

# The City University of New York Office of Library Services Strategic Plan: 2022-27



The City University of  
New York Office of  
Library Services  
Strategic Plan: 2022-27

*CUNY OFFICE OF LIBRARY  
SERVICES*



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# Contents

Introduction	1
Part I. <a href="#"><u>Mission and values</u></a>	
1. Mission and Values	5
Part II. <a href="#"><u>Planning Process and Findings</u></a>	
2. Planning Process and Findings	9
Part III. <a href="#"><u>The Five Year Plan (2022-2027): Three Goals and Six Priorities</u></a>	
3. Goals And Priorities	17
4. Priority One: Student-Focused Universal Access to Libraries	19
5. Priority Two: Institutionalizing Path Breaking and Proven Practices	22
6. Priority Three: Cultivating Information and Digital Literacy	25
7. Priority Four: Supporting Evolving Notions of Research and Scholarship	28
8. Priority Five: Dynamic and Efficient Collections and Platforms and Spaces	31
9. Priority Six: Professional Development and Training for Next Generation Libraries	34

## Part IV. Implementation

10. Implementation	39
11. Measuring Success: Plan Assessment	40
Appendix	47

# Introduction

The University Dean of Libraries (UDL) and the Office of Library Services (OLS) were created in 1969 by Chancellor Bowker to lead efforts to pull together individual college libraries into an integrated system. Situated within the Office of Academic Affairs, OLS has undergone a series of iterations, evolving with shifts in the library and technology space, and, always, in response to the needs of the faculty and students of The City University of New York.

CUNY Libraries play significant roles in ensuring equity in student higher education, which contributes to CUNY's overall capacity to serve as a transformative engine of socioeconomic mobility. From their very tangible role in promoting equitable access to information resources, including textbooks and course material at low- or no-cost, to their curricular contributions in teaching information and digital literacy and their vision of students as knowledge creators, CUNY Libraries help ensure equitable participation in our information-age democracy. In a complex information landscape increasingly reliant on data, OLS facilitates and leads the work of CUNY Libraries to achieve their evolving mission.

Based on a year-long process of information gathering and collaborative input, this plan sets a course for OLS over the next five years in service to CUNY Libraries. It is driven by three goals:

## Goal 1: Integration

- Increasing library campus-based relevance

## **Goal 2: Innovation**

- Supporting proactive efforts aligned with campus needs

## **Goal 3: Centralization**

- Leveraging economies of scale and efficiency across CUNY

The following pages outline how we will take action towards these goals, and how we'll know we made a difference.



PART I

# MISSION AND VALUES



# 1.

## Mission and Values

While OLS was established to serve an important need in service to CUNY Libraries, its mission and values were not specifically articulated. As part of this planning process, the OLS team developed the following mission and values statements as guiding concepts for all aspects of our work.

### Mission

OLS leads information access and knowledge creation.

### Values

Four values underscore all aspects of OLS's work:

1. **Support.** Our primary leadership role is in service to campuses, actively supporting and advocating for CUNY Libraries' shared needs. This includes supporting reliable and efficient services, platforms and resources; professional development and training that keep us at the cutting edge of emerging trends; and standards and policies that set a common bar for excellence.
2. **Collaboration.** Libraries are inherently connectors. We build CUNY library capacity to collaborate, which drives change at library, campus and community levels.

3. **Openness.** Libraries make information accessible and affordable to everyone. We believe knowledge should be distributed openly and without restriction, and support its local and global distribution as a public good.
4. **Diversity/Equity/Inclusion.** CUNY brings higher education to all New Yorkers, and CUNY Libraries break down structural barriers to student success, ensuring fair access to resources and equitable knowledge creation and exchange that fosters an informed citizenry and builds on CUNY's greatest strength: the diversity of its students, staff, and faculty.

PART II

# PLANNING PROCESS AND FINDINGS



## 2. Planning Process and Findings

### Information Gathering

Believing in the importance of an evidence-based process, OLS spent the Fall 2021 semester gathering information. We conducted structured interviews with nearly all 25 CUNY chief librarians, broadly surveyed members of the 16 OLS committees, representing hundreds of librarians, that partner with OLS to develop policies and best practices, and ran focus groups of several committees whose wide-ranging mission and charge would most benefit— notably the Scholarly Communication Committee, the Digital Initiatives Committee, and Library Information Literacy Advisory Committee (LILAC). Additionally, the University Dean of Libraries interviewed select provosts and central office stakeholders in IT, the Office of Research, and the Office of Academic Affairs to engage campus and CUNY Central leaders in the process. [See [Appendix A](#) for the complete list of interviewees and survey respondents.]

