Academic Libraries of Indiana
Strategic Plan: a working draft

This strategic plan for academic library collaboration in the state of Indiana is the result of twelve months of study and discussion. The document represents the current thinking of the ALI Steering Committee and is presented to the academic library community for discussion and feedback.

Based on a vision of the role of academic libraries in support of teaching, learning and research and, in turn, the economic and social development of the state, the strategic plan outlines a series of initiatives. These initiatives envision collaborative engagement among the libraries to strengthen their support of teaching, learning and research in our respective institutions.

We welcome comment on this plan which will be discussed at the October 2 meeting of academic library directors when we discuss the reports of the task forces, the concept of ALI and the proposed governance structure.

I want to thank our consultants Liz Bishoff and Nancy Allen for their assistance in preparing this document. They made important contributions to our work in many ways including drafting this version of the report. They did an excellent job of summarizing the issues discussed at meeting of the Steering Committee and in the many e-mail messages exchanged over the wording of the document.

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September 23, 2002
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Mission of the ALI

Indiana higher education directly benefits the cultural, economic, and social well being of the people of Indiana. The mission of the Academic Libraries of Indiana (ALI), a collaborative effort of Indiana’s academic libraries, is to enhance and enrich access to the full range of resources and services required to improve the quality of teaching, learning, and research in our colleges and universities through collaboration and resource sharing among the members of the Collaborative. Its priorities and projects will address library related needs and trends in Indiana institutions of higher learning. ALI members are academic libraries from accredited non-profit public and private colleges, seminaries and universities in Indiana.

Planning process and environment

Work on the foundations of the ALI began when the Private Academic Library Network of Indiana (PALNI) received Lilly Endowment funding for a planning process designed to measure the level of interest across all types of Indiana academic libraries in collaborative approaches to programs designed to improve teaching, learning and research. This planning began with a meeting of all Indiana academic library deans and directors in October of 2001.

The planning process involved a goal setting process based first on discussion with all Indiana library directors, and followed by four regionally based meetings with other library staff. The top 10 trends in teaching and learning were matched with the top 10 collaborative actions that ALI could undertake that would respond to the trends and meet the needs in teaching, learning and research. These top trends and goals were then analyzed and combined into six areas for further investigation, development of goals, actions and activities. At the same time, a Steering Committee representing all types of academic libraries (private colleges, private comprehensive universities, public comprehensive universities, community colleges, and special libraries) was formed to direct this work, communicate with the Indiana library directors, and to coordinate work with other education related initiatives in the state. The Steering Committee established 6 task forces at the end of January 2002, each of which was chaired by a Steering Committee member. Additionally a governance task force was established with the charge of exploring governance models for this new collaborative. The needs, goals, projects, and action areas are described below.

Interim reports were completed at the end of April, and after review, the Steering Committee asked each task force to pursue additional questions, strategies, or data gathering, incorporating these data or considerations into revised reports for discussion at the mid-July meeting, and final reports September 2002. In early October, less than one year after the initial meeting of the library directors, the entire academic library community, along with its key planning partners, reviewed the draft plan.
Other consortial activity and projects in Indiana

INCOLSA (Indiana Cooperative Library Services Authority):
INCOLSA’s efforts are on behalf of all types of Indiana libraries and serves as a major partner for Indiana academic libraries. INCOLSA brings together Indiana libraries from across the state in a range of resource sharing and collaborative activities. The long-time relationships between academic libraries and INCOLSA will no doubt lead to even stronger partnership projects in the future. An INCOLSA representative is a non-voting ex officio member of the ALI Steering Committee.

State Library:
The Indiana State Library is also a key partner of the planning process, and the State Librarian is an ex officio nonvoting member of the ALI Steering Committee. Both the State Library and INCOLSA partnerships will ensure that appropriate resource sharing may be extended outside the academic community when that is workable and valuable to furthering the goals of ALI.

Existing consortial relationships:
One of the first activities on which the current collaborative development planning effort was based, was a survey of other consortial groups with which Indiana academic libraries are involved. Most libraries indicated participation in statewide academic library groups such as PALNI and State University Library Automation Network (SULAN), regional library groups, subject-related groups through which several libraries acquired shared resources, and professional associations (e.g. ATLA). Indiana academic libraries show a strong bias toward cooperative action to the benefit of their libraries and their users research and information needs.

