

OhioLINK Directors Meeting, State Library of Ohio • 8 June 2018

University Futures, Library Futures: *institutional and library directions in OhioLINK*

Constance Malpas

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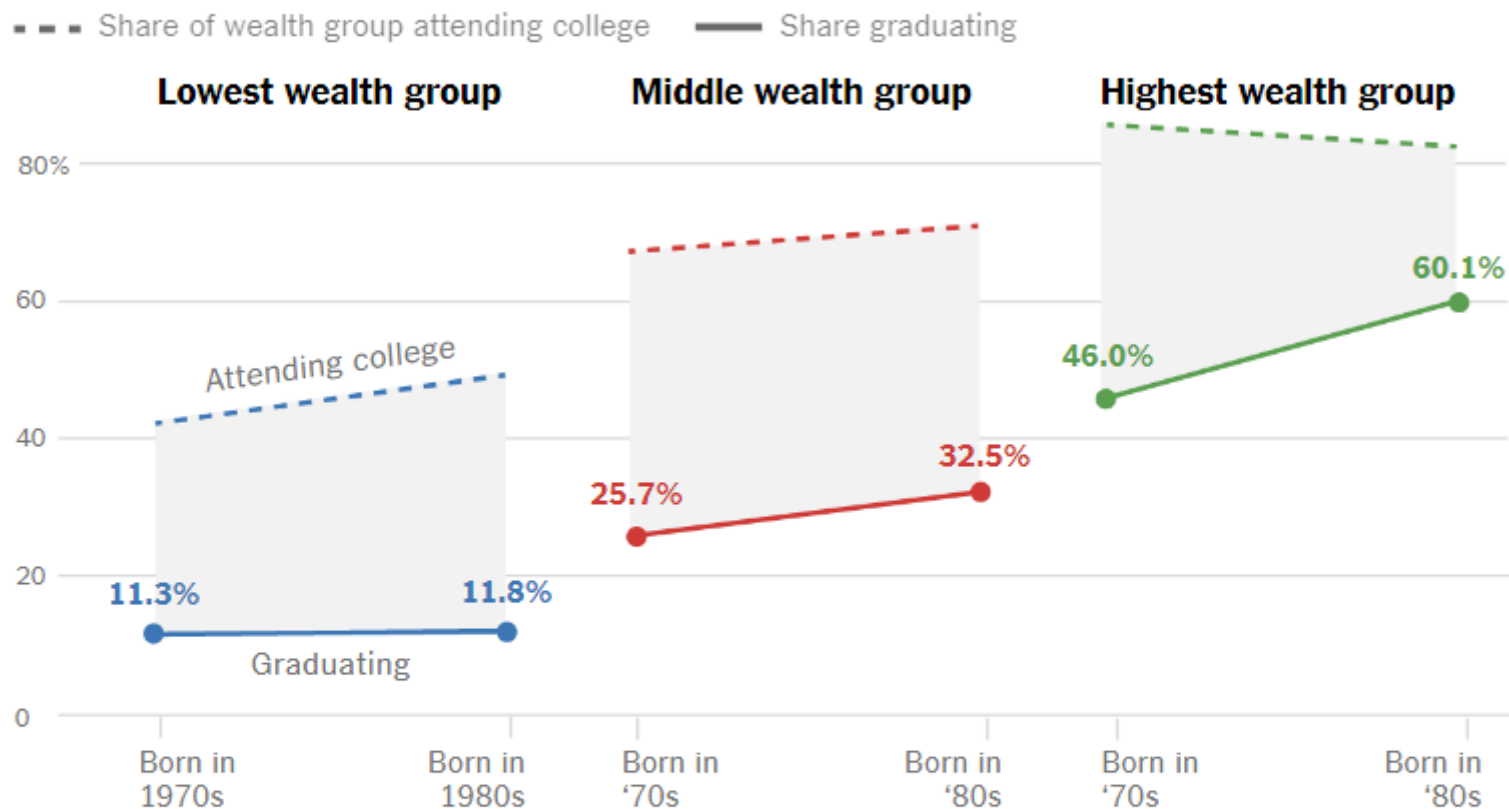
with thanks to **Lorcan Dempsey** and **Rona Stein, PhD** (OCLC)

University Futures, Library Futures

- OCLC Research and Ithaka S+R collaboration with support from Andrew W. Mellon Foundation
- Examining impact of **increasing diversification** of US higher education on the **organization of academic libraries**
- Shift from collection-centric model of excellence to **engagement-oriented model** supporting distinctive needs of parent institution: **teaching, learning, research workflows**
- More information: oclc.org/libfutures

More Students, and Yet...

For the poorest wealth group, college attendance has risen, but college graduation has not.



Note: Wealth categories are based on a person's parents' wealth when the person was 10-14 years old. Lowest wealth group is the bottom 40 percent of households; middle wealth is the middle 40 percent; upper wealth is the top 20 percent. Educational outcomes are at age 25. Source: Fabian Pfeffer, "Growing Wealth Gaps in Education," the journal Demography. | By The New York Times

Now a third wave in education and training has arrived, argue economists, educators, and workforce-development officials. The level of preparation that worked in the first two waves—adding more time to education early in life—does not seem sufficient in the 21st-century economy. Instead the third wave is likely to be marked by continual training throughout a person's lifetime—to keep current in a career, to learn how to complement rising levels of automation, and to gain skills for new work. Workers will likely consume this lifelong learning in short spurts when they need it, rather than in lengthy blocks of time as they do now when it often takes months or years to complete certificates and degrees.

The Third Education Revolution

Schools are moving toward a model of continuous, lifelong learning in order to meet the needs of today's economy.

THE CHRONICLE OF HIGHER EDUCATION*

The Adult Student

The population colleges — and the nation —
can't afford to ignore



“ America’s adult students have long been an afterthought in higher education. But demographic changes and economic pressures will soon require institutions to expand their horizons in order to survive or thrive. ”

Source: <https://store.chronicle.com/products/the-adult-student-the-populations-colleges-and-the-nation-can-t-afford-to-ignore>

Market Changes, Missteps and Marylhurst's Closure

The story of an innovative university's shutdown says as much about the landscape for online learning as it does about one campus's decisions.

By **Doug Lederman** // May 30, 2018



Marylhurst University's closure resulted from:

- (a) Enrollment declines attributable mainly to changes in the job market.
- (b) Increased competition from bigger, more visible players in the online and adult-serving markets.
- (c) Poor decisions by university leaders, including bets on unlikely projects.
- (d) All of the above.

Marylhurst, an independent institution near Portland, Ore., **announced this month** that it would close after

"It's hard for something at such a small (and lovely) scale to compete with the Courseras of the world"



Category:Defunct universities and colleges in Ohio

From Wikipedia, the free encyclopedia

This category is for defunct universities and colleges in the [U.S. state of Ohio](#).

Subcategories

This category has only the following subcategory.

F

- ▶ [Franklin College \(New Athens, Ohio\)](#) (15 P)

23

Pages in category "Defunct universities and colleges in Ohio"

The following 23 pages are in this category, out of 23 total. This list may not reflect recent changes ([learn more](#)).

C

- [Cleveland University](#)

E

- [Edgecliff College](#)

F

- [Franklin College \(New Athens, Ohio\)](#)

G

- [Geauga Seminary](#)
- [Granville Female College](#)

L

- [Lane Theological Seminary](#)

M

- [Mary Manse College](#)

N

- [National Normal University](#)

O

- [Ohio Central College](#)
- [Ohio College of Dental Surgery](#)
- [Ohio Military Institute](#)
- [Ohio Wesleyan Female College](#)
- [Ohio Women's Methodist Seminary](#)
- [Oxford Female College](#)

- [Oxford Female Institute](#)

S

- [St. John's College, Cleveland](#)
- [Scio College](#)
- [St. Charles Seminary](#)
- [St. John's College \(Toledo, Ohio\)](#)
- [Steubenville Female Seminary](#)

T

- [Toledo Medical College](#)

W

- [Wadsworth Institute](#)
- [Western College for Women](#)