### Themes

Three strong dialectical themes emerged from our information gathering efforts, and these themes shape the goals of our strategic plan. They require finding the right balance between:

1. A vision in service of campuses needs versus one that's

library-focused.

2. A culture that's innovative versus a culture that is focused on traditional library functions
3. Systems and resources that are centralized and locally controlled

## Balancing a vision that's in service to campuses and a vision focused on academic libraries

In the interviews with chief librarians, the value of strong relationships with campus leadership and integration in campus governance was very clear; chiefs who were integrated into leadership structures on campus found avenues for library advocacy and were able to express plans and strategies that were aligned with their campuses.

Provosts we interviewed were looking for leadership partners who understand the constantly evolving nature of work to address student and faculty needs within a public university system. Libraries need to be relevant, and to do this they need to align their priorities with campus needs, which vary in substantive ways, often by sector. Provosts at community colleges, for example, expressed interest in creating a “culture of caring” that serves high-needs communities, and engaging local communities; while senior college provosts spoke more of integrating library teaching efforts with college curricula; and provosts at more research-focused institutions discussed cutting-edge issues like open data, data equity, and artificial intelligence (AI). Provosts expressed differing visions for their ideal library but overall, they had one thing in common: they all used the word “hub” to describe their ideal library, meaning a physical and virtual space for collaborations and connections. Notably, all the provosts spoke of “clearing the stacks” and



reimagining library buildings and physical spaces as an eventuality.

Chief librarians and members of library committees, on the other hand, spoke more of a vision that was academic library-focused— a “library imperative,” rather than a “campus imperative.” For these groups, physical library spaces emerged thematically as a source of anxiety. While a few chief librarians imagined space planning as an excellent strategic opportunity to build vital collaborations, many worried that if stacks were cleared, CUNY Libraries might lose even more relevance and agency to define their future identities. Many spoke of a pressing need to enhance libraries’ teaching role, worrying that “we are dead in the water if we are only space.”

Members of OLS committees also spoke of the need to invest strategically, inside and outside their libraries, in the many initiatives they were pursuing to fortify the next generation efforts of CUNY’s academic libraries. “We are so far behind,” some worried, “that people assume we can do more than we can.” Investment areas they mentioned include: publishing services, digital initiatives and digital preservation, and building CUNY archives and special collections.

**In the end, provosts, chief librarians, and library committee members interviewed recognized library relevancy as an issue to be addressed, which will require intentional efforts to demonstrate an integrated vision in service to CUNY campuses. Integration requires libraries to be “at the table” on their campuses when it comes to identifying and taking action on college goals, especially related to important areas such as teaching and learning and support for evolving notions of research.**

## Balancing a culture that's proactive and innovative but focused on traditional library functions

Chief librarians spoke of a culture challenge as primary. Particularly, they spoke about how, in the context of limited resources, a growing divide exists between those within CUNY Libraries who have become more reactive versus proactive.

This divide makes it difficult to institutionalize innovation. Librarians working in innovative areas, trying to specialize, or even working collaboratively are sometimes perceived by their peers as going beyond “what libraries do.” This not only makes it harder to develop expertise internally, but also impacts talent recruitment and retention, development of new functions, and the creation of organizations that can foster and support change.

While scarcity makes it harder to keep on top of core functions, chief librarians acknowledged CUNY Libraries cannot thrive without proactive efforts to innovate and demonstrate the operational impact CUNY Libraries could have on the changing landscape of public higher education. However, they and OLS committee members alike talked about the challenges of directing talent and investing resources toward innovation with so many immediate needs. The result is CUNY Libraries that are more reactive, with more faculty and staff in libraries taking the stance: how can we expand the mission of libraries if we cannot cover the basics?

This fundamental stalemate has contributed to the perception among some provosts that CUNY Libraries are change averse. They don't see libraries as programmatically or operationally at the cutting edge, which may make it harder for them to think of CUNY librarians as among their key change makers.

