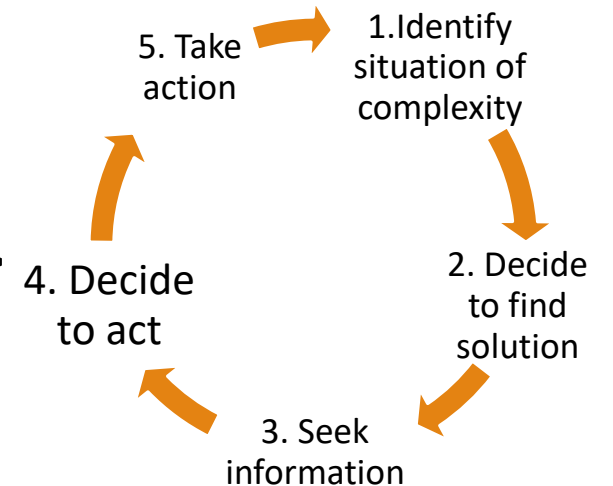

**Working Group
to Promote, Enhance, and Evolve
Library Services to RGC**

Commitments for Working Group Process

- Acknowledging a spirit of opportunity
- Respect for differing opinions, personalities
- Commitment to reflective practice - - - ->
- Commitment to unified, comprehensive messaging



THANK YOU

- Thank you 😊
- Thank you 😊
- Thank you 😊

Commitments for Working Group Process

At each meeting, we will establish norms to promote successful collaboration, including:

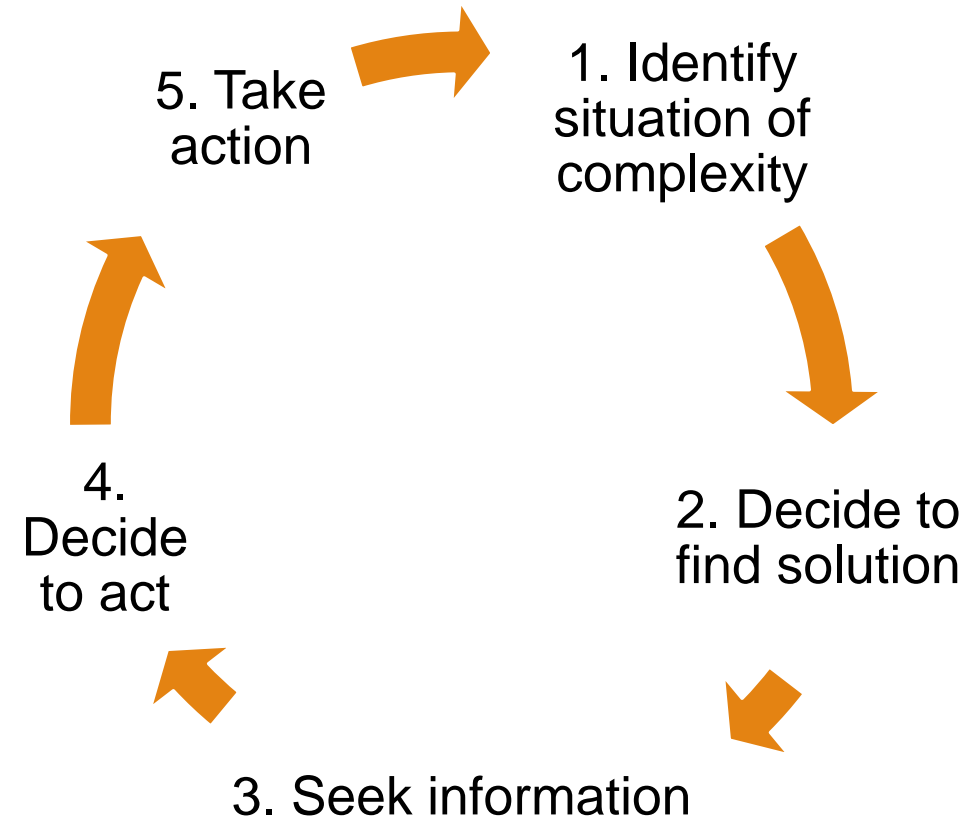
Brief introductions of those participating;

Guidelines to keep the conversations on track (respecting the allocated time, being present and polite, and having fun);

Use of a "Parking Lot" to keep track of runaway topics or unanswered questions; and

