional designers and librarians, as well as with other academic, public and school libraries. Such collaboration is necessary when building strong teaching relationships within the Monmouth University community.

Center for Excellence in Teaching and Learning (CETL)

In keeping with the stated mission of the University’s Center for Excellence in Teaching and Learning (CETL), the MU Library will actively work with the Center to promote dynamic, interactive, interdisciplinary learning utilizing a range of classroom-based and technologically enhanced delivery modes. The MU Library will also partner with the Center to develop a culture of Information Literacy on campus and to further encourage optimum use of the MU Library’s resources. One such pilot project, a mutual effort that will involve the MU Library and the Department of History and Anthropology, has already been proposed for the Spring 2010 semester. The MU Library will support the CETL’s efforts to seek similar opportunities for collaboration with the University’s instructional faculty in the months ahead.

Grants and Contracts

It is necessary to continually improve the MU Library’s collection development practices and materials preservation. In order to do so, the MU Library will partner with the University’s Office of Grants and Contracts (OGAC) and explore opportunities for obtaining external funding. To that end, the MU Library will host periodic workshops that will be conducted by the OGAC staff and tailored to professional interests and needs identified by librarians and other faculty. Prospective topics to be covered include overviews of grant writing, the grant
development process, budget development, the identification of potential funding sources, and the collaboration with instructional designers in building information literacy objectives into courses. In addition, the MU Library will review monthly lists of contracts generated by OGAC to identify potential opportunities for funding.

**Allocation Formulas For Academic Departments**

The MU Library will continue to refine recently established allocation formulas, currently based on the number of classes and students taught in various departments, in order for collection development expenditures to reflect the requirements by discipline, including student usage of library materials and number of courses offered by department. Several departments have requested additional funds to adequately support their purchases. Best practices used in allocation formulas by other institutions locally, and throughout North America, will be reviewed.

**Writing Center**

As demand for strong student writing continues to grow, MU Library collaboration with the Monmouth University Writing Center is vital. Therefore, librarians will evaluate the current pilot writing center partnership. And, if feasible, librarians will promote partnership on the MU Library web site and take an active role in writing center tutor training.

**Identification of Potential Partners for Joint Projects**

In 2006, the MU Library undertook a collaborative project with a promotional strategies class in the University’s MBA program to develop a promotional plan to increase awareness of library services. The successful completion of that
project has paved the way for other joint projects on campus, such as creating a library logo, designing artwork for brochures and producing a video tour of the MU Library. Marketing classes are a natural fit for developing promotional strategies and advertising campaigns; they can also be used to help the MU Library conduct market research on their users. The Communication Department offer a number of potential liaisons such as radio production, television production, journalism, and business writing for public relations. Graphic arts classes can be employed to design new promotional materials, using the creativity of students to deliver a strong message from the student perspective. With the constant changes in technology and the Internet, Information Technology services can be tapped to update library Web sites and incorporate Web 2.0 technologies.

Other campus entities need to be identified. Likely candidates include the English Department, the First-year Writing Program, and the First Year Seminar program.

**Academic Department Liaison Relationships**

The current liaison arrangement, based on cooperatively assigned department contact, will be reevaluated since such arrangements may not be effectively supporting the needs of teaching faculty. Evidence suggests that the Department Liaison Relationships have not substantially improved faculty-librarian collaboration. A clearer role for the liaison librarian will be considered, one that is supported by an embedded classroom presence that promotes faculty-librarian collaboration.
Collaborative Assignment Assessment

Assessment of Information Literacy skills in students currently consists of the administration of a homegrown 15-question multiple choice quiz (pretest and post-test) which is administered only to IT100 students. While the use of an assessment instrument is better than no assessment at all, there are some problems with this instrument. 1) the post-test is administered immediately on the heels of the instruction session. What is being tested is immediate student recall, rather than substantive learning. 2) the instrument consists of well-structured problems only—a quality that renders it easy to grade, but which ignores thornier and notoriously more difficult to assess skills such as ACRL standards Three and Four and which, unfortunately, does not provide students with any opportunity to engage in poorly structured problem-solving. (Indeed, external assessment instruments such as Standardized Assessment of Information Literacy Skills (SAILS) do not measure at all those skills which fall under Standard Four.)

