

**Egan Library Self-Study and Program Review
Institutional Review Committee Findings and Recommendations**
Egan Library Institutional Review Committee (IRC) Membership

Nina Chordas, Associate Professor of English, UAS
Chris Hay-Jahans, Professor of Mathematics, UAS
Jonas Lamb, Public Services Librarian, UAS Egan Library
Steve Rollins, Dean UAA/APU Consortium Library
Kathleen Wiechelman, UAS Ketchikan Campus Librarian

The Institutional Review Committee (IRC) commends the Egan Library faculty and staff for providing the IRC with a very comprehensive and detailed self-study. In reviewing this self-study, the IRC assessed Egan Library's contribution to UAS and performance with respect to UAS' *Core Themes* (Student Success, Teaching and Learning, Community Engagement, and Research and Creative Expression) in line with the *Values* (Excellence, Diversity, Access, Collaboration, Sustainability, and Stewardship) expressed in the *UAS Mission Statement*.

Based on the self-study provided, the IRC finds that Egan Library, through its services to UAS and the community) has demonstrated a strong commitment to the *Core Themes* and, at the same time, has to the best of its abilities met the standards defined by the *Values* in the *UAS Mission Statement*.

Overall Recommendations

The committee strongly recommends that Egan Library should continue to serve UAS students, faculty and the community at, at least, current levels in all program areas.

Furthermore, Egan Library faculty and staff, and relevant UAS departments (academic, technical support, and administrative) are encouraged to establish and maintain collaborative and effective working relationships to meet anticipated budgetary challenges without compromising the library's ability to continue its valuable services to UAS and the community.

Specific Recommendations

The committee commends Egan Library faculty and staff on the breadth and practicality of planning for the future that is outlined in the Vision sections at the end of each Program Area. While not discounting the importance of the plans expressed in these visions, the committee offers the following focused recommendations.

Collaborations with other Alaska Libraries: In addition to the current budgetary difficulties, the expanding role of Egan Library has led to shortages/demands with respect to space while, at the same time, a need to expand the depth and breadth of holdings.

- To meet these challenges, the IRC recommends that Egan Library take advantage of the space, and publicize the resources available through *The Joint Library Consortium (JLC)* and *The UAA/APU Consortium Library*. In particular, there should be continued support for the maintenance and expansion of the JLC.

- The UAA/APU Consortium Library has stacks capacity for print expansion, and materials in this Consortium are readily accessible to UAS and all JLC partners. This provides Egan Library a very cost-effective way in which to address space needs for low use, high research value items that Egan Library is looking to off-site. By transferring such items to the UAA/APU Consortium Library, Egan Library will be able to make room for additional services without reducing the holdings available to library users.

Teaching and Learning: Egan Library's contributions in this area are quite impressive, and existing effective services should be continued for both traditional learners and e-learners. The IRC offers the following specific recommendations in this area.

- Egan Library offers two courses; *LS110: Library Resources and Information Literacy*, and *LS111: Library Information Literacy for E-Learners*. These courses have the potential to be high-impact with respect to student success since they are designed to provide students with relevant research skills course. Being 1 credit courses, these courses serve as a good option for those needing a fall-through course.
- Egan Library should increase awareness of the benefits of these two courses through effective outreach to UAS Advising and students.
- In the area of e-learning, the IRC recommends additional institutional support in the areas of marketing, multimedia and instructional design to enable the library to play a more central role in the delivery of UAS online classes.
- The *Textbook Alternative Project* described in the Vision for Collections and Resource Discovery suggests a financially beneficial alternative for students. The Egan Library faculty is encouraged to develop, promote and launch this project.
- Outreach to the UAS community may be achieved through a series of faculty brown-bag type events to discuss important topics – including, for example, critical reading strategies for students; the use of, and scholarly contribution to, open access materials; the *Textbook Alternative Project*; and the *Scholarworks@UA Institutional Repository*.

Student Success: With respect to e-learners, Egan Library should continue and refine current efforts to target enhancement of its services. This need is suggested, in particular, by the high numbers of students reporting “Not Applicable” on course evaluations questions related to adequacy of library resources (see p. 29 Vision | Service to e-Learners, bullet point 1).

With respect to the Auke Lake Campus, Egan Library needs to appropriately respond to student requests for more open hours either through a shift of existing hours, expansion or other means.

- User surveys should be deployed to identify the days and times of highest need for expanded and/or shifted hours and a pilot offered in order to assess use.

Technology: It is clear that Egan Library is lacking in the area of technology, with respect to adequate and updated computers, and technology support services. In the Information Technology (IT) Program area of the self-study, it is stated that “*The absence of an IT Service Design Strategy which encompasses IT services, library services and other campus stakeholders as they currently exist is negatively impacting student technology needs and demands.*” In this area the IRC offers the following recommendations to the Egan Library and UAS Administration.

- An administratively mandated service level agreement and technology replacement/maintenance plan should be established between IT, the library and academic programs to meet the growing technology needs of campus end-users with primary focus on students.
- These agreements (between IT and Egan Library) should be transparent, and should extend to the ongoing maintenance and scheduled replacement of related equipment within the library's teaching and learning spaces.

Assessment: The assessment of library services can be improved through good data. The IRC recommends:

- Egan Library acquire and deploy the LibQual survey and assessment tool, implemented on 3 year cycles.
- Additionally the committee supports the campus wide adoption of digital asset management tracking software such as LabStats or a similar tool so that usage data may be efficiently collected for assessment and decision making.

Alternative Funding Sources: The IRC is reluctant to make any recommendations based on the Library Budgets program area due to the volatile budget climate. However, Egan Library has been responding nimbly to shrinking budgets through appropriate scaling of services. Additionally, Egan Library has begun seeking external funding sources such as a recent Title III proposal; the replacement of general fund revenue with consolidated fee revenue; and building a donor funding base through Friends of the Egan Library, a Sub-Chapter of UAS Alumni and Friends.

Diversity: A careful reading of the Egan Library Self-Study indicates very clearly that Egan Library faculty and staff have worked hard to meet and maintain standards of Excellence and Access (of resources and services), Collaboration (within and outside of UAS), Sustainability (through a careful management and balance of resources and services), and Stewardship (of regional intellectual and creative works). What appears to be missing in this self-study is *clear* mention of Egan Library's contributions toward Diversity (in its various manifestations).

The Egan Library Self-Study mentions the weeding of collections, and other maintenance activity, but not the specific weeding from the Children's Literature collection of children's texts with inaccurate and outdated portrayals of Native American and Alaska Native people and cultures, which the library performed in AY 2014-15.

- The IRC commends the Egan Library's attention to diversity issues in its acquisition and weeding practices (Collection Development) and recommends that these practices continue.

The IRC does not question the commitment of Egan Library faculty and staff to diversity. However, the library is in a special position to, and should, educate UAS and community members about the value of achieving diversity (intellectual and other), the challenges of doing so, and relevant resources supporting these efforts.

- The IRC recommends that an Egan Library faculty member serve on the UAS Diversity Committee and work in concert with this group to educate faculty, staff, and students about diversity issues.