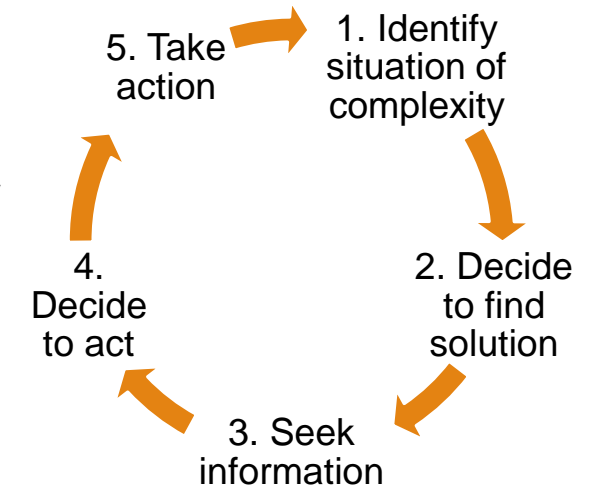
Identifying opportunities for reflection to consider how our discussions overlap and bump into other aspects of the University

Reflective Practice



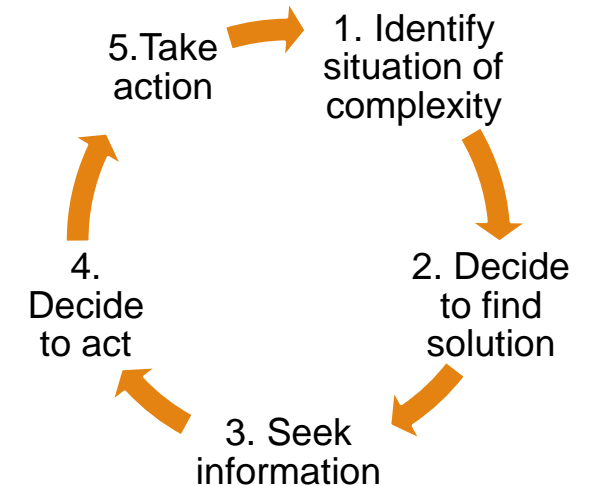
1: Identify a situation of complexity

- Situation of complexity:
 - Dissolution of MOU between SRSU-RGC and SWTJC effective August 31, 2023.
 - With this MOU, SRSU-RGC allocates \$142,200 to SWTJC annually in exchange for library services, physical space access...
 - (was \$150K in HEF also being allocated? See FY2018 budget)



2. Decide to find a solution

- One solution:
 - Develop phased approach that ultimately leads to a 4-year University Library in Eagle Pass
 - **How might we do this?** Set SMART goals. (Specific, Measurable, Attainable, Relevant, Time-Bound)
 - Assess, assess, assess: Implement reflective practice throughout



Goals Identified

(then add strategies, objectives, and tools)

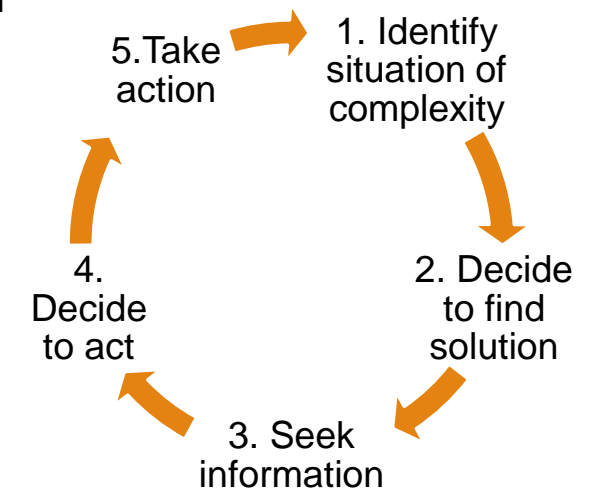
To **promote** (increase awareness and use of) library services and resources by students, faculty, and staff in Del Rio, Uvalde, and Eagle Pass

To **enhance** (and improve) library services and resources for students, faculty, and staff in Del Rio, Uvalde, and Eagle Pass

To **evolve** library services and resources for students, faculty, and staff in Del Rio, Uvalde, and Eagle Pass

3. Then, Seek Information

- First round of research:
 - Reading the MOU, Budget, Strategic Plan, Efficiencies & Innovation report (2018)
 - Reading case studies, interviewing librarians, forming working group
 - Reviewing industry standards, best practices
 - Identifying existing library services and resources available to students, faculty, and staff at RGC
 - Anticipating Needs for enhancing, promoting, evolving those services and resources
 - Anticipating Costs for implementation of enhanced and new services and resources
- We dig deeper on the next slides...