IHETS (Indiana Higher Education Telecommunication System) and IHC (Indiana Humanities Council):
IHETS vision is to provide learners, both inside and outside Indiana a personalized, single point of access to the information, knowledge and educational opportunities available in Indiana. To support this initiative, IHETS has developed a portal concept to deliver content supporting information content delivery within Indiana. Lilly has awarded a $140,000 planning grant to the Indiana Humanities Council that will partially fund IHETS planning. The Council has a second initiative, a teacher desktop/portal project targeted for the K-12 community. The third initiative is the development of the Encyclopedia of Indiana project, located on the IUPUI campus and funded by the NEH. The Steering Committee or a member of the Steering Committee has met with representatives of each of these projects. A liaison has been established with IHETS project and the Indiana Humanities Council initiative. Steering Committee representatives have been actively monitoring the efforts of these initiatives to assure an appropriate level of coordination and involvement of the academic library community.
Trends in teaching and learning

In several days of meetings with hundreds of Indiana’s academic librarians and library staff\(^1\) there was strong agreement that change in the information environment, in student expectations, and in teaching, learning, and research tools are creating needs that libraries can best address in collaborative ways. In these wide ranging discussions, these matters were raised in categories of campus-wide issues, and student expectations:

Curricular Trends:
Curriculum change is driving a new set of learning and information service needs. New degree programs, interdisciplinary partnerships, and internationalization are all identified as issues the academic libraries must respond to. As these new content areas take shape across the state, colleges and universities are seeking appropriate methods of assessment, not only to respond to outcomes-based institutional and program appraisal, but to learn more about the impact of these changes on learning. Libraries are also engaging in new forms of program review. Several have participated in the Association of Research Library’s LibQual+, a qualitative assessment process, while others are monitoring the effectiveness of this new evaluative tool.

Classroom and Academic Technologies:
Technology of many kinds is now found in the classroom, and faculty and libraries are working in closer collaboration with technology units on service and support issues that, together, result in better learning tools and learning environments for students. At the same time libraries are working with faculty in development of curriculum utilizing this software, incorporating library resources in classroom instruction and student instructional resources. This new technology is changing roles for all. The use of the library is also changing. The library is responsible for media (including digital media) services, for classroom space, individual student and faculty member use. It is also sometimes the case that libraries work on these matters with the Information Technology units. Keeping up with these new leadership roles offer challenges to libraries, as they maintain their traditional leadership roles within the library, the library community and the continuing changing campus community.

Web-based Course Management Software:
In the category of campus-wide issues was the widespread use of classroom support software for course materials on course websites, as well as other forms of online education in support of on-campus and off-campus learning. These relatively new tools are offering faculty the capability to communicate with students outside class time, making course syllabi and other reading material available to students from any computer-equipped location, and enabling off-campus student communities such as those engaged in overseas studies to continue with their work.

\(^1\) Librarians and library staff in all kinds of positions from administrative, to public services, to technical services, to systems management participated in a series of regional sessions.
**Student Expectations:**
With the information and consumer technology environment in a state of rapid change, there are some undeniable facts: students are increasingly reliant on the web, and they demand electronic, full-text resources as a matter of convenience, flexibility, and work life. A recent study indicated that while nearly all students will begin a research or school project by doing a web search, many remain unsatisfied with their results, and need instruction from information professionals on both web based and traditional research methods. Indiana librarians report faculty frustration with the quality of student research when relying entirely on the open web. Indiana libraries, now offer a carefully selected set of electronic licensed resources through INSPIRE along with other purchased resources to meet student research needs. Working with faculty and the information literacy programs, librarians can support the need for improvement in all kinds of knowledge management.

**Network and Bandwidth Support:**
Bandwidth and network reliability issues become even more important in an environment where teaching and learning is done not only in the classroom, but also with the assistance of networked learning resources. Faculty and the library may both wish to mount large image files such as .pdf files, videos, sound files, or other course or research related resources, making bandwidth and network reliability a **mission-critical** issue.

