REGIONAL CAMPUS LIBRARIES

Regional Campus Libraries provide library services and programs to meet the information need of students, faculty, staff and the communities the campuses served. They thereby support the mission and goals of the University and its Regional Campuses. This document provides an overview of these services and describes key library initiatives.

SERVICES

Regional Campus Libraries offer the same full-range of services that are available at the Main Library (albeit on a smaller scale). These include traditional services, such as reference and interlibrary loan as well as innovative services such as assistance with multi-media creation.

STAFFING

Professional librarians and support/paraprofessional staff work together at each campus to provide quality service. The professional librarians use their knowledge and experience to provide strategic direction for the library and to lead and manage change. They are experts in information seeking and retrieval, have knowledge of emerging technologies, and an understanding of all aspects of library operations and services. They also collaborate with academic colleagues throughout the University to encourage and support learning.

The Regional Campus Library Directors report to their respective campus Deans or to his or her designate (often the Assistant Dean). The Directors have administrative appointments and faculty rank. Their administrative responsibilities often include campus wide administrative activities such as late night administrator, committee work, and serving in the absence of senior campus administrators.

Two campuses, Stark and Trumbull have additional library professionals who hold faculty appointments.

Library support staff have an understanding of library operations and of online library systems as well as specific library-related technical skills. Their knowledge and training are developed through on-the-job training and work experience as well as through formal education. They perform increasingly complex work and have important responsibilities in library operations.

Geauga Campus Library does not have any support staff. Salem, East Liverpool and Ashtabula each have one full-time employee; the other campuses have two or more.

COLLECTIONS

The Librarians analyze the information needs of the campus and translate those needs into the selection and acquisition of materials for local use. Each library’s budget is established by the Dean, ideally in consultation with the Library Director and Business Manager. Budgets have often stayed static for years or suffered cuts as enrollments
decline. In an attempt to offset this instability, the Kent Campus Library awards each regional campus $5,000 for purchases for core collections.

FACILITIES

Library facilities across the regional campus system run the gamut from newly renovated and spacious libraries to facilities with antiquated service desks, furniture that is not technology compatible, limited seating and cramped quarters. Some of these libraries have plans for future renovations. Librarians are exploring ideas for using library space in ways that are more conducive to learning such as creating different types of learning spaces within the Library and inviting academic groups (classes included) to make better use of library space.

INITIATIVES:

RCDLC

The Regional Campus Library Directors Council (RCDLC) meets monthly with the Dean of University Libraries, or his designate, to strategically plan for library services and resources. This is an example:

One function of the RCDLC is to explore opportunities for cost savings through group purchases of electronic resources and cooperative collection development. All 8 campuses are participating in a pilot project for purchasing Nursing materials. A profile has been established with Yankee Book Peddler that will allow the campuses to acquire more Nursing materials while having less duplication. An e-book collection has been purchased and the possibility of developing a shared streaming video collection is being explored.

Information Literacy:

Librarians foster information literacy at their campuses by helping students to learn when information is needed, how to locate it, and how to evaluate it and use it effectively. They teach the search strategies required to find information and the technical skills needed to navigate information resources. They are committed to improving student retention by helping students to succeed and become lifelong learners. They work with faculty to incorporate information literacy into the curriculum and to support classroom teaching and learning.

Examples of activities:

- The Stark Campus library has collaborated with University Orientation and English faculty to create a sequenced, course integrated information literacy program. This initiative is a campus AQIP project.
- Salem, Stark, and Tuscarawas librarians attended ACRL’s Immersion Program, a renowned national program of intense study in the field of information literacy pedagogy
- The Ashtabula Director collaborates with nursing faculty to train first year nursing students in developing nursing research skills.
• In the 2005/6 academic year, over 500 library instruction sessions were conducted by RC librarians. These group sessions ranged from basic overviews of research techniques to in-depth instruction that is assignment specific.
• An RC librarian serves on the University Libraries curriculum committee which has developed the “Information Fluency in the Workplace” for-credit course. Several other RC librarians participated in the development of the course as well. It will be co-taught in Spring 2010 (for the first time) by an RC librarian and an instructor from the Library School.

High School to College Transitions:
Each campus has established a high school to college transition program that best meets the needs of its local community. The purpose of this initiative is to prepare students for college level work and research expectations. The program is also viewed as a recruitment tool.
• The Salem and East Liverpool campuses have collaborated to develop “Transitions,” a program conducted in conjunction with the Aspire program. In this program, local high schools students are treated to a day on a Kent campus. Among the choices of activities is a session, entitled “the Big Picture,” a program on academic research. The Salem Director presented information on the “Transitions Program” at the annual Ohio Appalachian Center for Higher Education conference.
• The Stark Library received an ILILE grant to provide information literacy awareness and training for education majors.
• The Tusc Library sponsors a research day for two area high schools.

Student Success:
Librarians foster retention by developing positive academic relationships with students and encouraging good study habits and work ethics.
• RC librarians participate in several learning communities such as the plagiarism community.
• The Geauga Director serves as the campus Retention Advisor and works with at-risk students. She also meets individually with each Orientation student for library training. East Liverpool’s director serves on the campus retention committee
• The Tusc Director serves on the Tuscarawas campus University Orientation Task Force to revise this course. The Stark Director teaches a session in Orientation classes on plagiarism and leads a learning community on the topic.

Conclusion: The Regional Campus Libraries face many challenges. As roles and responsibilities shift in response to changes in technology, user expectations, funding, and new directions in higher education, the libraries have responded by expanding beyond their traditional roles as warehouses of books and journals. In addition to storing, preserving, and making available information in multiple formats, the libraries focus on the users by providing the appropriate information services and by encouraging and supporting innovation in learning.