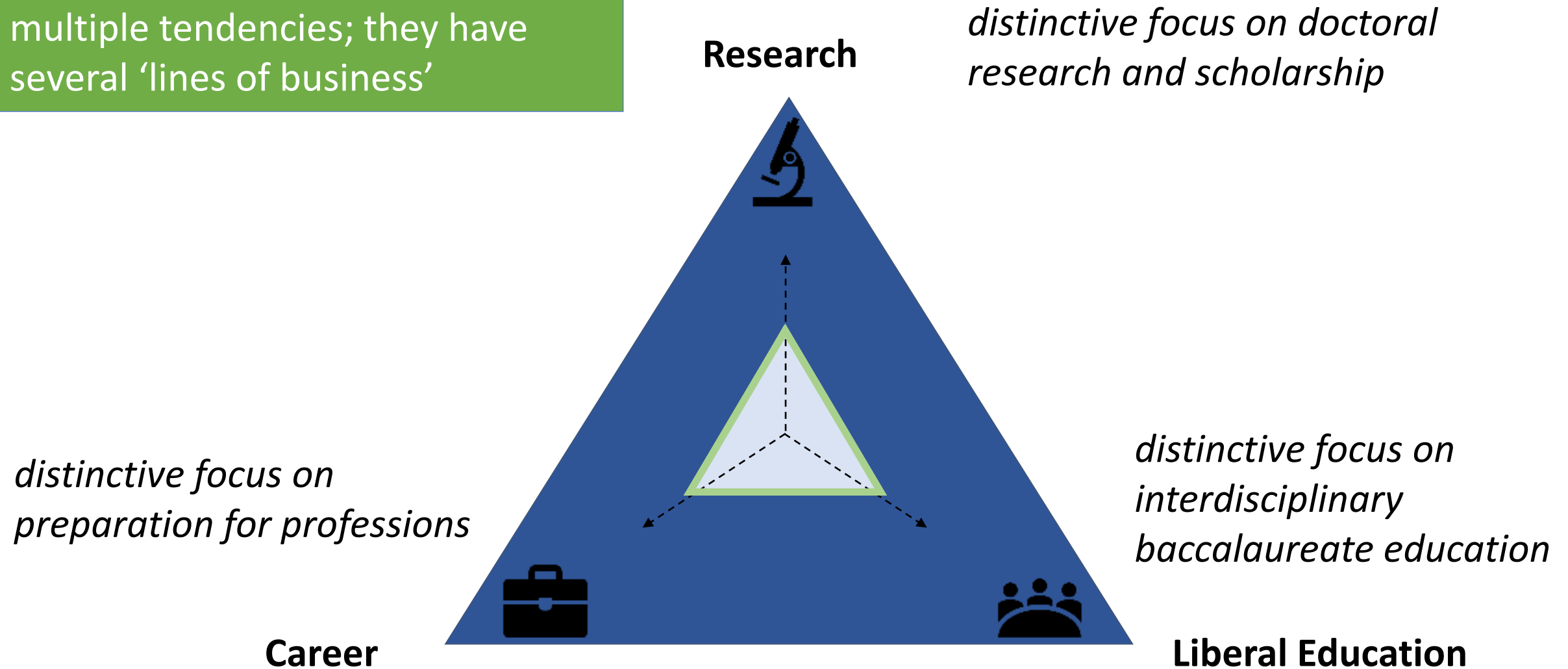
Key questions

- Can we move **beyond Carnegie Classification** to explore institutional differentiation in terms of universities' investments and enrollment profiles?
 - Literature review
 - Institution typology and index
- Is a shared view emerging of **what an academic library should look like** in different institution types?
 - Focus Groups
 - Survey

Institution Typology: working model

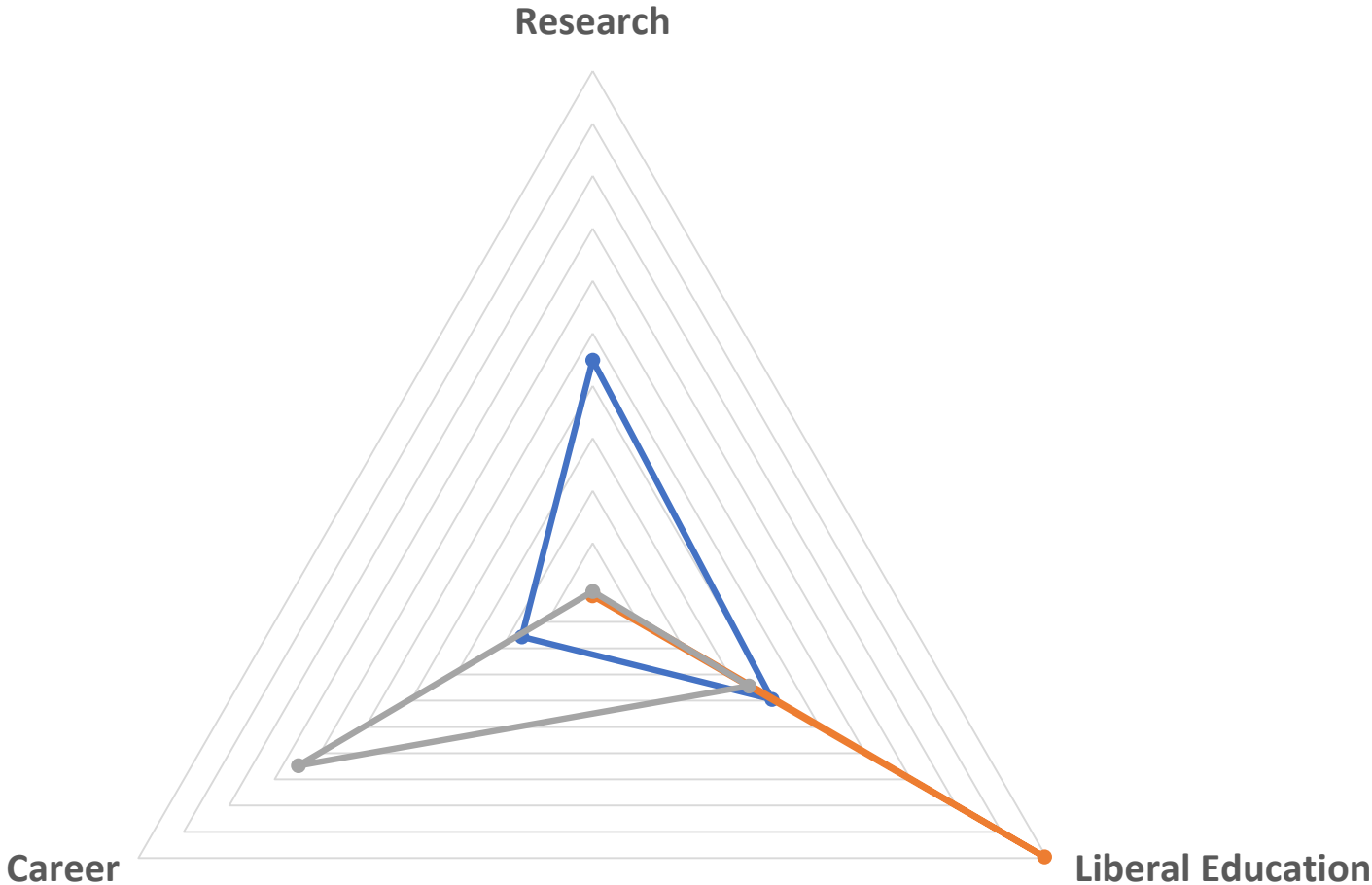
- **Population:** 1506 US higher education institutions (HEI) comprising four-year public and private non-profit degree-granting colleges and universities
- **Unit of analysis:** institution as defined by IPEDS unit ID
- Institutional profiles derived from 2015 IPEDS survey data:
 - ***What*** colleges and universities do (research, liberal education, career preparation)
 - ***How/for whom*** they do it (traditional vs. ‘new traditional’)

Most four-year institutions exhibit multiple tendencies; they have several 'lines of business'