**Research Trends and Faculty Expectations**
As scholarly communication models change (and they change faster in some disciplines than in others), the ways faculty work together has changed. Email has made an enormous difference in the pace of scholarly partnerships, removing geographic barriers to most research projects. Scholars working together on publication projects can use online collaborative tools to modify common documents, or develop arguments within their group, regular face-to-face meetings are no longer necessary. Even the process of peer review of scholarly publications has been impacted by telecommunication. Scholarly journals are produced and distributed with digital technology, and many scholarly journals are retained in online archives, faculty expectations have risen regarding instant access from home or office to whole libraries of the scholarly record in their fields. The Association of Research Libraries has made progress on defining and developing a “scholar’s portal”, complete with tools and resources to support desktop requirements of scholarly pursuits. As scholars use technology to create digital research resources, including websites, data sets, and online collaborative and communication environments, their expectations of the library are changing, and the research library community is examining new roles, such as service as the institutional repository of faculty intellectual property, regardless of prior library ownership concerns.

At the same time, the cost of scholarly information has risen to the point that few universities can fund the library to acquire and maintain the full scholarly record in all fields of inquiry. The well known inflation rate of scholarly publications has, over the

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2 the JSTOR project is a chief model
past decade, caused college and university libraries to cancel a huge proportion of serial subscriptions in order to maintain some book purchasing activity, which remains critically important in the humanities. After years of not always slow decline in library purchasing power, there are new collaborative efforts to develop less costly models of creating and sharing the scholarly record, particularly in science and technology. Chief among these efforts is a project called SPARC\(^3\) (Scholarly Publishing and Academic Resources Coalition).

The Need For Library Action Based On Higher Education Trends.

The ALI recognizes the strength of collaboration to address the issues all academic libraries face in responding to these and other trends in higher education, in Indiana, and elsewhere. In the library directors’ meeting, participants identified a set of high priority needs and determined that through collaboration, the academic libraries of Indiana can leverage their resources, use gift funds, grants, state funding and project funding for the good of the entire Indiana academic community, and invest in an improved information infrastructure while at the same time, providing improved information content. To further this process, the commitment to collaborative effort is embodied by the creation of the ALI.

Need: Improve the Information Infrastructure:

Need to create The Learning Portal
The information infrastructure includes a number of components. One would be the learning portal. One or more academic resource portals would be available to offer ‘one-click-away’ links into academic content that would be accessible to all Indiana faculty, staff and students. This kind of tool is more than a website; it combines high quality searching and retrieval tools linking to high quality resources, offering both specialized subject guides and general resources. It will present the online catalogs of all participating libraries, along with an expanded list of full text publications, references, and research tools. It will be a one-stop center for academic information location and retrieval.

Need to create a statewide Virtual Catalog
A second aspect of the information infrastructure would be the virtual statewide library catalog. All faculty, staff and students would benefit from the statewide virtual catalog as a key resource available through the learning portal. The faculty, staff member or student can search all the state’s academic libraries with a single search, regardless of their location within the State, using this single virtual catalog. The catalog would allow the searcher to find out which library holds the needed item and would empower the searcher to launch a delivery request. Policies associated with this new and powerful lending and borrowing system would balance responsibilities for lending and borrowing so that even

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\(^3\) [http://www.arl.org/sparc/home/index.asp?page=0](http://www.arl.org/sparc/home/index.asp?page=0)
the largest research libraries would not be unduly burdened, while even the smallest or specialized libraries would share their resources. All students would benefit, and all libraries would be better able to serve their users’ needs.

Need for Robust Telecommunication Service and Network Capacity
A third aspect of the information infrastructure would be improved telecommunication and network capacity. This capacity would support growth over time of the “pipeline” over which digital resources can be delivered to schools and to students/faculty. Video-based learning, digital photographs, digitized unique primary research collections, and full text images are all examples of kinds of learning resources requiring stable, high-capacity networking. Internet2 is already in place in Indiana laying the foundation for the type of facility to support research and learning.

Digitization
A fourth aspect of the information infrastructure would be a shared platform of digitization standards, equipment, training, and search systems enabling any interested cultural or scientific heritage repository\(^4\) to create digital versions of their rare and unique collections for general use. This state of the art activity is being done collaboratively in many areas of the country. Many Indiana librarians and archivists have developed the advanced skills in digitization to undertake digitization initiatives. This knowledge could be shared with others in the state, developing the skills across a broad range of institutions, allowing the highly valuable collections in small colleges and universities to be offered through a collaborative infrastructure of training, creation, delivery and preservation.