An instrument such as the Brookfield Critical Incident Questionnaire, an assessment instrument used to gather quick feedback, would represent an improvement in a number of ways. However, the optimal assessment artifact is the research paper or product generated by the student. Currently, Monmouth University Librarians have no direct access to these, thus no way of measuring the student’s ability to put into practice Information Literacy skills presented by the instructional librarian and no way of measuring the efficacy of instruction.

A movement in the direction of more substantive librarian-faculty partnering would address this issue. Faculty would continue to assess disciplinary content while librarians would informally assess IL expected outcomes.

Art Department Slide Collection
The MU Library will be providing indexing, abstracting, and the creation of finding aides for a private collection of some 60,000 slides donated by Professor
Edward Jankowski. Records and templates for this collection (30,000 of which have already been scanned) need to be created via use of Canto Cumulus, a software image cataloging program which will provide storage and retrieval capabilities.

**Assignment Design**
The MU Library will partner with teaching faculty to consider changes in assignment design. Librarians and Instructional Technology Services (ITS) will recommend to instructors that they require specific research sources for their papers i.e. a certain number of online and print sources, websites, books, journal articles, personal interviews, and personal surveys. Such action will help instructors develop better research skills for their students, reduce the lure of plagiarism and paper-mill purchases, and reduce other instances where academic integrity is jeopardized.

**Clicker Technology**
Librarians, in collaboration with Instructional Technology Services (ITS), will adopt Clicker technology for information-gathering in regard to specific types of assessment, such as survey participation and multiple-choice testing. Clicker technology enhances student interaction, and instantly displays responses, anonymously, to the entire class for real-time analysis. Monmouth University must advance an assessment philosophy in order to establish if students are learning appropriately and effectively. Clicker technology also provides data archiving for later analysis.

**Technology Tools: Computers**
The MU Library, together with Instructional Technology Services (ITS), will work to increase the number of stand-alone PC/Apple computers in the MU Library to support growing computer usage, both now and in the future. These computers will be positioned in areas where computers do not exist (third floor stacks, and
study rooms on each of the three main floors). The MU Library will also acquire more laptops and Mac notebooks.

**Technology Tools: Web 2.0**

The MU Library together with ITS staff will become actively involved in Web 2.0 technologies in order to improve service. Web 2.0 tools, such as Instant Messaging at the Reference Desk, Blogs, wikis, RSS feeds, online tutorials, and podcasts, can improve service and simultaneously enhance student interaction. The MU Library will redesign its homepage to facilitate placement and logical use of these Web 2.0 tools, and make its graphics, and overall appearance, more contemporary. Workshop training for students, and all faculty (teaching and librarians) will be necessary.

**Active Participation in New Jersey's Virtual Academic Library Environment (VALE) Consortia**

Monmouth University Library will continue to participate in VALE to take advantage of discounted consortium-negotiated fees for electronic resources, which is particularly important in the current economic environment. We will also continue to work with other NJ academic libraries to encourage sharing of resources through interlibrary loans, and technical services, and to continue reciprocal borrowing programs for undergraduates, graduates, and faculty.

**Partnerships With Local Schools**

Contingent on staff availability, the MU Library will work with local school districts in Long Branch, West Long Branch, and Ocean Township, as well as the Bio-Tech High School to help support their students’ research needs. Many school library budgets have faced cuts in services to support advanced and special education programs and need assistance in providing high quality research materials. Collaboration with school districts offers the opportunity for Monmouth University to introduce high school students to college-level resources. Personal identification must be provided by outside users.
COLLECTION DEVELOPMENT

This theme will focus on providing support for the teaching, learning, and research activities of the Monmouth University community.

Librarians have the primary responsibility for the quality of the MU Library collections, but librarians and teaching faculty share in the selection and de-selection of materials. The Collection Development librarian coordinates requests for purchase in all formats and determines whether requests conform to Library collection policies and guidelines. Generally, the main purpose of the collection is to support the University learning goals and objectives as well as the teaching / learning activities. A secondary responsibility is to meet the general research needs of teaching faculty.