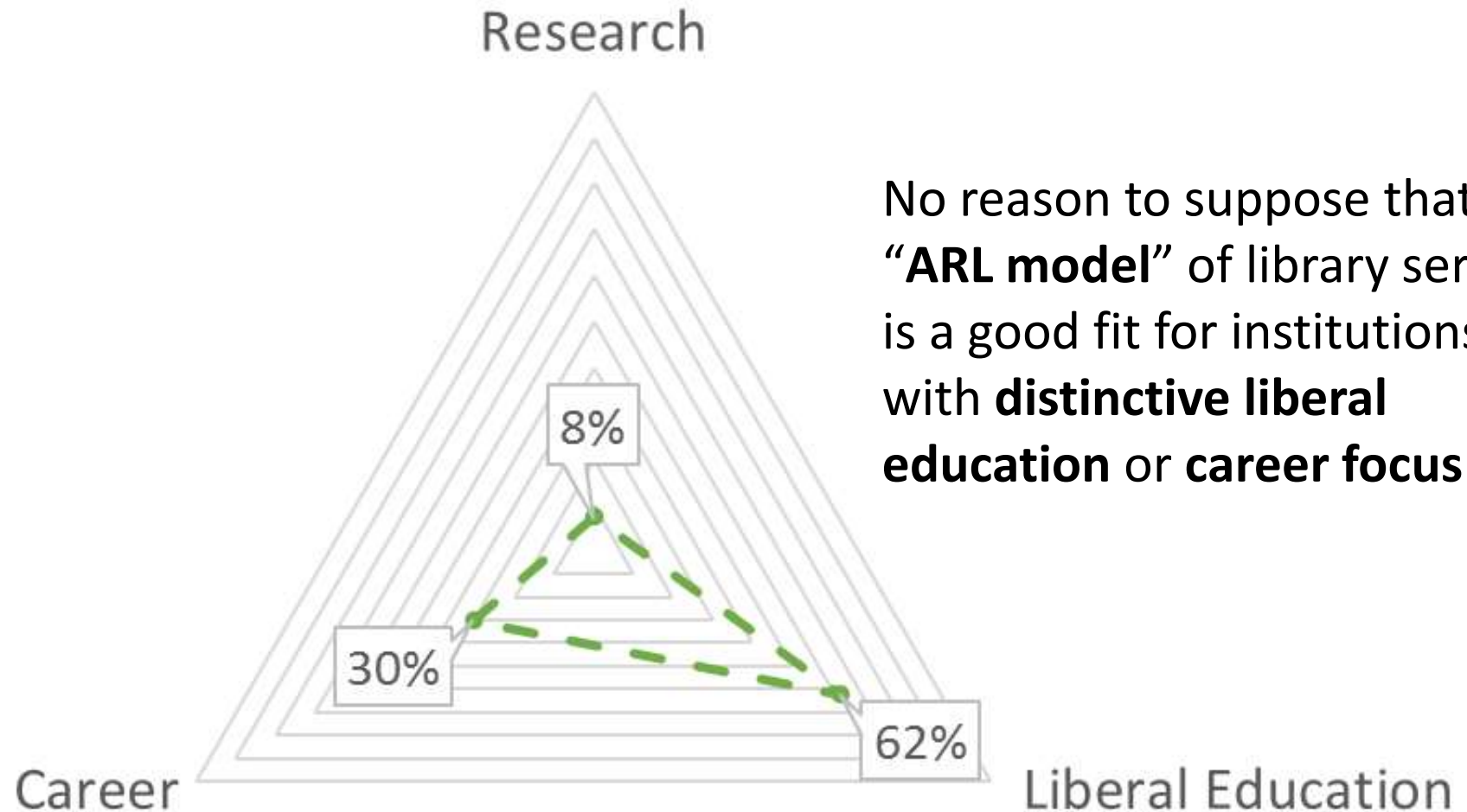


Average Institutional Directions for Selected Segments

—●— Top 100 Research —●— Top 100 Liberal Education —●— Top 100 Career

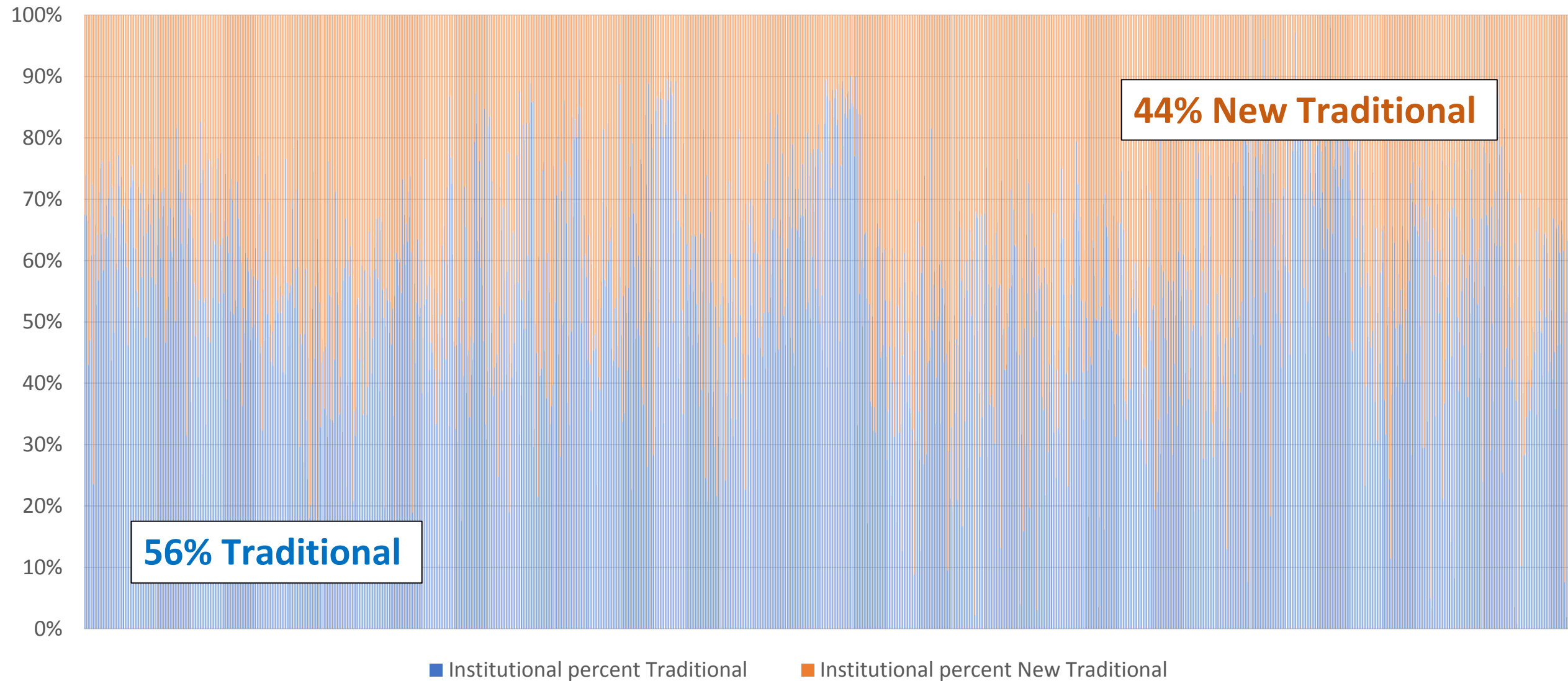


Project Population: Average Distribution



No reason to suppose that “**ARL model**” of library service is a good fit for institutions with **distinctive liberal education** or **career focus**

Modalities of Provision in US Higher Education (N=1506): Traditional v. New Traditional Enrollment Profile and Learning Experience



OHIOLINK



Source: <http://orweblog.oclc.org/the-powers-of-library-consortia-1-how-consortia-scale-capacity-learning-innovation-and-influence/>

LIBRARIES - ORGANIZATION AND SERVICES

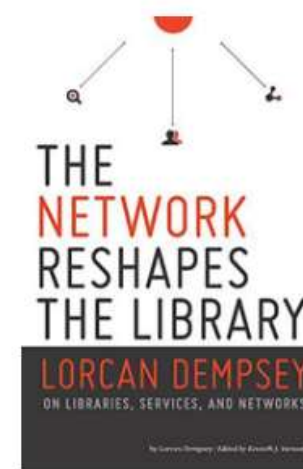
THE POWERS OF LIBRARY CONSORTIA 1: HOW CONSORTIA SCALE CAPACITY, LEARNING, INNOVATION AND INFLUENCE

© February 28, 2018 👤 dempsey

Organizations which primarily **scale influence** have an advocacy or representative role, and are often at national (e.g. ALA, RLUK) or international (e.g. LIBER, IFLA) levels, or come together around particular issues (e.g. SPARC around open access). A regional dimension is often very important for **organizations which scale capacity** (e.g. OhioLINK or OCUL), either for logistical reasons or because there is public support (at the level of a state or province, or at national level). Other organizations may pull together peer groups (e.g. PALNI or Ivies Plus) or particular functional or interest groups (e.g. DPN or Duraspace). And in an environment of evolving user expectations and behaviors, there is a growing recognition that libraries need to think purposefully about shared approaches to **learning** and **innovation** which better prepare



BOOK OF THE BLOG



- Amazon (US)
- Amazon (UK)
- ALA
- Download free PDF
- Worldcat

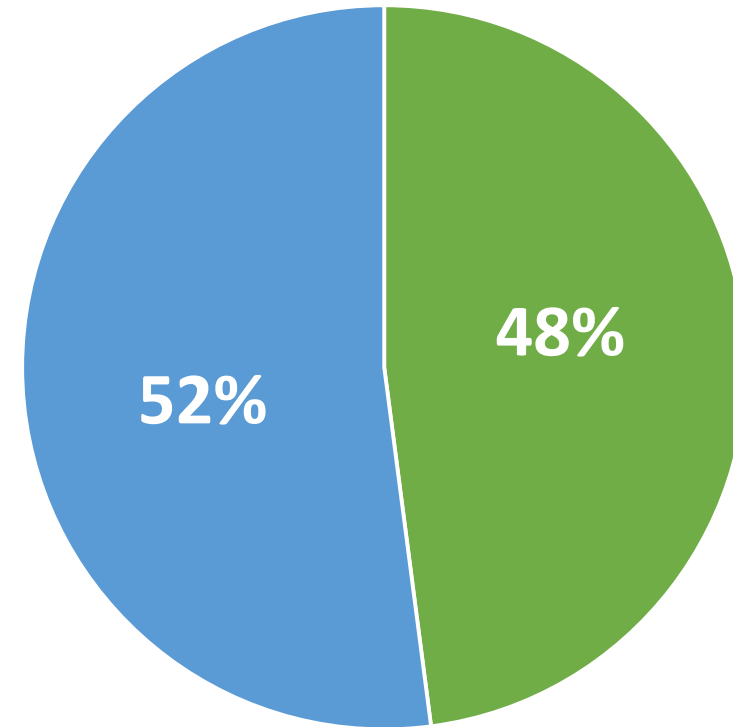
ALSO AT:

