

Faculty prioritize Drexel Libraries essential contributions to University mission

Danuta A. Nitecki

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In spring, 2020, the Libraries explored ways to seek stakeholder feedback on the Provost's question what is essential about the Libraries. The Libraries' Strategic Leadership Group developed a list of key program and services, including both well-established ones, as well as those tested or under development as strategic initiatives. The list was refined through discussions with the Libraries' Managerial Leadership Group.

The Dean drafted a questionnaire requesting help to identify how the Drexel Libraries is essential to the success of the University, especially during these unprecedented times of responding to a pandemic. The survey was sent to members of both the Library Advisory Group and the Senate Committee on Academic Support (see below for a list of programs the Libraries contributes to the University's mission, which informed the survey).

Although only a [dozen responses to this questionnaire](#) were received, they triggered discussions on what were most often cited as critical dependencies on the Libraries services and resources.

The results were summarized, along with highlights from a campus invitation conducted by the Return Oversight Committee for ideas of what support services and resources were important to provide during the pandemic. [The Dean of Libraries presented this summary to Deans Council in May 2020.](#)

Essential Drexel Libraries Contributions to the University's Mission – Survey Framework

The Drexel University Libraries contribute to the University's mission through support services and partnerships in teaching, research, learning, and administrative decisions.

The following is a list of programs, including those that are well-established, tested as strategic initiatives, and under development. This is not a comprehensive list of everything the Libraries does but is offered here to stimulate feedback on what challenges you address or tasks you undertake in your work at Drexel for which the Libraries' contributions are critical, beneficial or could be expanded.

This list is organized by contributions that are unique application of the DUL expertise and resources to help address the University's challenges as identified in the Libraries 2017-22 Strategic Directions.

A. Contain the Costs of Higher Education

1. License any-time, remote access to electronic resources, selected as authoritative information resources critical to Drexel teaching.
2. Guide faculty to identify and incorporate in course assignments Open Access readings and other educational resources contracted by the Libraries to be accessible for Drexel students at no cost to them beyond tuition.
3. Partner with faculty to develop teaching objects, strategies for course design, and extracurricular coaching for student mastering information literacy learning objectives.
4. Provide no-fee access to published research and other scholarly information resources through interlibrary loan and other resource sharing arrangements with other libraries and institutions.
5. Efficiently maintain an effective reserve service for students to share use of recommended course readings beyond textbooks at no cost to them
6. [Possibility?] Extend University investment in ensuring access to scholarly and educational information resources, beyond current 15% over market price, through DUL central negotiation of all University licenses and consortium contracts for e-resources
7. Allocate research overhead to fund access to scholarly publications and datasets that support Drexel research
8. [Possibility?] Reduce student expenditures for buying/renting textbooks, by enabling faculty to create customized OER teaching tools through a centrally managed Drexel publishing platform with support services.
9. Assist faculty in understanding the economic issues surrounding access to scholarly digital information.
10. Loan technological tools and equipment to support learning.

B. Shape Future Research

1. Establish and maintain an integrated research system to abide by FAIR principles [findability, access, integration, and reuse] for Drexel-generated research output, to meet grant-funding and institutional records management requirements.
2. Partner with faculty and other staff to provide support services that enable researchers to appropriately prepare and preserve their at-rest research datasets and publications, and to

develop teaching tools to help graduate students, post docs, and other practitioners meet educational certification requirements on responsible research practices.

3. Maintain an Institutional Repository [IDEA] and central University Archive services for preservation and curation of historical information reflecting Drexel history, as well as unique digital collections representing collections in other campus archives.
4. With other strategic stakeholders improve campus infrastructure to preserve and make available Drexel-generated research output [e.g. exploring Esploro research platform and its integration with other campus systems]
5. Guide Drexel researchers and staff to find and evaluate funding sources relevant to their research project
6. Coach Drexel faculty and students in leveraging the power and flexibility of open access publishing, through peer-reviewed journals, student-led and directed online journals, or open access monographs.

C. Inspire the Life-long Quest for Learning

1. Redesign Libraries spaces to provide multitude of informal learning environments designed with tested elements that foster active learning behaviors.
2. Build community of faculty and professional staff through ScholarSip events that stimulate awareness and discussion of Drexel cross-disciplinary research.
3. Encourage students to be inquisitive, skilled, and evidence-driven in pursuing their curiosity within self-directed and social-learning informal environments.
4. Engage Library student workers to master information literacy concepts and coach leadership skills to share this knowledge with their peers
5. Expand [Public Health] Professionals Toolkit [e.g. with guidance on finding census data and analyses] used in course work that “inspired students to come to Libraries for more resources and advice”

[Nitecki, with assistance from SLG; 2020 04 16]