Collection policy, procedures, level and depth of activity vary among academic departments. It is, therefore, advisable for all faculty to consult with their department chairs, department liaisons and librarian liaisons at the beginning of the academic year before placing requests.

All requests for serials—newspapers, journals/magazines, annuals, proceedings & transactions—involve long-term budgetary and maintenance commitments. Due to tightening resources, all serials subscriptions must now be closely monitored for usage. Additionally, all reference materials will be carefully and continually assessed; time-sensitive materials will be weeded and replaced. We will also assess the Reference collection in regard to electronic and print formats, and determine which best suits the needs of our students. Wherever possible, new journals will be acquired in electronic format.
Government Documents

Government Documents are an important component of Monmouth University Library’s mission. The MU Library will continue as a depository for state and federal documents. Librarians will review selections of United States Federal Depository documents yearly to keep the collection relevant to the needs of the academic and local communities. This will be accomplished by communicating with department liaisons to assess their interests and needs, and by maintaining usage statistics on the print and microfiche collections.

In support of the University’s goals to encourage global understanding, librarians will improve access to United Nations and International resources. Electronic access to official publications is becoming more widespread. Since this trend is likely to continue, the librarian will facilitate accessibility by improving Library web pages for New Jersey, United States, United Nations, and International documents.

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Development and Promotion of Rare Books, Special Collections, and The Mumford Collection

The purpose of all special collections and rare books development at Monmouth University is to:

- Enhance the University Library’s general collection;
- Raise the overall prestige of the University and its Library;
• Engage and excite students to encounter a hands-on experience with important historical texts and other artifacts that have directly shaped and influenced democracy and learning;

• Support research and teaching programs though intellectual interest and dynamic participation; and

• Provide high-level research opportunities to those with serious intellectual and scholarly interests.

Monmouth University Library preserves materials that are rare, irreplaceable, unique, or possessing significant provenance. Materials present in Special Collections and Rare Books are obtained principally from general stacks transfer, or through donation. Appropriate materials will, on occasion, be purchased to build and support the collection.

A strong effort is being made to remove the many rare books that have resided for decades on circulating stacks. The selection process now in place is based on the published policies of the Rare Books and Manuscripts Section (RBMS) and its document “Guidelines on the Selection and Transfer of Materials from General Collections to Special Collections.” This initiative focuses on all materials published before 1850, (considering all artifacts occurring within the hand-press period), the Nineteenth Century, and selected first editions of the Twentieth Century.

Materials removed from the general stacks, as well as donations received, are assessed by their rarity, edition, author markings or marginalia, superior binding, superb plates or illustrations, and market value.

An appointed Special Collections Librarian will possess knowledge in descriptive bibliography, and as a subject-matter expert and faculty member, provide service to teachers and serious independent researchers. He or she will also be a faculty liaison to coordinate and promote all Special Collections, including the
Mumford Collection, by hosting open houses, book displays, graduate and undergraduate class visits, classroom presentations, and other promotional strategies. The Special Collections and Mumford Collection librarian will also work with teaching faculty to incorporate special collections and the Lewis Mumford Collection into undergraduate coursework.

Special collections, rare books, and The Mumford Collection will be housed in one common, but protected, space, thereby making research easier for users. Opening hours of special collections will also be augmented, thereby making it convenient for researchers. Reader policies will also be revised to better promote collection usage. In addition, the special collections librarian will bring rare book artifacts, including materials from the Mumford Collection, to other areas of the university by way of book displays in Wilson Hall, where traffic and visibility are high.

In an effort to attract graduate and post-doctoral scholars, The Mumford Collection will be promoted using advertisements placed in The Chronicle of Higher Education and other national publications. To further attract researchers to the Mumford’s library, the special collections librarian will publish articles in respected academic publications.

The MU Library will also review Rare Books and Manuscripts Section (RBMS) standards that address the issues of rare book cataloging, reading policies, and display presentations.