OhioLINK Institutions (N=121)

Out of scope for current project:

Two-year e.g., Sinclair Community College
Hocking College
Marion Technical College

Special focus Mount Carmel College of Nursing
Cleveland Institute of Music
Pontifical College Josephinum



- Included in University Futures project population
- Excluded from University Futures project population

OhioLINK Institutions in UFLF Population (N=58)

Research

Case Western Reserve
R: **0.53**, LE:0.29, C:0.18

Antioch University - Midwest
R:0.00 , LE:0.21, **C:0.79**

Kenyon College
R: 0.00, **LE: 1.00**, C:0.00

Career

Liberal Education

Research

Liberal Education

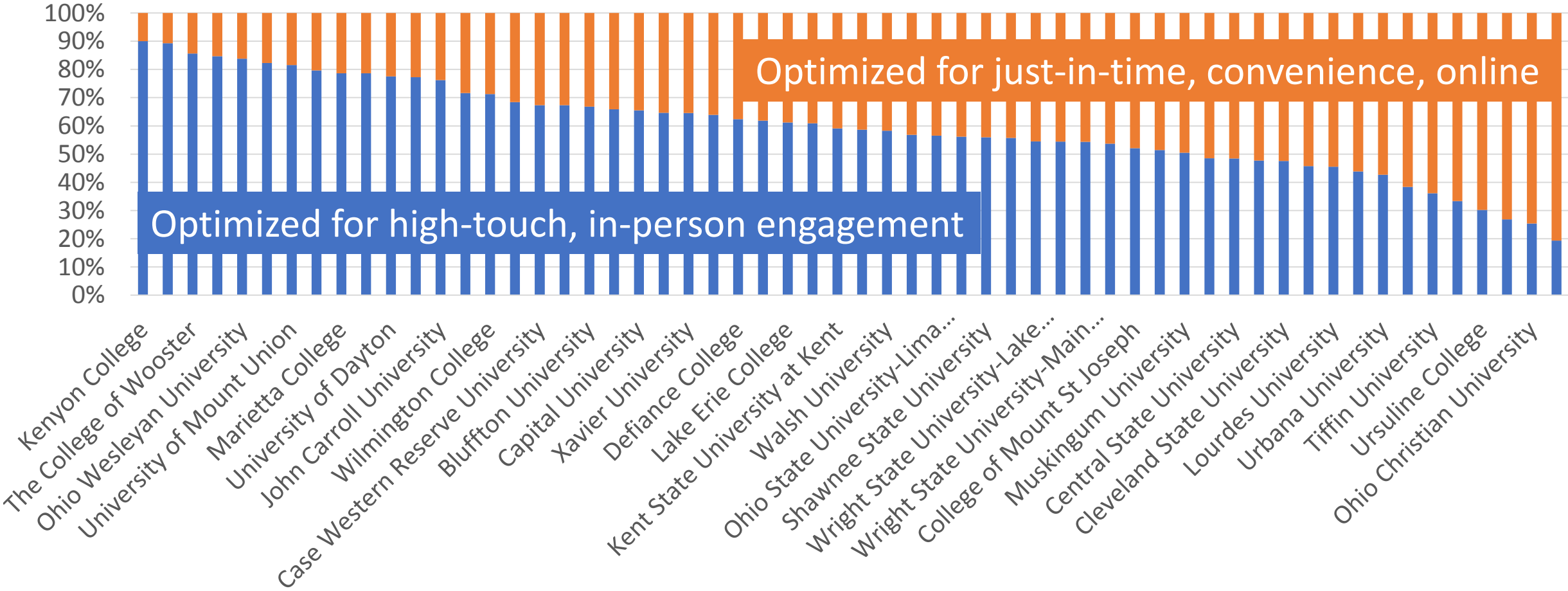
Career



OhioLINK (N=17)

Traditional vs. New Traditional Enrollment Profile and Learning Environment

■ Traditional ■ New Traditional



Pfeiffer Library



- Convenience
- Engagement vs. content
- Partner in student and faculty success

Off-Campus Students: You will need to know your barcode in order to access online materials licensed by the library.



Search
DragonQuest

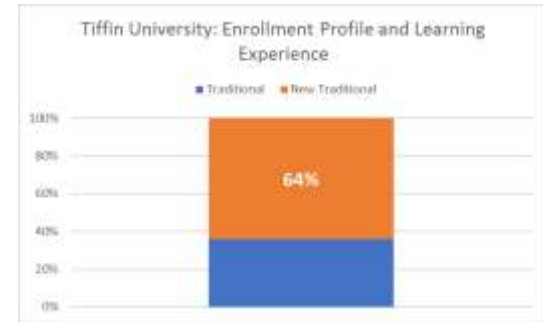
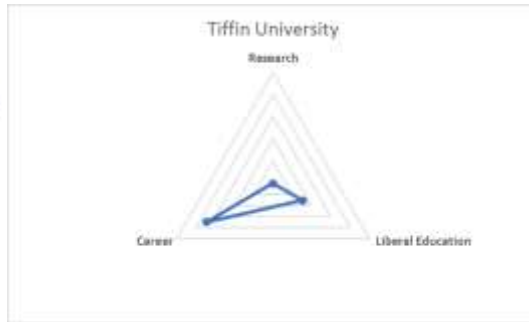
Books, articles, media and more...

Search Keyword Title Author

Contact Us:

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Pfeiffer Library offers highest quality access to the Tiffin University community. As an OhioLINK member, faculty, staff, and students have access to millions of scholarly materials for their research and professional needs. Whether you are looking to check out a book, read an ebook, obtain a peer-reviewed journal article, or request material through interlibrary loan, Pfeiffer Library is happy to help. We also provide access to course reserves and specialized collections, such as faculty development and student success.

Our great hours and careful staffing maximize academic support for research help, student projects, and information literacy teachings. Even for those wee hours, when we turn off the lights, the library is still available through DragonQuest (includes our library catalog and databases), helpful research guides/ tutorials, and online/email.

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- Research Data & GIS Services
- Informatics Support
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Search Summon to find articles, books, and more

Keyword, Author, Title

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- Support for digital research workflows
- Reputation management (RIM)
- “Inside-out” collections

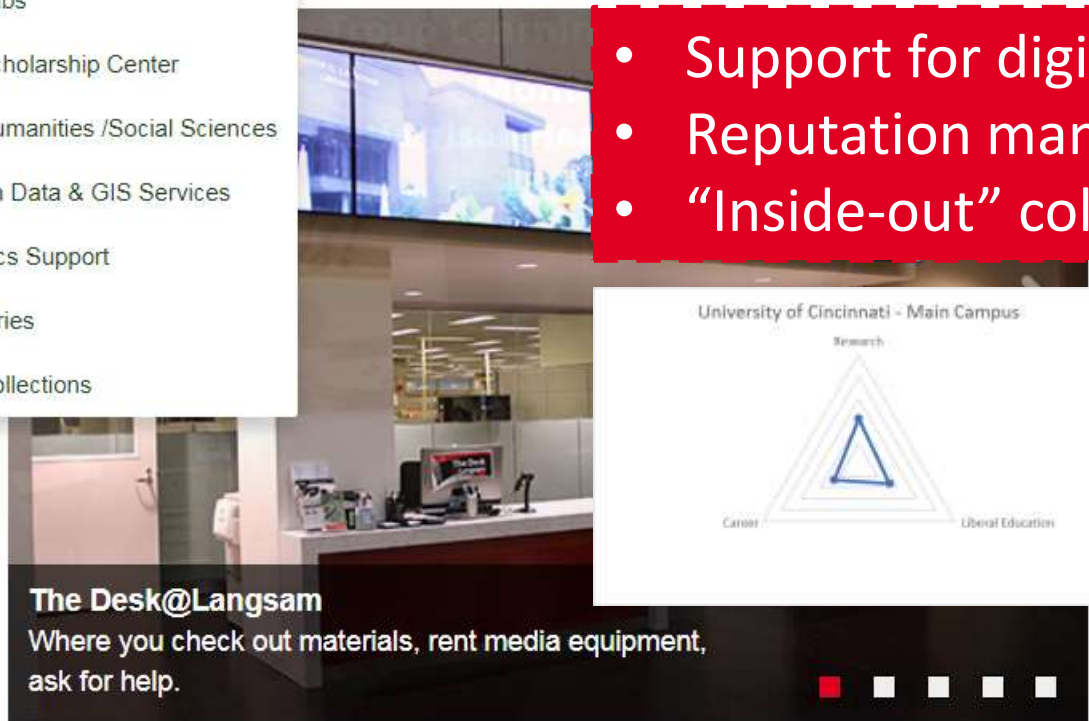
Research Guides

[Browse All](#)

Select a Subject...