Standards for Libraries in Higher Education (ACRL, 2018)

Institutional Effectiveness: Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.

Professional Values: Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.

Educational Role: Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

Discovery: Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.

Standards for Libraries in Higher Education (ACRL, 2018)

Collections: Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution.

Space: Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

Management/Administration/Leadership: Library leaders engage in internal and campus decision-making to inform resource allocation to meet the library's mission effectively and efficiently.

Personnel: Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.

External Relations: Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value.

Standards for Distance and Online Learning Library Services (ACRL 2023)

Equitable Access Principle

All distance and online members of an institution of higher education are entitled to the library services, resources, and collections of that institution. This founding principle applies to all public, private, profit, and non-profit academic institutions and it is the underlying and uncompromising basis for the *Standards of Distance and Online Learning Library Services*, hereinafter designated as the *Standards*.

Purpose of Standards

This document is intended for any member of an institution who is involved in the provision of services to distance and online learning communities. This document provides a means to foster cross-departmental communication and improve advocacy, and offers a roadmap for strategic planning.

Standards for Distance and Online Learning Library Services (ACRL 2023)

1. Vision and Strategic Planning

Standard: The library maintains a current vision and strategic plan that includes serving distance and online learning communities.

Standard 1 Benchmarks	
Incorporates support to distance and online learning communities into the vision and strategic plan of the library.	
Participates in the strategic planning processes of the originating institution, including developing and managing immediate and long-range goals.	
Uses vision and strategic planning as a tool for advocacy for distance and online learning communities.	
Cultivates awareness of current trends in the field of distance and online learning at the institutional administrative level.	

Standards for Distance and Online Learning Library Services (ACRL 2023)

2. Diversity, Equity, Inclusion, and Accessibility (DEIA)

Standard: The library supports diversity and inclusivity through culturally relevant and responsive practices in support of distance and online learning communities.

Standard 2 Benchmarks	
Understands and meets all requirements and guidelines set forth by the Americans with Disabilities Act (ADA) and Sections 504 and 508 of the Rehabilitation Act.	
Utilizes Universal Design for Learning (UDL) as an approach to instructional design.	
Provides resources and services in multiple formats to ensure accessibility and choice.	
Regularly participates in DEIA professional development activities.	
Provides equal or equivalent experiences to learners with varying levels of technological access and abilities.	

Standards for Distance and Online Learning Library Services (ACRL 2023)

3. Personnel

Standard: The library maintains sufficient personnel to support the needs of distance and online learning communities.

Standard 3 Benchmarks	
Hires either a dedicated distance and online learning librarian, or equivalent title, or maintains personnel distributed across many departments or positions.	
Provides adequate service hours and personal assistance.	
Regularly reviews workloads and capacities to provide and maintain services across departments that provide support, such as: Strategic planning and management, Collection development, Information literacy, Research services, Resource access, Marketing and outreach	
Provides adequate and ongoing support for professional development.	

Standards for Distance and Online Learning Library Services (ACRL 2023)

4. Collections & Access

Standard: The library provides necessary resources and services for distance and online learning communities.

Standard 4 Benchmarks	
Ensures the provision of reliable, rapid, and secure access to online resources.	
Develops policies for delivering hard copy and electronic materials.	
Prepares and updates collection development and acquisitions policies to reflect the needs of the community.	
Regularly reviews library resources and materials to ensure sufficient coverage and appropriateness of format.	
Markets and promotes library collections directly to distance and online learning communities.	
Supports open access and open educational resources initiatives.	

Standards for Distance and Online Learning Library Services (ACRL 2023)

5. Research & Instruction

Standard: The library provides reference, research support, consultation, and instruction to distance and online learning communities.

Standard 5 Benchmarks	
Ensures instruction methods are supported by the ACRL Framework for Information Literacy for Higher Education (Appendix 1).	
Creates appropriate learning outcomes specific to the institution.	
Encourages library instructors to work collaboratively with teaching faculty to include information literacy instruction into distance and online courses and programs.	
Collaborates with faculty and/or learning management system administrator to embed library tools and instructional materials into the online classroom.	
Provides point-of-need or virtual assistance which may include, but is not limited to, the following: research needs, use of collections and equipment, general library services, referrals	
Markets and promotes educational services directly to distance and online learning communities.	