Special collections development assures long-term availability of rare materials to meet the research needs of all researchers, and also enhances the overall prestige of Monmouth University. The development and implementation of this strategy greatly reduces the chances of theft and neglect, which, until recently, resulted in the loss of several rare works and first editions.
Archives

The impetus for a formal University Archives at the Monmouth University Library dates back to a survey conducted by the Caucus Archival Projects Evaluation Service (CAPES) in 1996. A key finding of that survey, which was underwritten by the New Jersey Historical Commission and titled the “CAPES Consultation Report, Guggenheim Library-Monmouth University,” was that it was “crucial” for the school to commit to establishing an official archives, “whether by resolution or motion of the Board of Trustees, or a policy directive issued by the [University] President.”

In accordance with this recommendation—and also because the need has grown significantly over the ensuing thirteen years—the MU Library will secure the requisite institutional action and support to develop an archival program consistent with standards promulgated by the College and University Archives Section of the Society of American Archivists. The average yearly salary for an archivist, as published by the ACRL, is $62,663.

Mission

The Monmouth University Archives will serve as the official repository for the historical records of Monmouth University. Its primary purpose will be to document the institutional history of the school and to provide source material for administrators, faculty, students, alumni, and other members of the University community. It will also serve as a repository of record for researchers and scholars who are interested in tracing the intellectual and cultural legacies of Monmouth University and American institutions of higher learning. In particular, the Archives will: (1) appraise, collect, arrange, describe, preserve, and make available records of historical, legal, fiscal, and administrative value to
Monmouth University; (2) provide adequate facilities for the retention, preservation and responsible use of such records; (3) furnish information essential to the operation of the University; (4) serve as a resource for educators, students, and other researchers; (5) foster interest in the University among the community at large; (6) promote understanding and development of the University’s programs and objectives; and (7) facilitate records management at the University.

Collection Development

Informed choices made by trained professionals about the retention, disposal, and disposition of records will shape the collection-development plan for a Monmouth University Archives.

The Archives will systematically collect and manage records that pertain to the history of the university and also display enduring documentary value. As a rule, this will include records that reflect the emergence and evolution of university policies, projects, rights and responsibilities; records vital to the operation of university offices; and/or records related to aspects of the University that have invited public attention. Principal among the aforementioned will be materials of these types: (1) the official papers and publications of Monmouth University, Monmouth College and Monmouth Junior College; (2) personal and professional papers of the Monmouth University, Monmouth College, and Monmouth Junior College faculty, alumni and administration; (3) items pertaining to the Shadow Lawn estate and the Guggenheim Cottage; and (4) items pertaining to other parcels and previous occupants of the greater Monmouth University campus.

Services
The Monmouth University Archives will provide four fundamental forms of institutional service: (1) administrative service, or the simple retrieval of facts and documents; (2) reference and research service, including the analysis and interpretation of archival documents; (3) instructional service, or the imparting of basic archival methodologies and techniques to the repository’s patrons and employees; and (4) outreach service, which will entail promotion of the University to an extended community through archival contributions to exhibits, publications, etc.

While it will be the aim of the Monmouth University Archives to both preserve for posterity appropriate records materials and, at the same time, facilitate their availability to researchers, the Archives will also strive to ensure that access to such items fully complies with all relevant laws and regulations.

Campus administrators, faculty, students, and alumni will comprise the principal patrons of the Monmouth University Archives. Beyond its obligation to these primary constituents, the Archives will recognize its responsibility to serve a wider public (present and future) and to also respect the needs and norms collectively articulated by accredited practitioners of the archival profession.

Collaboration

Along with other divisions of the Monmouth University records management program, the Archives will work to balance the school’s sometimes opposing obligations to serve its constituencies; preserve its history; uphold legal, ethical, and professional standards; and, all the while, fulfill an omnipresent organizational need to improve efficiency and minimize waste. Should the requirement arise, the Archives will work with other campus offices to help determine the status of any ambiguous records materials. The Archives will also
assist with the development and expansion of records retention procedures that mitigate legal risk to the school.

**Funding**

Few campus programs will occupy a position as inherently anomalous as that of the Monmouth University Archives. With relatively limited resources to draw upon, the Archives will undertake an enduring mission that ultimately engages almost every aspect of the University's operations.
LIBRARY FUNDING

This theme will focus on developing avenues for new and expanded sources of funding for library materials and technology to support traditional and electronic delivery of services and provide fiscal planning. Possible funding alternatives may include building partnerships with various campus constituencies, identifying sources of external funding, and reviewing and realigning library budget priorities.