Go

Off-Campus Access



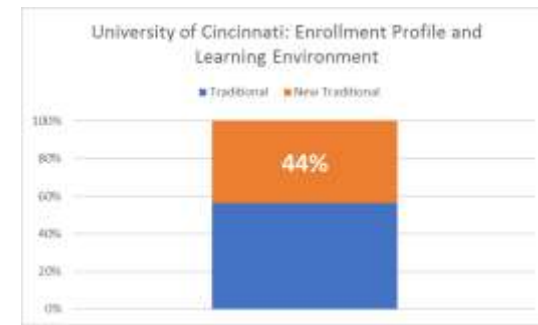
The Desk@Langsam

Where you check out materials, rent media equipment, ask for help.

News & Events



- ▶ Dr. Stanley B. Troup Learning Space Grand Opening June 18
- ▶ Zhaowei Ren Joins UC Libraries as a Software Developer in the Digital Scholarship Center



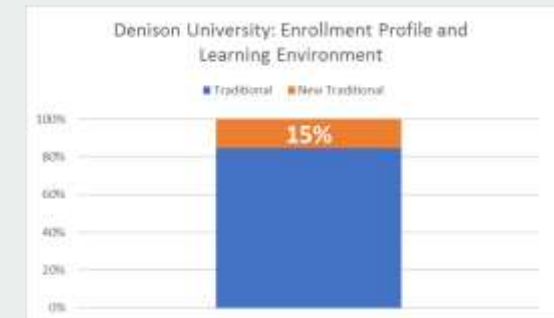
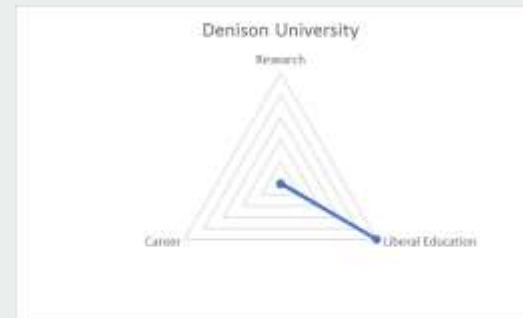
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Library

As the place where the disciplines meet, Denison Libraries help people ask the right questions as they discover and build knowledge.

We are committed to connecting people with ideas, and to creating an intellectual and cultural commons where individuals can experience the power of sharing information.

- Consortial collections
- Space as a service (\$7.5M renovation)
- Integration with exploratory, liberal education curriculum (e.g., Narrative Journalism program)

[Summon](#)[Consort](#)[OhioLINK](#)[Reserves](#)

Find and request books, journal titles, CDs, DVDs, scores and more from Denison, College of Wooster, Kenyon, and Ohio Wesleyan.

LIBRARY SERVICE DIRECTIONS

Focus Groups



Library service directions supporting liberal education in diverse settings



Convenience sample organized alongside ALA-MW 2018

UNIVERSITY
INNOVATION
ALLIANCE



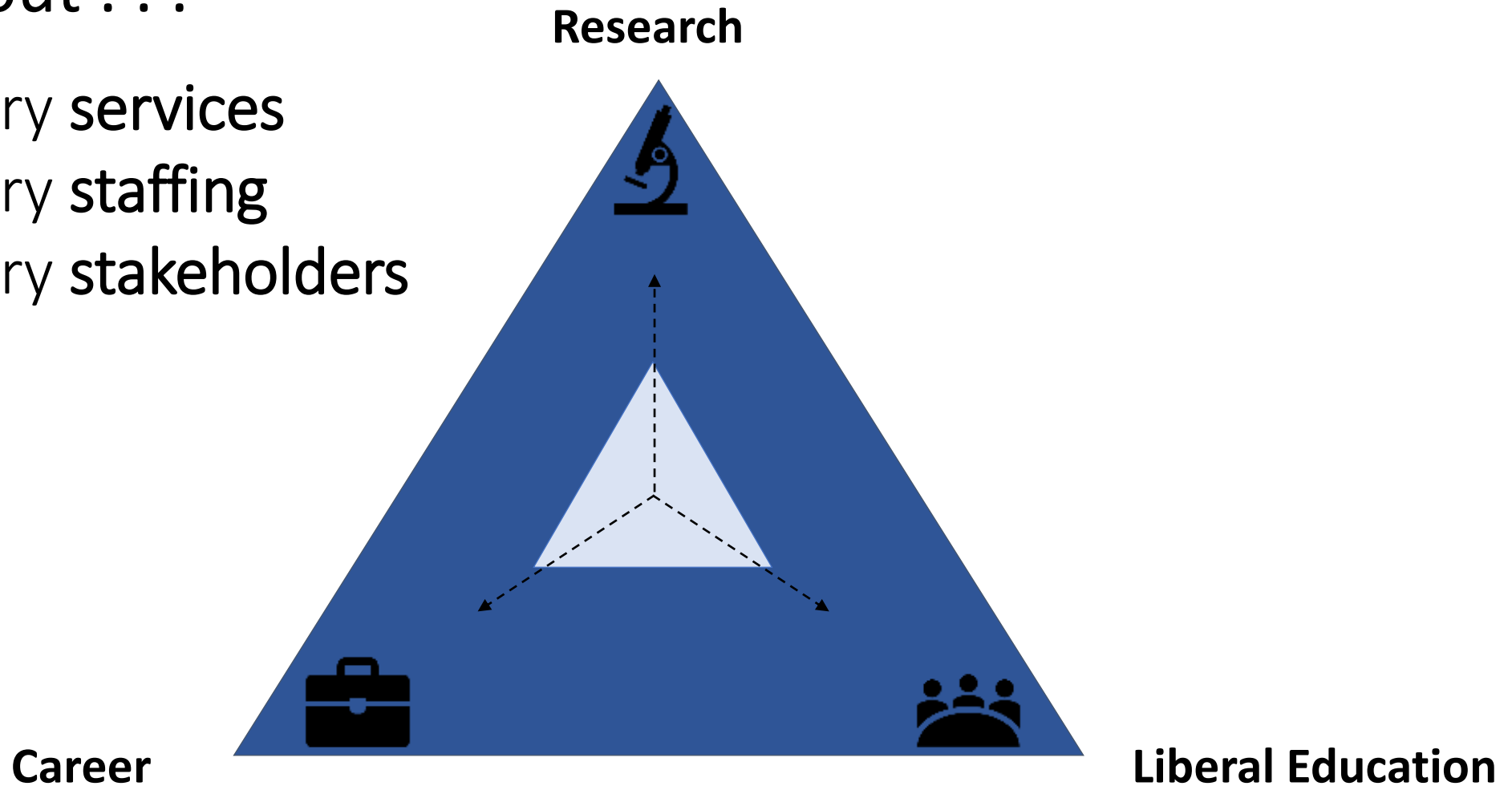
Research universities with a focus on broadening student participation and success

Shared library service directions in diverse range of consortia



Think about . . .