**While all interviewees acknowledged CUNY Libraries need**

to continue to support their basic needs to function, and even expand core competencies, they believed this shouldn't be at the expense of facilitating proactive change in a breadth of areas aligned with CUNY-wide and campus strategic priorities like industry partnerships, community engagement, accessibility and diversity, equity and inclusion efforts, research support, and coordinated assessment and curriculum integration tied to student success. In fact, some interviewees highlighted that pursuing innovation ultimately builds capacity to address basic operational needs by helping CUNY Libraries attract resources that cover both existing and new costs.

## Balancing systems and resources that are centralized vs. locally controlled

CUNY libraries, like their campuses, each have unique identities and are at their best when they can serve their local campuses in a variety of ways. Having local agency has and will continue to shape the identity of CUNY Libraries, from serving specialized or “niche” academic programs and researchers, to developing and disseminating unique archival collections that reflect and engage the rich diversity of the CUNY communities.

At the same time, interviewees across the board expressed a strong interest in more shared library content, centrally managed platforms, shared assessment frameworks, and increased efficiency across the system so that meaningful local work can move forward. People are ready to see CUNY Libraries through the lens of a shared collection with universal access restored and enhanced.

OLS Committee members expressed a strong desire for more uniform practices and standardization across the system, encompassing workflows, policies, and platforms. Without

shared, centrally managed platforms, libraries need to piece together important functions on the fly– a bootstrap approach that is not working and contributes to isolation and competition for resources. Maximization of Alma is a particular concern.

Provosts, while fully committed to integrated libraries and universal access for all CUNY students, were less familiar with consortial versus local procurements. While this points to a need to raise awareness of shared resources, provosts are keen to determine where central coordination can benefit campuses, especially when that best serves CUNY students and controls costs.

**Overall, interviewees recognized the value of identifying where strategic centralization could yield economies of scale and efficiencies that benefit all campuses and CUNY Libraries.**

PART III

# THE FIVE YEAR PLAN (2022-2027): THREE GOALS AND SIX PRIORITIES



# 3. Goals And Priorities

The thematic analysis clarified three cross-cutting goals that the Office of Library Services, as a CUNY unit in service to all CUNY Libraries, should aspire for between 2022 and 2027.

## Three Five-Year Goals

1. **Integration:** Increasing library campus-based relevance
2. **Innovation:** Supporting proactive efforts aligned with campus needs
3. **Centralization:** Leveraging economies of scale and efficiency across CUNY

## Six Five-Year Priorities

Six priorities for action emerged through which OLS goals will be addressed between 2022 and 2027:

1. **Student-focused universal access to libraries**
2. **Institutionalizing path breaking and proven practices**
3. **Cultivating information and digital literacy**
4. **Supporting evolving notions of research and scholarship**
5. **Dynamic and efficient collections and platforms**
6. **Professional development and training for next generation libraries**

The specifics of each priority, including rationale, five-year actions related to each of the three five-year OLS goals, and end states OLS will track to measure progress and impact are detailed on the following pages.



# 4. Priority One: Student-Focused Universal Access to Libraries

## Rationale

As the higher education landscape continues to evolve and move into online and hybrid environments, there is an even deeper need for a place of connection and support across the student experience; libraries can be that place. Through clearly communicated services, universal access to libraries and shared policies and assessment mechanisms that provide actionable data on library usage to shape decisions, CUNY Libraries can provide enrolled students with an accessible, welcoming and seamless experience to ensure their success.

## Five-Year Actions by Goal

### Goal 1 (Integration):

- **Create consistent, student-friendly access policies and user-centered digital and physical spaces** that recognize the marginalization and discrimination experienced by CUNY students.

- **Spearhead university-wide communication, branding, and design initiatives** that connect CUNY students and faculty with the broad range of library services and content available to them.

## Goal 2 (Innovation):

- **Increase remote access to library collections and services** through innovative procurement and access models, like controlled digital lending (CDL), that provide the fullest use of resources to the greatest number of people.
- **Develop paid experiential learning opportunities and a student advisory committee** to directly communicate needs and advise OLS on all aspects of library services, including the development of new initiatives.