Standards for Distance and Online Learning Library Services (ACRL 2023)

6. Assessment

Standard: The library conducts needs and outcomes assessments at regular intervals to ensure that the needs of distance and online learning communities are being met. These needs include, but are not limited to: resources, collections, personnel, library research and instruction, distance learning facilities, DEIA initiatives, and technology.

Standard 6 Benchmarks

Identifies useful metrics, ideally aligned with the vision and strategic goals of the institution.

Utilizes different types of assessment which may include surveys, tests, interviews, student learning, statistics on library use and collections, as well as data on staff and work assignments. Assessment could involve distance and online learning community representatives, including administrators, faculty, and students.

Compares the library as a provider of distance and online learning library services with its peers.

Standards for Distance and Online Learning Library Services (ACRL 2023)

7. Financial Support

Standard: The library and the institution provides funding to support distance and online learning communities. Financial support is an underlying and essential principle for the success of all the standards listed in this document.

Standard 7 Benchmarks	
Advocates for continued financial support from the institution for existing programs.	
Advocates for additional financial support for any expansions or increased enrollment.	

Information from Goal 5, Strategic Plan

Objective 2: Elevate the status of Rio Grande College to the level of a branch campus in preparation for full university status

Outcome 2.1 Prepare physical spaces and resources for university status

Strategy 2.1.1: Create a purpose-built academic campus in Eagle Pass, Texas

Strategy 2.1.2: Provide laboratories, study spaces, a library, patient treatment nursing lab, bookstore, childcare, and other physical facilities required to serve the expanded course and program inventory

Strategy 2.1.3: Conduct research on highly rated equipment and installations that represent models of best practices in higher education (e.g., biology, physics, forensics, chemistry, and health science)

Strategy 2.1.4: Find and catalogue all Rio Grande College library resources and subscribe to appropriate databases for electronic access to scholarly works

Information from Goal 5, Strategy

Estimated
timeline for
these
strategies –
2026-2027?

Objective 2: Elevate the status of Rio Grande College to the level of a branch campus in for full university status

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Strategy 2.1.4: Find and catalogue all Rio Grande College library resources and subscribe to appropriate databases for electronic access to scholarly works

“subscribe to appropriate databases for electronic access to scholarly works” is something that RGC currently does and will have access to via Alpine until we are no longer all under the same SRSU umbrella

Information from 2018 Select Task Force on Efficiencies and Innovations

- “personnel in non-academic departments should be cross-trained so as to improve efficiency and enhance student experience”
- “schedules should be made and adhered to so as to optimize availability to students”
- “the orientation program should be completely revised and updated so that it offers crucial information to incoming students. Students need, but do not always receive, detailed and up-to-date information on [...] the library system”
- “the Rio Grande College website is, to a large extent, the public face of the institution”
- “given the large amount of funds allocated to the Southwest Texas Junior College library (142,200 for use of the facility plus 150,000 HEF funds for the purchase of materials), a study should be conducted to determine how these funds are being used, whether Rio Grande College students and faculty benefit proportionally, whether databases or other services available through the Bryan Wildenthal Memorial Library are being duplicated, and whether there needs to be more input as to how RGC funds are spent. If the SWTJC library is currently unable to determine the ratio of RGC student and faculty usage, this needs to be made a priority.”

Identifying existing Library Services to RGC (that have nothing to do with the MOU)

- Access to library.sulross.edu information and research portals (QuickSearch, Databases A-Z, Online Journals)
- Access to Librarians via phone, email, video conference, and planned in-person outreach
- Access to InterLibrary Loan and ScanIt Services
 - access to ours and other physical collections via physical mail and email
- Access to Archives Services
- Access to Library Buildings [*should not be lost*]
 - *SWTJC Libraries and Public Libraries are open to all (though hours may change at SWTJC and we have to be prepared for that)*
- Access to TexShare Program
- Access to Instruction Services
 - Research Guides, Niche Academy
 - Via Teams, Face-to-Face with planning