- Library **services**
- Library **staffing**
- Library **stakeholders**



RDM activities
RIM/CRIS implementation
Text and data analysis services

Research impact librarian
Research data librarian

Office of sponsored research
VP for Research

Research



E-portfolios
Training and internship resources

First Year Experience Librarian
Guided pathways support staff

Career Services
VP Enrollment

Career



Instructional design services
Open Educational Resources
Fablab

Student Success Librarian
Teaching/Learning Librarian

Dean of Undergrad Education
Department chairs

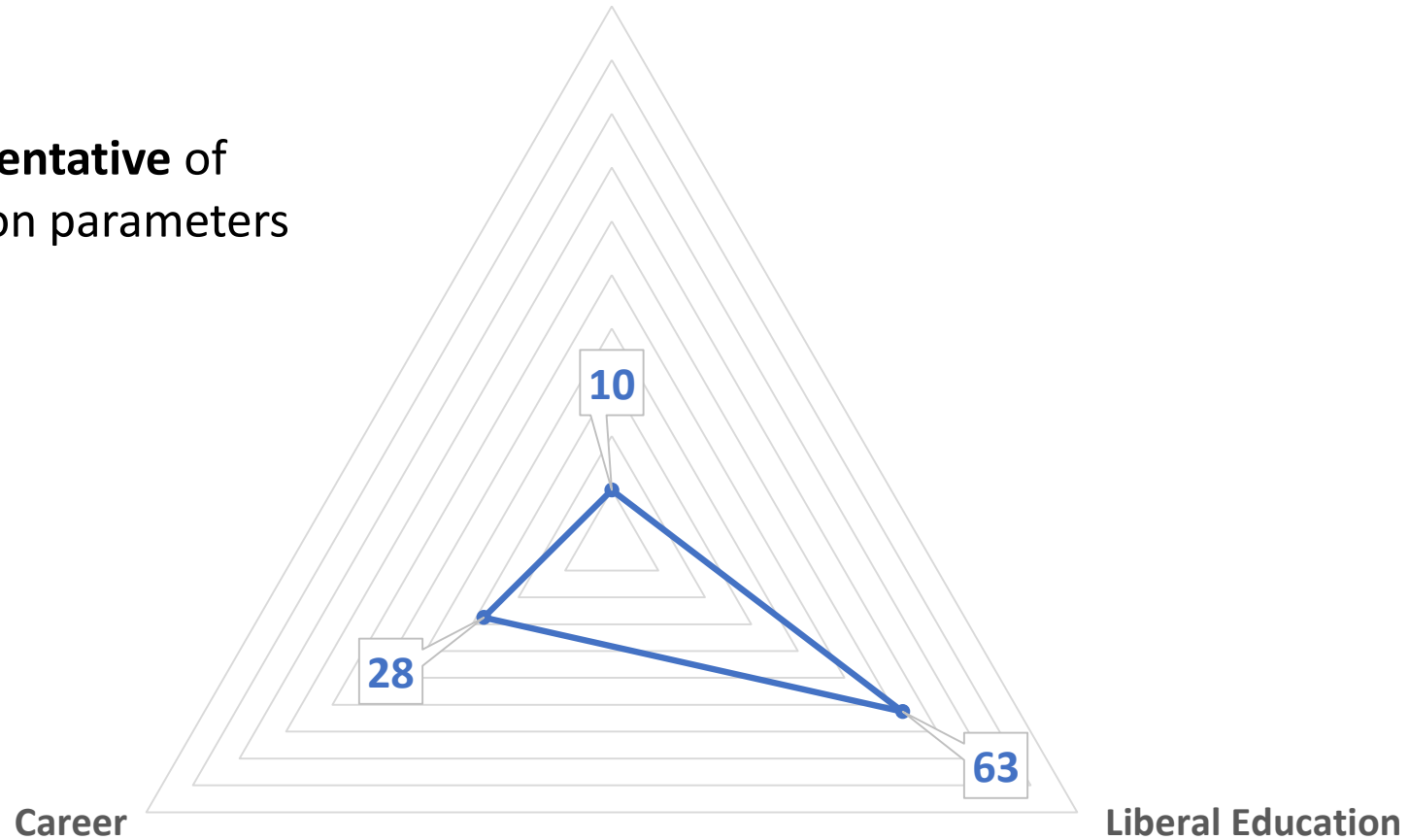
Liberal Education

IPEDS Institutional Directions (N=581)

— IPEDS institutional directions

Research

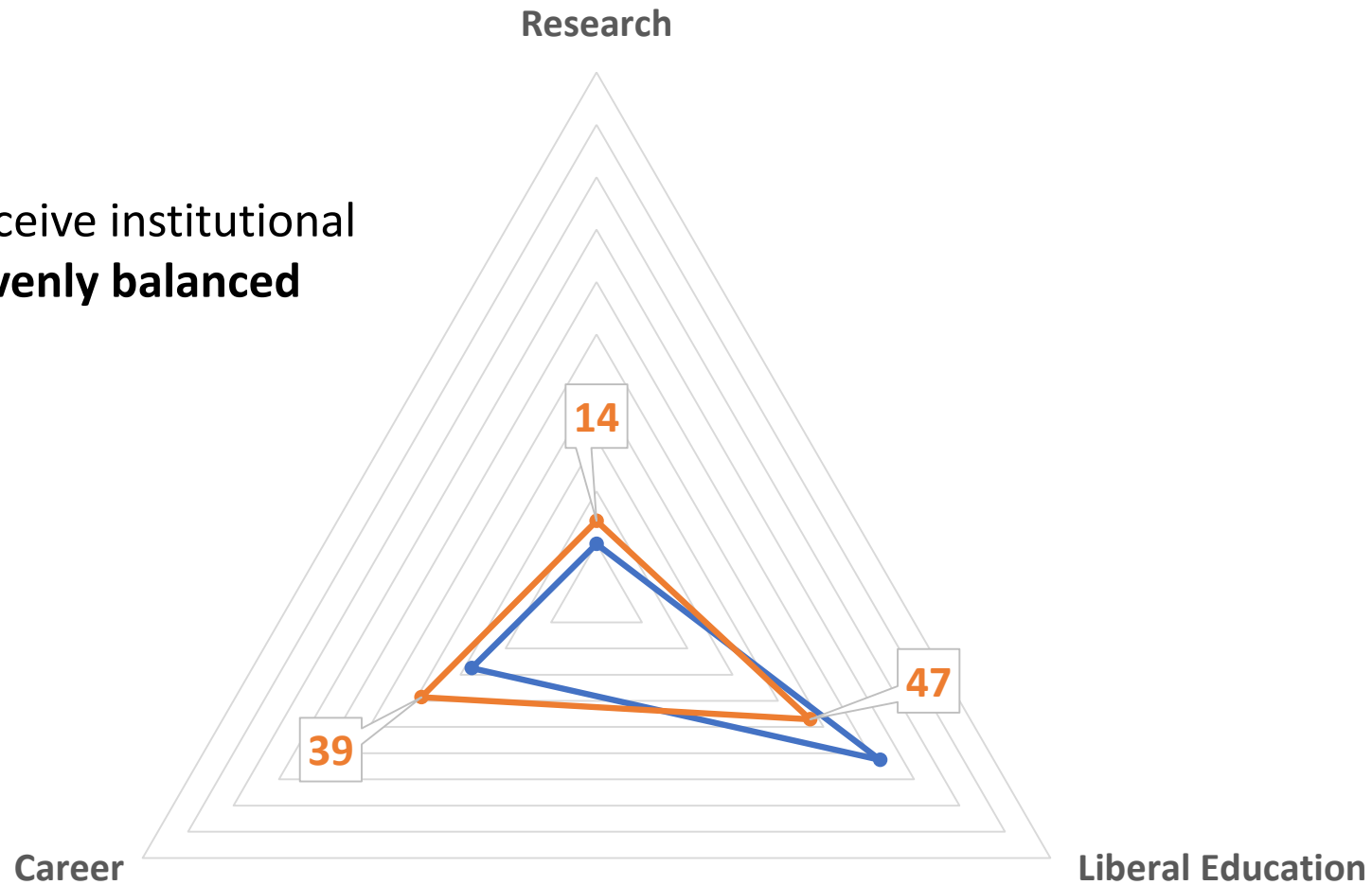
Survey **sample is representative** of overall project population parameters



IPEDS vs. Perceived Institutional Directions (N=581)

— IPEDS institutional directions — Perceived Institutional Directions

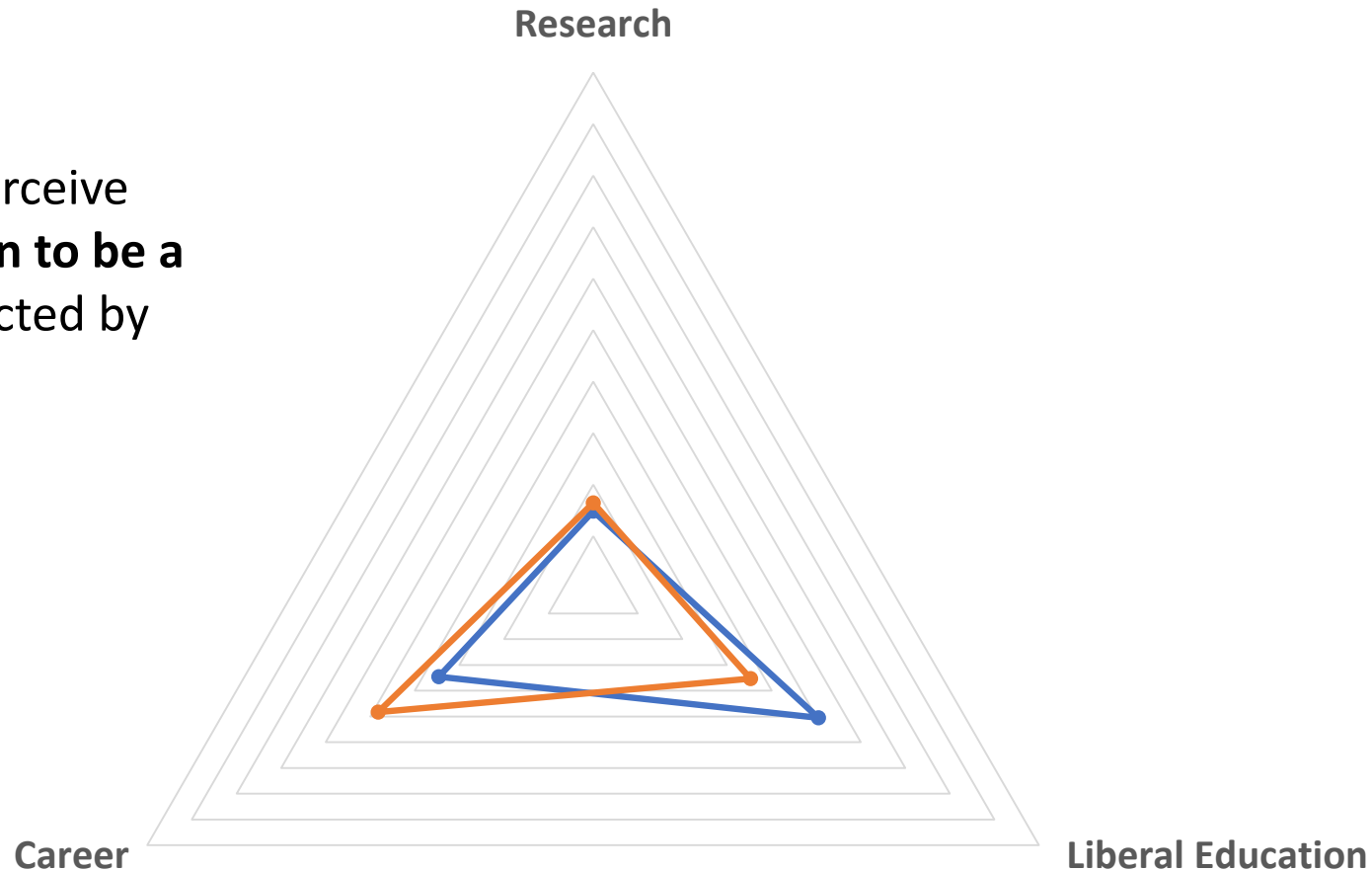
Survey respondents perceive institutional directions to be **more evenly balanced**