## Goal 3 (Centralization):

- **Create coordinated mechanisms for tracking and assessing use of library services and spaces at a campus and university level** to facilitate evidence-based decisions that direct resources where they will have an impact.
- **Collaborate with Central IT Services to rebalance technology access across CUNY Libraries**, ensuring that CUNY students and faculty can use CUNY Libraries' WiFi, workstations, printers and other technology no matter their primary CUNY affiliation.

# End States

We will know we are successful when:

- CUNY Libraries have shared access policies, and all CUNY students have access to all libraries, both in person and online, regardless of primary campus affiliation.
- CUNY Libraries employ universal and user experience (UX) design, and proactively use consistent data for making evidence-based policy, service and investment decisions.
- Increase student engagement and feelings of connection with the library and its librarians and staff.

# 5. Priority Two: Institutionalizing Path Breaking and Proven Practices

## **Rationale**

Libraries across the country are innovating in multiple areas and breaking out of a generalist, reference, circulation, and acquisitions frame. CUNY cannot afford to be left behind. Given the nature of our student body, innovating in CUNY Libraries is inherently a diversity, equity and inclusion (DEI) issue, especially when we implement practices that engage students not as passive receivers of knowledge but as active creators and curators of knowledge. Although CUNY Libraries have innovative librarians and staff members, too many who do innovative work do not feel their work is valued or supported. In order to sustain and build on progress and validate the work of our colleagues, we need to prioritize actions that institutionalize these efforts as programs that require permanent staffing and infrastructure within OLS and campus libraries, while also valuing the core functions of libraries that make innovation possible.

# Five-Year Actions by Goal

## Goal 1 (Integration):

- **Incentivize library innovation and capacity building** by creating awards and certificates that recognize innovative, impactful librarianship, and service to the University and can be used for tenure and promotion dossiers.
- **Advocate and collaborate with library leadership and campus administration on recruitment efforts** that establish permanent staffing lines supporting innovative programs like OER, open research, DEI, and distinctive/special collections and archives based on campus and university strategic priorities.

## Goal 2 (Innovation):

- **Facilitate new tenure and promotion guidelines in CUNY Libraries** that value work in current trends in librarianship and emerging forms of scholarship, as well as capacity-building efforts like grant writing, program development, and technical expertise.
- **Showcase innovative library practices** by convening librarians and broader faculty to amplify innovative librarianship, and by building cross-campus repositories of innovative library scholarship to maximize its operational impact.

## Goal 3 (Centralization):

- **Develop necessary expertise within OLS** to strategically provide central support for innovation in CUNY Libraries.
- **Develop collaborative grants, funding capacity, and project management to support innovation** and bring CUNY Libraries together on shared goals like DEI, accessibility, and digital collections initiatives across the system.

## End States

We will know we are successful when:

- Increased number of specialized or innovative faculty librarians and staff, as well as OLS positions that provide targeted expertise to support and scale innovation.
- Library tenure and promotion guidelines explicitly value innovative work that positions students as creators and curators of knowledge as well as core work that grows the organizational capacity of CUNY Libraries.
- Student, faculty, and organizational engagement increases across CUNY with open education, scholarly communication, archival programs and other digital initiatives on campuses.
- The Open Educational Resource Program is fully institutionalized, so that faculty get “credit” in tenure and promotion for open pedagogy work, and the “zero textbook cost” course attribute is socialized with students.

# 6. Priority Three: Cultivating Information and Digital Literacy

## Rationale

In an “information economy,” graduating students with information, digital and data literacy is more important and complex than ever. While to some extent libraries’ teaching efforts are the epitome of local agency, OLS has an important role to play in supporting activities that cultivate information and digital literacy for CUNY students– empowering our students and cultivating their autonomy while also respecting their diverse and rich experiences.

## Five-Year Actions by Goal

### Goal 1 (Integration):

- **Position libraries to actively support the accreditation process**, which includes information and digital literacies as core competencies.
- **Facilitate an embedded, scaled approach to information literacy** by integrating teaching materials in the learning management systems and other points of need.

## Goal 2 (Innovation):

- **Promote and value innovative modes of library-based teaching**, like data analysis, teaching with archives, or design thinking in makerspaces.
- **Develop an OER information literacy initiative to ensure that library teaching material is clearly branded and openly shared**, resulting in a repository of open teaching material.