Information Content:
In addition to the infrastructure, the library community will collaborate to address needs related to student and faculty expectations for content. Three ways to do this would be through augmented academic full text online content, through improvements in the interlibrary lending and delivery system supporting access to ALL Indiana academic library collections, and through a collaborative approach to the preservation and housing of lower-use but still vital paper collections.

Need to expand online academic content:
Since 1998, the State of Indiana has funded INSPIRE (INdiana SPectrum INformation REsources), twenty-one full-text electronic information databases available to any citizen with Internet access. Academic librarians joined their public library colleagues in selecting these resources. While, because of the state’s current fiscal crisis, funding has been suspended, the library community has identified options to maintain these vital resources until state funding can be restored.

\(^4\) Cultural heritage institutions are defined as archives, libraries, historical societies and museums, whether affiliated with an academic institution or not.
Building on the INSPIRE collaborative effort, members of the ALI intend to identify a key set of additional full-text electronic academic resources to further enrich information resources available for all our students and faculty. While initial funding may be through a grant, over time, participants will seek state funding and/or share the costs among the members equitably, with the negotiated price being substantially lower for all. In addition to this core set of academic databases, the ALI will provide an environment allowing the members to partner on selected sets of titles of interest to some or but not all ALI members.

The need for collaborative preservation and storage facilities for selected physical collections:
A collaborative approach to improving academic resources online must be balanced by collaborative programs addressing all libraries’ responsibilities for the preservation of the physical paper collection of books and journals over time. This protects the investments made across the state in retrospective resources, ensures that some libraries may not need to add new collection space, and increases the possibility that construction and renovation funds can be targeted to the type of program improvements that are identified in the needs statements above. These include improved central services in libraries for curriculum change, including teaching and group learning spaces, consulting services on information content and new course design, student spaces for information retrieval, and other “people” and “technology” spaces in libraries as these vital institutions move forward in the digital age. Provision of a common preservation and storage plan for the libraries of Indiana is therefore a highly future-oriented and strategic direction, setting the stage for libraries and universities to address many expressed programmatic needs at once.

Improved access to collections:
The interlibrary lending system has been used for decades, evolving with technology, as individual libraries could upgrade their internal operations over time. With collaborative action, dramatic improvements in resource sharing would be implemented, such as faster delivery of journal articles using digital scanning and delivery systems, faster request processing using commonly accepted software and protocols, and faster delivery of returnables (books and other paper volumes) with expansion of Wheels, the statewide courier service. These improvements would support the delivery component of the statewide online virtual catalog discussed above. Efficiency improvements in library interlibrary loan offices would result in significant service improvements for students, staff and faculty requesting shared resources.

Access to special collections and unique resources:
Indiana’s academic libraries contain thousands of unique materials in their special collections and archives available only to those scholars willing to travel to those libraries. Creating digital collections of these materials for networked delivery and access would significantly enrich the information resources available to our faculty and students. Though there is some activity among Indiana academic libraries, as a whole, we are lagging behind in creating digital library resources.
Strategic Projects to Address These Needs

Based on the above trends and needs, the library directors identified the following collaborative projects to improve teaching, research and learning in Indiana’s colleges and universities. The ALI Steering Committee formed Task Forces\(^5\) to proceed on strategies and to recommend action, as identified below.

Shared Access to Licensed Electronic Resources

**Outcome:**
Student–oriented resources are dramatically enhanced through cooperative licensing of high quality and high priority academic online resources, including full text journals, digital reference resources, electronic books, and other research and discovery materials.

**Strategies:**
Determine options (models) for the process of identifying an expanded set of online resources to license, and models for short and long term funding. Make recommendations for establishing expertise on licensing terms and legal aspects, as well as negotiation strategies. Give consideration to the issues of authentication and digital archiving for these resources as appropriate. Provide an estimated budget, and an assessment of the broader impact on strategies for funding, such as issues related to the public good and general public access.