OhioLINK IPEDS vs. Perceived Institutional Directions (N=17)

— IPEDS institutional directions — Perceived institutional directions

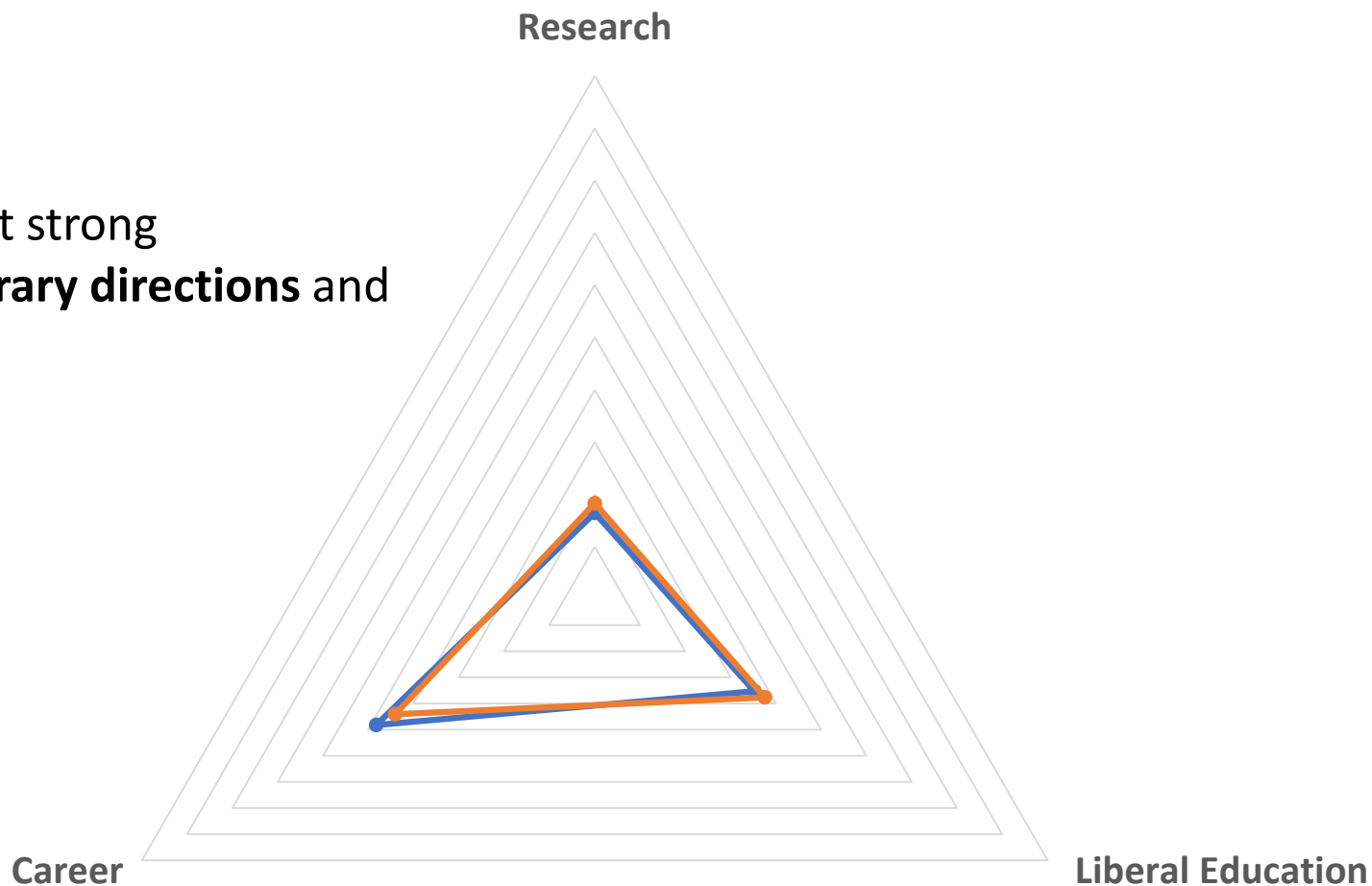
OhioLINK respondents perceive **career-directed education to be a higher priority** than reflected by institution typology



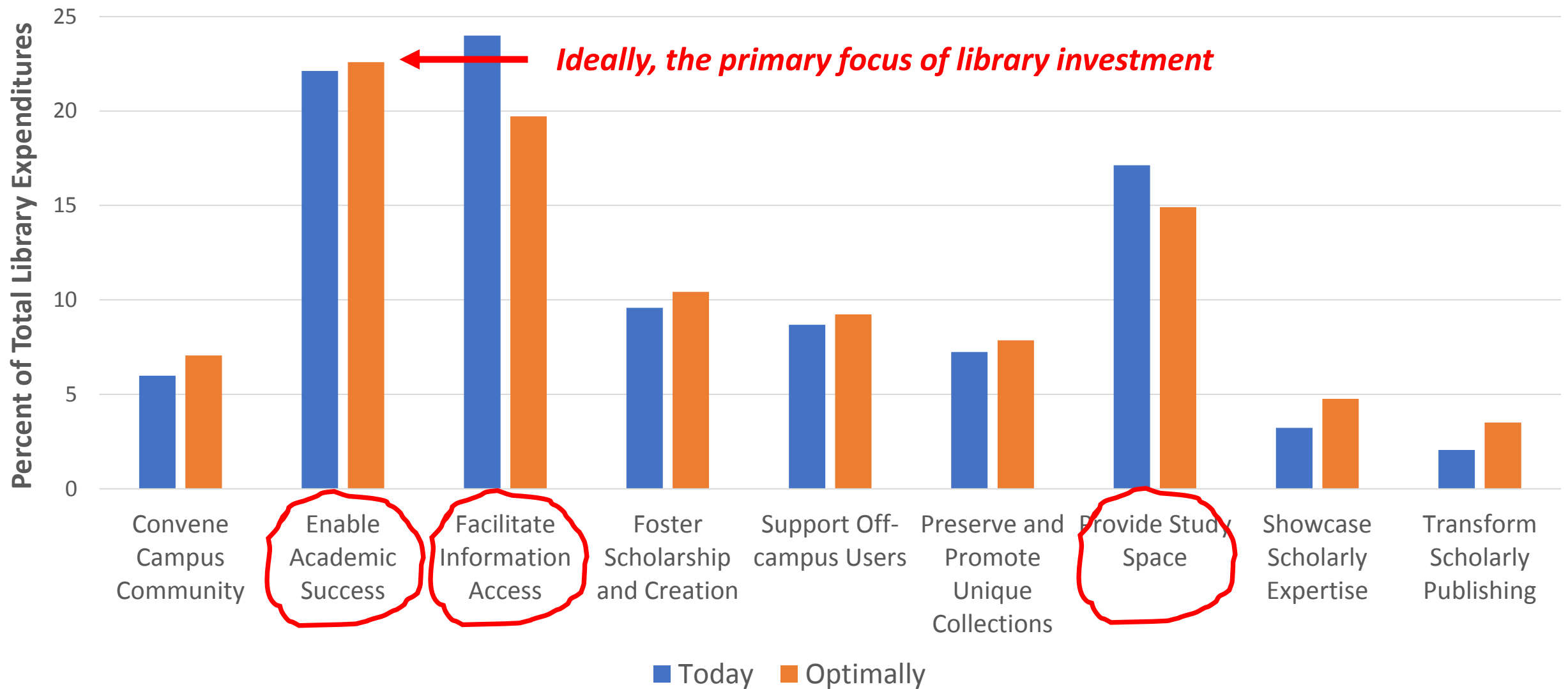
OhioLINK Institutional and Library Directions (N=18)