## Goal 3 (Centralization):

- **Support a more coordinated approach to information and technology literacy across the system**, including best practices for assignment development and shared assessment tools tied to the Common Core and Pathways courses.
- **Increase and scale engagement with CUNY-wide pedagogical initiatives** (e.g. Innovative Pedagogy) that can connect libraries with engaged faculty on their campuses.

## End States

We will know we are successful when:

- CUNY Libraries are integrated into the accreditation process and play a defined and valued role in supporting students in their information and digital literacy needs.
- CUNY Libraries share teaching materials and best practices openly and widely, and value all types of library-



based teaching.

- Virtual and in-person library-based teaching activities increase across the CUNY system and student and faculty feedback regarding library instruction improves.
- OLS has partnered with entities across CUNY to provide programming and incentives to support innovative teaching and pedagogy across the University.

# 7. Priority Four: Supporting Evolving Notions of Research and Scholarship

## Rationale

Whereas libraries were once charged with lending the world's knowledge to their local communities, the digital age has opened new opportunities to collect the works of one's local community and share them with the world. Hand-in-hand with CUNY's teaching and research activities, OLS is charged with helping CUNY Libraries provide platforms and services that support evolving notions of scholarship produced by its community. Supporting new modes and areas of inquiry is, like institutionalizing innovative practices, inherently a DEI issue, as our communities are committed to asking new questions that decolonize scholarly publishing.

## Five-Year Actions by Goal

### Goal 1 (Integration):

- **Establish services that meet the growing demand for publication activities across CUNY**, including CUNY-

produced journals, monographs, textbooks, and digital projects.

- **Support the full research enterprise** by facilitating an active role in faculty research reporting, compliance with existing and emerging open access (OA) mandates, research information management, data governance initiatives and data management services.

## Goal 2 (Innovation):

- **Create mechanisms to support, preserve, and disseminate emerging forms of scholarship** aligned with establishing CUNY as a hub of inclusive, innovative research and teaching, for example multi-media or digital scholarship and the scholarship of teaching and learning.
- **Facilitate conversations that seek to redefine notions of scholarship and pedagogy**, and amplify the voices of educators and researchers, from students to seasoned academics, from within and outside the CUNY community.

## Goal 3 (Centralization):

- **Rebrand existing centrally managed publishing platforms** to create the CUNY Open Press and publishing services, with a particular focus on open textbooks, teaching and research activities, and other areas that directly support the University's core mission.
- **Resource CUNY's institutional repository, Academic Works, to collect a wider range of works and disciplines** in alignment with OLS's commitment to diversity, equity, and inclusion, with a particular focus on interdisciplinary/

intercampus content.

## End States

We will know we are successful when:

- CUNY Libraries are fully embedded in the research enterprise, with CUNY librarians playing a role in data management, faculty reporting activities, and general data governance issues at CUNY.
- The number and types of items openly shared and downloaded through OLS platforms like CUNY Academic Works, Pressbooks, and Manifold increase.
- The CUNY Open Press and publishing services are established to support the open local and global distribution of CUNY's research and pedagogical outputs.

# 8. Priority Five: Dynamic and Efficient Collections and Platforms and Spaces

## Rationale

OLS strives to strategically centralize services and content to create efficiency, reduce costs, improve accessibility and leverage buying power across the University. At the same time, centralization, and a commitment to viewing our libraries through the lens of a shared CUNY collection, frees libraries of the burden of administrative functions and creates opportunities to reimagine physical spaces, allowing the individual libraries to focus on serving their unique communities and meet their specific needs.

## Five-Year Actions by Goal

### Goal 1 (Integration):

- **Develop and support a critical digital infrastructure** that emboldens CUNY Libraries to describe, exhibit, and preserve the archival record of their communities in centrally procured and managed digital library systems

that maximize the impact of these important collections.

- **Manage library systems that facilitate access to course content at students' point of need**, embedding the libraries in local teaching and learning efforts

## Goal 2 (Innovation):

- **Engage the campus libraries in an evidence-based coordinated collection development (CCD) effort** that supports print and electronic acquisition decisions in service to curriculum and research needs on a local and University-wide level, and frees up library spaces to be used for campus-specific needs.
- **Create discipline-based, cross campus affinity groups to improve library collections and services in key areas** that actively support workforce development, for example: health and human services, teacher education, and business.
- **Create and support dashboards with centrally-managed usage data** to facilitate decisions around collections and spaces.