**Action**

- Purchase academic e-book titles from NetLibrary in the sum of $1-$2M, along with bibliographic records.
- Purchase the complete JSTOR holdings to date for all participating libraries.
- Complete the process of identifying a core set of licensed resources relevant to all academic libraries, providing all higher education students with common resources regardless of the institution they attend. This would enrich the resources available, in some cases allow redirection of funds, and usually lower the cost per user because of leveraged pricing. It would also simplify bibliographic instruction and facilitate cooperative development of traditional and online training material.
- Develop a statewide training program for library staff.
- Staff the process of resource selection, license negotiation, and assessment of the choices. This could be a contract with a key partner.
- Seek funding for all onetime purchases, as well as a 4-year funding package for licenses resulting in a phase-in timeline for library or legislative funding.

\(^5\) The Task Forces are each chaired by a member of the Steering Committee and have as members individuals from around the state with special expertise in the areas covered.
Enhanced Resource Sharing and Document Delivery

Outcomes:

Faculty, staff and students attending any of Indiana’s institutions of higher learning will have quick and easy access to collections held by all colleges and universities. Faculty, staff and students will be empowered to determine the location of library resources and initiate requests, and will benefit from speedy and efficient delivery systems appropriate to the format of the material. In the long term, libraries across the state will be able to collaborate on innovative collections-related planning in support of curricula and research.

Strategies:

Examine the consortial and technical models for creating a virtual union catalog on which patron initiated lending and delivery would be based. Identify the policies that would need attention for consortial support of such services, including net lender reimbursement, load balancing, walk-in support of library users, patron loan rules, delivery systems, etc. Identify implications for other resource sharing programs, including statewide impact. Ensure that resource-sharing tools are integrated with improved search and access systems and tools for web access of all information resources. Provide an estimated budget.

Action:

The Task Force undertook a detailed needs assessment survey of all Indiana academic libraries and has examined data on the lending environment in Indiana. Products for greater staff efficiency were identified, and demonstrations have been completed. A summary of needs would be centered on the fact that most libraries do not have online request or delivery systems or ILL data management, and are instead dependent on paper procedures and rekeying, slowing the delivery of needed research materials. In addition, libraries have different contracts with INCOLSA Wheels and only the largest libraries have daily pick up and delivery. This slows down the process for all libraries. There is no union catalog for Indiana academic libraries. This was initially considered less of a problem because there are three major library consortia as well as WorldCat to support the identification of information resources.

The Task Force recognizes dual goals: for students and faculty, there is a need to improve access to information materials, including bibliographic and physical access and timely access to remote materials. To do this, staff efficiency must be increased, and library costs reduced, including OCLC costs. This would improve the speed of delivery and at the same time, help us cope with the expected increase in interlibrary loan activity suggested by the data provided by the Pennsylvania and Colorado projects and also provide ongoing affordability of any system we purchase as a part of the grant project.

Therefore, the action agenda is:
• To increase the speed of delivery to and from libraries by introducing Ariel (or similar software) to all libraries to deliver articles across the Internet and we will provide a common five-days-a-week delivery contract for most participating libraries and some form of mail reimbursement to encourage smaller libraries to provide speedy delivery of returnables.

• To introduce ILLiad (or something similar) that will allow users to easily identify and transfer needed book citations from a catalog or article citations from a database to a management software that will then transfer the request to the lending library and at the same time offer load leveling and support for the interlibrary loan operation. Net lender reimbursement is key, so that no one library is unduly burdened. We will integrate as many operations as possible in order to assure user-friendliness. We will work with the Web Tools Task Force to accomplish this.

• To establish an ongoing oversight committee to evaluate the implementation of the options we propose and also to seek remedies to problems in the future as they arise.

• To establish an evaluation project to study the impact on library staffing, collections, and lending statistics of the two largest library systems this year as they introduce user-initiated circulation systems. We will also study library ILL/DDS lending and borrowing and turnaround statistics.

• To use LibQual+ to assess user satisfaction.

Tools for Accessing Web-based Resources

Outcomes:

Students, staff and faculty will have one-click, web-based tools to locate, request, or use information resources of all kinds, from books, to websites, to digital primary resources, to journal articles. This federated search engine/portal to the information world of Indiana will enable linkage with subject resources appropriate for student learning as well as course resources for teaching.

Strategies:

Investigate and analyze commercial products for federating search services (including common interface solutions), search tools, improved linking to digital resources through licensed indexes and abstracts (SFX-type tools), and related resources that could be licensed for improvement of the library user experience. Provide an estimated budget, and address the general statewide impact.