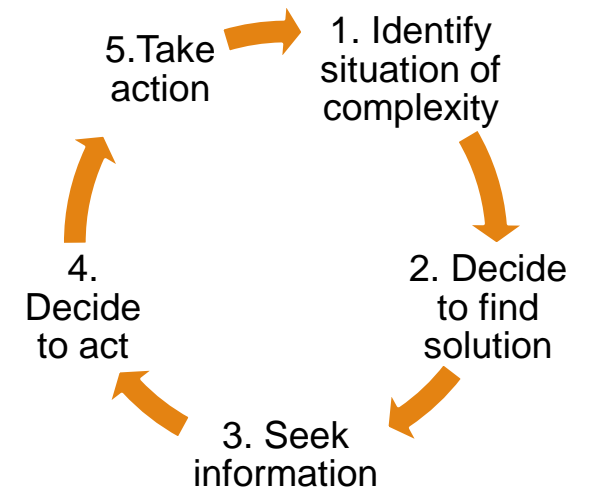
**Lack of awareness or use of the above services is a librarian marketing problem that will be addressed as an opportunity to improve moving forward*

4. Decide to Act

Previously identified goals – and did we come up with more?

Identify timeline(s)

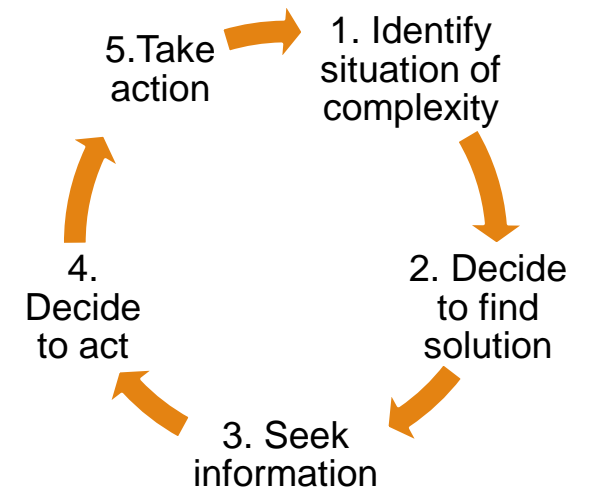
- Sept 1, 2023 = official start of Phase 1
- August 1, 2023, if not sooner, RGC Librarian installed
- Meetings planned through May 17. What do we need to address?
 - Identifying/Assessing spaces to outfit
 - Outfit with what? (assessing needs, wants, collaborators, budgets)
 - Action Items/Your ideas/Your roles in acting



5. Take action

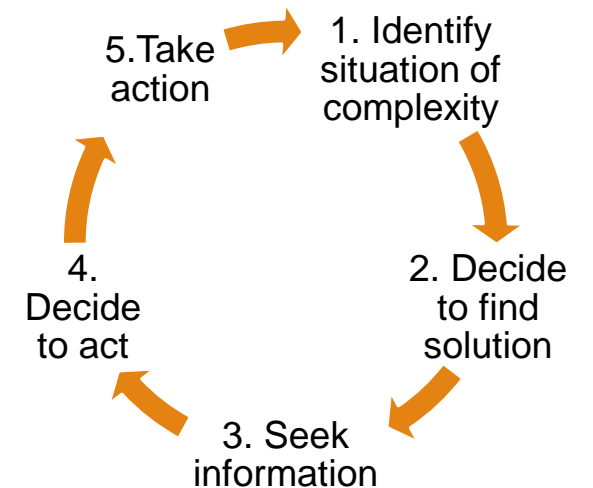
My action items so far:

- With support of Administration, Appoint Mike Fernandez as RGC Librarian (Head of Systems) to be based in Eagle Pass
- Propose Library Assistant position based in Eagle Pass so that Mike can more easily and regularly travel between campuses
- Plan for restructuring of staff in Alpine to implement increased service to RGC
- Meetings with stakeholders who have identified actionable goals for improvement (recommended resources, training, communication ideas)



1. Go again! Identify situation of complexity

Mike needs a space to land in Eagle Pass, and we need to identify spaces for him to be established in Del Rio and Uvalde and on what timescale he will be present in those locations...



Goals and Timeline For Immediate Now

April 26, 2023 –
Working Group
Convenes

*Working Group
magic happens*

By August 1,
2023 – RGC
Librarian
installed in
Eagle Pass

Fall 2023
Semester –
assessment of
needs (hours,
collections,
services)

Spring 2024
Semester –
implement new
findings, rinse,
& repeat
(improve)