## Goal 3 (Centralization):

- **Strengthen centralized OLS technical services and systems units** to remove redundancy across CUNY Libraries and allow libraries to hire or reassign staff and faculty to address local needs.
- **Increase access to licensed electronic resources through expanded centralized licensing**, moving toward universal access to CUNY's electronic collections, encouraging integrated programs, cross-campus collaboration, and

seamless support for CUNY researchers.

- **Retool and refine Alma access and workflows**, including institution zone (IZ) management and network zone (NZ) management

## End States

We will know we are successful when:

- CUNY shared collections have added richness and diversity with a smaller physical footprint as a result of targeted deduplication and coordinated collection development.
- Campus libraries can rely on OLS for increased centralized services, including procurement and licensing services and maintaining centralized platforms, freeing up resources to address their local needs.
- Significant cost savings are achieved as a result of centralized procurements and platforms.

# 9. Priority Six: Professional Development and Training for Next Generation Libraries

## Rationale

Libraries must continually realign their mission to campus priorities and changing student expectations. For CUNY Libraries to adapt and thrive, a deep systemic commitment to strategic planning, leadership and professional development, and training are vital.

## Five-Year Actions by Goal

### Goal one (integration):

- **Support leadership and organizational development** that fosters campus relevance: strategic alignment with campus goals, strategic organizational development, and management training for library leaders.
- **Support strategic planning processes** across CUNY libraries.



## Goal two (innovation):

- **Provide training that supports innovative library practices**, including decolonization, open research, pedagogy, and data, and culturally responsive services.
- **Support training in accessibility and universal design**, prioritizing initiatives that provide the fullest access to the largest number of people.

## Goal three (centralization):

- **Expand technical skills training** on shared centralized systems and procedures, and raise the baseline of expectations for engaging with shared systems, as well as the organizational value of technical expertise.
- **Expand communities of practice** to support collegial dialogue about local unique systems such as special collections and archives.

## End States

We will know we are successful when:

- Campus libraries have clear strategic visions for their future, or have begun a strategic planning process, clarifying each library's role within its college, including the role of library leadership.
- CUNY libraries are inclusive organizations that attract diverse, dynamic talent and retain and grow that talent.
- Technical skills and engagement with core library systems (like Alma) demonstrably improve and core library duties

are valued.

# PART IV

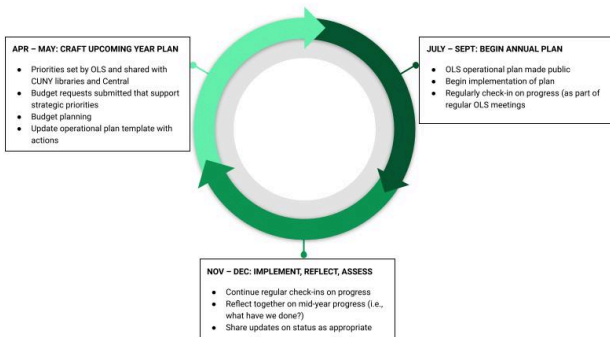
# IMPLEMENTATION



# 10. Implementation

To implement the plan, each year OLS will undertake action planning whereby the OLS team defines what it will do to move the plan forward based on capacity, resources and interests.

The annual action planning process may be adapted over time to optimize engagement and effectiveness, with each year's plan functioning as a living document. However, the envisioned process is outlined in the following diagram.



# 11. Measuring Success: Plan Assessment

Progress toward this plan will be assessed in two ways: An annual action planning approach and a five-year end states assessment approach.

## **Annual Action Planning approach**

Mid-year every academic year, OLS will track and reflect on its progress toward actions identified, as outlined in the graphic on the previous page. Toward the end of the academic year, OLS will undertake a similar reflection to assess progress made over the year as well as to identify actions for the coming year that help OLS achieve its plan goals.

## **Five-Year End States approach**

The End States summarized below from each priority reflect the difference OLS hopes to achieve with the plan over five years. End States have multiple potential assessment methods that can help OLS reflect on progress.