—●— Perceived institutional directions —●— Perceived library directions

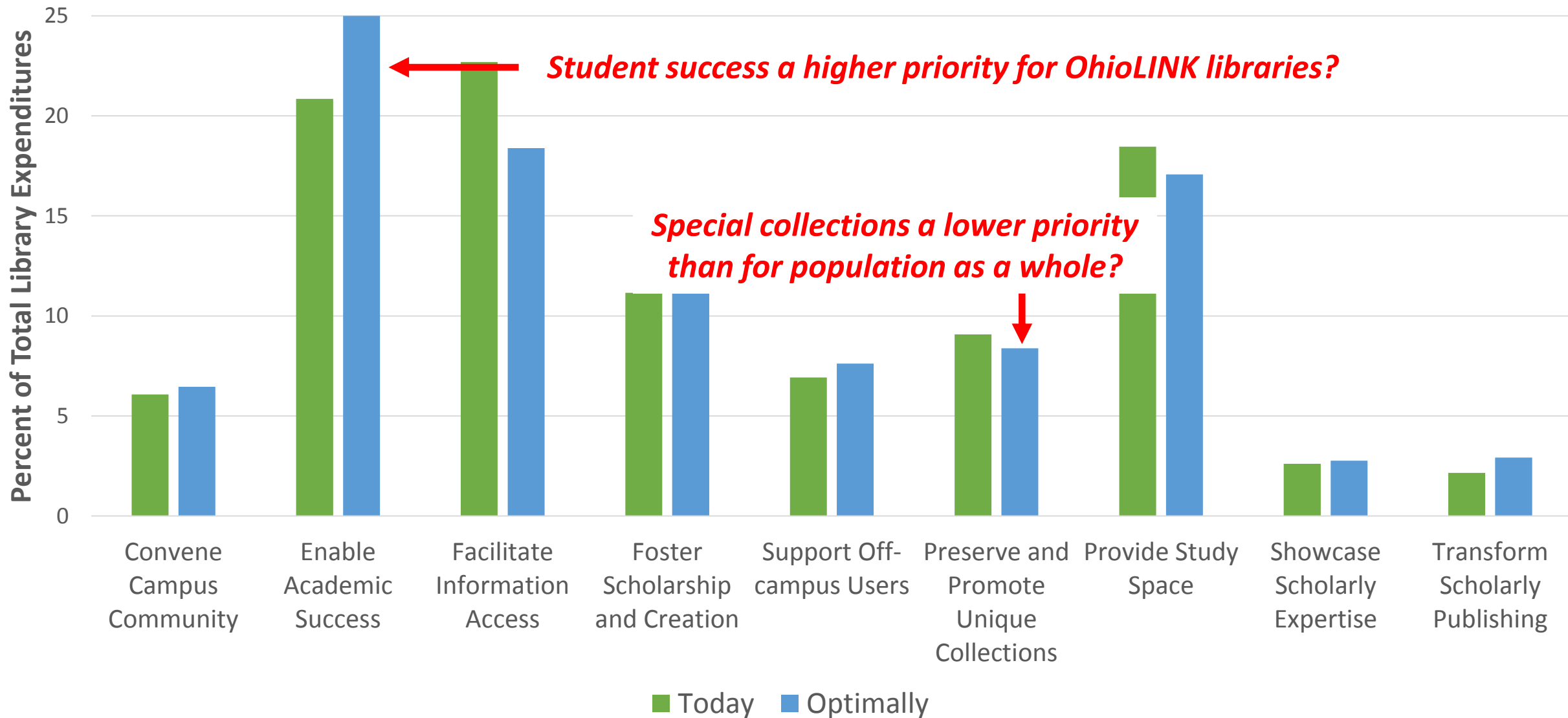
OhioLINK directors report strong **congruence between library directions and institutional directions**

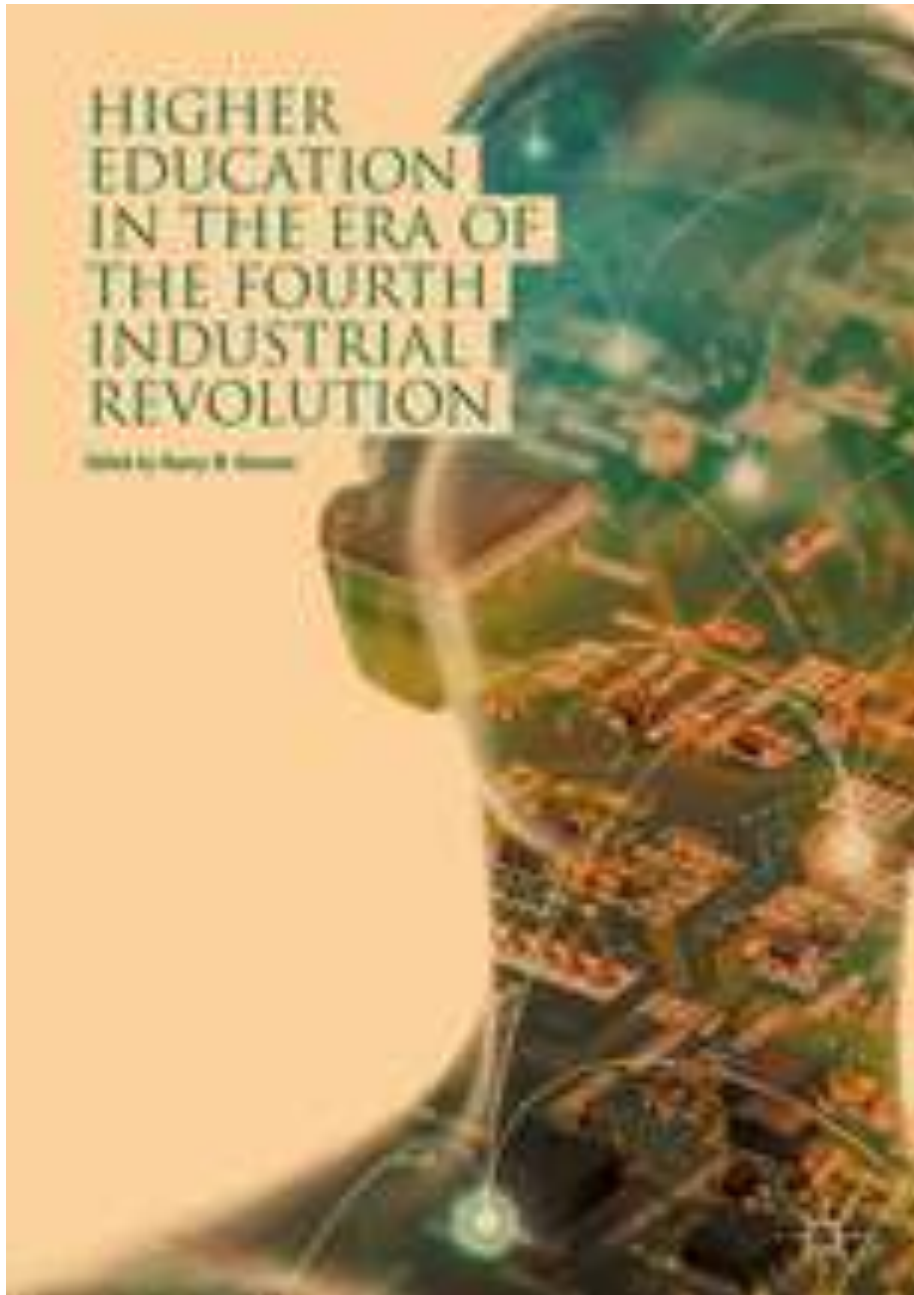


Current and Optimal Library Expenditure on Key Service Areas (N=430)



OhioLINK Current and Optimal Library Expenditure on Key Service Areas (N=13)





L. Dempsey and C. Malpas

“Academic library futures in a diversified university system”

in N. Gleason (Ed.) *Higher Education in the Fourth Industrial Revolution* (Palgrave, 2018)

L. Dempsey, D. Marcum, C. Malpas, R. Schonfeld and R. Stein

University Futures, Library Futures

Final report to be published by OCLC Research, ca. August, 2018

For discussion

- Where are the key **opportunities for shared services** in OhioLINK, given (growing?) diversity of institutional directions
 - Scaling **capacity**: SearchOhio, depository network, last copies
 - Scaling **influence**: advocacy and brand management
 - Scaling **innovation and organizational learning**: Open Educational Resources
- Thinking beyond 'traditional' models of **library service excellence**:
 - Which OhioLINK institutions are modeling best practice in support of **New Traditional** student demographics?
 - How to leverage **peer networks** within OhioLINK: shared institutional directions

Thanks for your attention.

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