Funding For Library Materials

Library funding for monograph purchases for FY 2008-2009 is $71,500. According to The Bowker Annual 2008: Library and Book Trade Almanac, the average price of a book in 2007 was $80.08, which allows for the purchase of less than 890 books each year. This amount is insufficient to purchase new titles to support changing academic curricula and new majors and course offerings at the university. During the last several years, the MU Library has purchased more paperback books (average cost of $36.78) to stretch the book budget; however these books are more likely to be damaged from heavy usage compared to hardcover books. Feedback from faculty indicates that they need more resources, particularly in History, English and Education disciplines. The ongoing collection analyses being conducted by Technical Services should also identify gaps in our collection which need to be addressed. This type of targeted purchase of books requires additional funding over the basic funds or the reallocation of funds from other expense categories.

While many libraries are purchasing electronic books, prices for online versions remain high as vendors must offer books in multiple platforms. The average cost for reference books is $128.54, significantly higher than regular books. However, this is an area where fewer books have been published in the last few years, in
favor of online access. The MU Library has already reduced purchases of print reference materials and expects to spend more on electronic access to reference materials.

The MU Library will also investigate the use of Google Books and other online resources for accessing books which are not in our collection, thus expanding the materials available to our patrons.

**Funding For E-Resources**

A careful review of all print serials and the Reference Collection will be conducted to identify materials which can be shifted to electronic subscriptions, which are preferred by library patrons and provide remote access at anytime. An analysis of materials will be conducted to reduce purchases currently available in duplicative formats in order to reduce electronic expenditures, as well as overlap analyses of database subscriptions. Decisions to reduce electronic resources must be carefully reviewed, since electronic access can be cut by vendors, which then presents gaps in availability.

Reductions in database funding formerly provided by the state of New Jersey to academic libraries will create a gap in monies available to retain MU resources. The projected 5-10% annual increases in vendor subscription costs will require our library to reduce subscriptions or find new sources of funding in order to maintain access to the full scope of materials required by students and faculty for their research.


Hire Additional Librarians for Instruction and Special Collections

In order to see that the MU Library is similarly organized to peer institutions, the MU Library will seek funding for the hiring of instructional librarians, a special collection librarian (possibly selected from within current library faculty), library catalogers, more circulation staff, a public services coordinator, and an assistant dean.

Support of Ongoing Professional Development for Library Staff

Professional development is critical and ensures that our faculty and staff will be competitive with our rival peer institutions. Investment in staff affects morale and contributes directly to the MU Library’s ability to successfully deliver the cutting-edge information technologies and scholarly content and services that are mandated in its currently stated mission. The MU Library will allocate sufficient resources to ensure that its faculty and staff can develop and maintain the professional competence and skills that are essential for superior performance at their positions, and help maintain our Middle States accreditation. Moreover, strong professional development attracts talented personnel to the Monmouth University Library. The MU Library will also work to develop career pathways for its staff and seek to create opportunities and incentives that will foster employee advancement and promotion.
CONCLUSION

Focused on five central themes, including Library Services, Information Literacy, Collaboration, Collection Development, and Library Funding, The Monmouth University Library Five-Year Plan has been developed to meet the needs of twenty-first century academic researchers. Recognizing the important position that academic libraries possess in the information age is crucial. The MU Library must meet the demands and challenges of technology by anticipating changing digital and electronic mediums and their usage. The Five-Year Plan, conversely, recognizes the great importance of building and preserving its special collections and rare books—historical materials that delight and stimulate modern students—because such works help twenty-first century researchers discover and interact with our rich and dynamic past. The Five-Year Plan also recognizes that all academic libraries—most especially Monmouth University Library—act as important centers for the teaching of research methods and strategies by using a synthesis of traditional print and digital materials. The Monmouth University Library also supports and manages the expansion and maintenance its fine collections. Lastly, this document underscores The MU Library’s crucial role in exceeding the challenges of academic research in the modern world, and centers on the service and support of all Monmouth University students and its growing community of learners.