Each year, a few End States will be selected for reflection based on where the focus of actions are for that given year. Reflection on End States will take place each spring as part of OLS' annual year-end reporting on plan progress. The intention is to address all of the End States by the end of five years.



5-Year End States by Priority	Potential Assessment Methods
<ul style="list-style-type: none"> <li>• Student-focused universal access to libraries:</li> <li>• CUNY Libraries have shared access policies, and all CUNY students have access to all libraries, both in person and online, regardless of primary campus affiliation.</li> <li>• CUNY Libraries proactively use consistent data for making evidence-based policy, service and investment decisions.</li> <li>• Increased student engagement and feelings of connection with the library and its librarians and staff.</li> </ul>	<p>Qualitative:</p> <ul style="list-style-type: none"> <li>• Access policy review</li> <li>• Outreach audit</li> <li>• Usability studies</li> <li>• Student Experience Survey analysis</li> <li>• Reference assessment (e.g.content review of virtual reference transcripts)</li> <li>• Student focus groups</li> <li>• Library student employee satisfaction</li> </ul> <p>Quantitative:</p> <ul style="list-style-type: none"> <li>• Library usage data (gate counts, virtual and in-person reference etc)</li> <li>• Single sign on data</li> <li>• Student employment data</li> </ul>



<ul style="list-style-type: none"> <li>• Institutionalizing path breaking and proven practices:</li> <li>• Increased number of specialized or innovative faculty librarians and staff, as well as OLS positions that provide targeted expertise to support and scale innovation.</li> <li>• Library tenure and promotion guidelines explicitly value innovative work that positions students as creators and curators of knowledge, as well as core work that grows the organizational capacity of CUNY Libraries.</li> <li>• Student, faculty and organizational engagement increases across CUNY with open education, scholarly communication, archival programs and other digital initiatives on campuses.</li> <li>• The Open Educational Resource Program is fully institutionalized, so that faculty get “credit” in tenure and promotion for open pedagogy work, and the “zero textbook cost” course attribute is socialized with students.</li> </ul>	<p>Qualitative:</p> <ul style="list-style-type: none"> <li>• Library tenure and promotion guidelines review (for mission alignment, etc)</li> <li>• Zero/low textbook cost course and impact analysis</li> <li>• Survey OLS committees</li> <li>• Stakeholder focus groups</li> </ul> <p>Quantitative:</p> <ul style="list-style-type: none"> <li>• CUNY library and OLS positions analysis (e.g., OER)</li> <li>• Digital content creation and usage (e.g. OER, open research, digital archives)</li> </ul>
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<ul style="list-style-type: none"> <li>• Cultivating information and digital literacy:</li> <li>• CUNY Libraries are integrated into the accreditation process and play a defined and valued role in supporting students in their information and digital literacy needs.</li> <li>• CUNY Libraries share teaching materials and best practices openly and widely, and value all types of library-based teaching.</li> <li>• Virtual and in-person library-based teaching activities increase across the CUNY system and student and faculty feedback regarding library instruction improves.</li> <li>• OLS has partnered with entities across CUNY to provide programming and incentives to support innovative teaching and pedagogy across the University.</li> </ul>	<p>Qualitative:</p> <ul style="list-style-type: none"> <li>• Review of MSCHE Self Studies (e.g., information and digital literacy featured, librarians included in accreditation processes)</li> <li>• Teaching material data analysis (e.g., course assignments, PPTs, etc.)</li> <li>• Instructor and student post-instruction and reference feedback surveys</li> <li>• Shared information and digital literacy learning outcomes analysis</li> </ul> <p>Quantitative:</p> <ul style="list-style-type: none"> <li>• Library-based teaching activities data analysis (number of students, courses, departments, programs reached via IL sessions)</li> <li>• Faculty workshop and programming attendance</li> </ul>
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<ul style="list-style-type: none"> <li>• Supporting evolving notions of research and scholarship:</li> <li>• CUNY Libraries are fully embedded in the research enterprise, with CUNY librarians playing a role in data management, faculty reporting activities, and general data governance issues at CUNY.</li> <li>• The number and types of items openly shared and downloaded through OLS platforms like CUNY Academic Works, Pressbooks, and Manifold increase.</li> <li>• The CUNY Open Press and publishing services are established to support the open local and global distribution of CUNY's research and pedagogical outputs.</li> </ul>	<p>Qualitative:</p> <ul style="list-style-type: none"> <li>• CUNY librarian research role analysis</li> <li>• COACHE survey analysis</li> <li>• Brand awareness of CUNY Open Press and sentiment toward open publishing (e.g. focus group)</li> </ul> <p>Quantitative:</p> <ul style="list-style-type: none"> <li>• Analysis of usage metrics through OLS platforms (numbers and types)</li> <li>• Analysis of CUNY Open Press publications– number of publications, nature of publication (e.g. subject areas), and impact on tenure and promotion.</li> </ul>
<ul style="list-style-type: none"> <li>• Dynamic and efficient collections, platforms and spaces</li> <li>• CUNY shared collections have added richness and diversity with a smaller physical footprint as a result of targeted deduplication and coordinated collection development.</li> <li>• Campus libraries can rely on OLS for increased centralized services, including procurement and licensing services and maintaining centralized platforms, freeing up resources to address their local needs.</li> <li>• Significant cost savings are achieved as a result of centralized procurements and platforms.</li> </ul>	<p>Qualitative:</p> <ul style="list-style-type: none"> <li>• Student Experience Survey and COACHE survey analysis</li> <li>• Focus groups on centralization impact and future priorities (students, faculty, librarians)</li> </ul> <p>Quantitative:</p> <ul style="list-style-type: none"> <li>• Collection usage data</li> <li>• Library Circulation data</li> <li>• Interlibrary loan, scan on demand, and controlled digital lending data</li> <li>• Library holdings assessment</li> </ul>

<ul style="list-style-type: none"><li>• Professional development and training for next generation libraries:</li><li>• Campus libraries have clear strategic visions for their future, or have begun a strategic planning process, clarifying each library's role within its college, including the role of library leadership.</li><li>• CUNY libraries are inclusive organizations that attract diverse, dynamic talent and retain and grow that talent.</li><li>• Technical skills and engagement with core library systems (like Alma) demonstrably improve and core library duties are valued.</li></ul>	<p>Qualitative:</p> <ul style="list-style-type: none"><li>• Library strategic plan review</li><li>• Ithaka Talent Management audit</li><li>• Focus groups of librarians to build a culture of professional development</li><li>• Analysis of library-based research and national engagement</li></ul> <p>Quantitative:</p> <ul style="list-style-type: none"><li>• Resources dedicated to professional development (e.g., training, conference travel)</li><li>• Recruitment and retention analysis (including applicant demographics and diversity audit)</li></ul>
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# Appendix A: Interviewees and Survey Respondents

## Chief Librarians

- Steve Ovadia, LaGuardia CC
- Simone Yearwood, Queens College
- Raquel Gabriel, CUNY Law
- Njoki Kinyatti, York College
- Michael Miller, Bronx CC
- Mary Mallery, Brooklyn College
- Kenneth Schlesinger, Lehman College
- Kathleen Dreyer, Borough of Manhattan CC
- Emily Drabinski, Graduate Center
- Amy Stempler, College of Staten Island
- Arthur Downing, Baruch College
- Barbara Gray, CUNY Journalism
- Carlos Arguelles, Kingsborough CC
- Jeanne Galvin, Queensborough CC
- Jeffrey Kroessler, John Jay College
- John Pell, Hunter College
- Judith Schwartz, Medgar Evers College
- Maura Smale, New York City College of Technology

## Provosts

- Timothy Lynch, Queensborough CC
- Valeda Dent, Hunter College
- Steve Everett, Graduate Center

- Eva Fernandez, Guttman CC
- Lester Rapalo (Provost) and Luis Montenegro (Dean of Faculty Affairs), Bronx CC
- Peter Nwosi, Lehman College
- Derrick Brazill, York College

## CUNY Central Office

- Lucinda Zoe, Senior University Dean and Vice Provost for Academic Programs and Policies
- Robert Maruca, Associate University Provost for Planning
- Tamera Schneider, Associate Vice Chancellor and University Vice Provost of Research
- Brian Cohen, Chief Information Officer, and James Haggard, Deputy Chief Information Officer

### Survey Responses