Action:

• The Task Force saw demonstrations of major federated search engine products, and on the basis of available functionality, prepared an RFI designed to inform the community of costs and services.
• The Task Force looked at other consortial models for the presentation of networked resources including a virtual union catalog of bibliographic records and holdings.
• The group worked with the Task Force on Resource Sharing to build desired functionality into the RFI so both analysis processes would benefit.
• On the basis of the RFI, a recommendation for a product will be made, and funding will be sought from the Lilly Endowment to benefit all libraries in Indiana.
• Because some libraries are already licensing such a product or considering a license, the Task Force will design a practical method of integrating (through a tiered architecture) or merging (through license transitions) such tools over time.

Telecommunication Infrastructure and Bandwidth

Outcomes:

The information pipeline for library resources and services will be adequate for knowledge transfer and information management needs of the students and faculty they serve. Future developments in the rapidly changing learning environment (interactive video, teleconferencing, image management, and other high volume documents) will be supported as they emerge with appropriate growth in network capacity and reliability.

Strategies:

Determine if there are minimal bandwidth standards that should be delineated, and make recommendations. Investigate and recommend ways that collective activity could improve advocacy for libraries’ uses of telecommunication infrastructure. Look at issues related to cooperative networked resource authentication. Develop telecommunications white paper.

Action:
• Complete a white paper on needs of libraries and impact on telecommunication environment.

Shared Digitization Infrastructure, Including Digital Archiving

Outcomes:

Primary resource materials supporting curricular and research programs will be available in digital form on the web, with institutions of all kinds contributing their digital collections. Digital photos, rare material, unpublished manuscripts, and other hard to find, or at-risk research material will be possible for students and faculty to locate and use regardless of the physical location of the searcher. High quality standards-based digitization will be an activity possible for academic libraries of all kinds. A digital resource reflecting primary material owned by Indiana institutions or about Indiana will
available to the people of Indiana, and the world of Web users through the Federated Search Engine, and the Virtual Library, with a common search environment enabling researchers the power to search across institutions and across formats. Once created, digital resources will be preserved (archived) for future generations.

**Strategies:**

Look at models and options for a collaborative approach to developing digital collections and services, with the result that users would have an integrated approach to digital primary resource collections and other digital resources, such as state documents. The result would be that Indiana academic libraries would have a way to create and enable access to digital primary resources. Address issues such as a planning process for adopting common minimal metadata and scanning standards, search options, and archiving issues, as well as the possibility of an inventory of content, activity and need.

**Action:**

- Identify issues for a “recipe book” for managing digitization projects. Building digital capacity, both with in-house and outsourced strategies, focused on a consistent approach within national standards yet allows for local guidelines. Elements will include:
  - Selection of content,
  - Creation of metadata, establishing or adopting guidelines and best practices,
  - Digital conversion, establishing or adopting best practices
  - Delivery and network access, working in accord with the White Paper from the Telecommunication Task Force.
- Conversion to digital formats could be established as part of the general infrastructure, or it could be up to each institution, with guidelines in the “recipe book.”
- Digitization needs to be coordinated so that small and large projects build into a total resource base for the state. There should be shared problem-solving capacity. The Task Force will make recommendations on the preferred architecture for serving and supporting image archives, choosing between a common repository or a decentralized model.
- The Task Force will survey academic libraries on current initiatives and interests, including the arena of institutional repositories.
- The Task Force recommends developing and offering statewide training programs,
- Recognizing the need to publicize or market a digitization program for Indiana, primary user groups will be targeted, consulted, and involved.
- The Task Force will investigate and launch a significant project designed not only to demonstrate the effectiveness of the process and infrastructure, but also to contribute new content to Indiana.
- Implementation could be through consultants, or funding a task force, or a combination of both.
• The Task Force will consider future expansion strategies to other types of repositories, such as historical societies and museums. It will consider Indiana topical, or Indiana-owned content that supports the IHC/IHETS idea.

Shared Storage and Preservation of Physical Volumes

Outcomes:

Through creation of a shared storage and preservation facility, Indiana libraries will no longer need to address shortages of preservation-quality collections storage space, and can refocus efforts to improve service and user spaces in libraries. Last copy practices will be supported by rapid-recall access services, and stored material, including at-risk materials in need of climate-controlled spaces will be preserved for future generations of scholars. Document delivery services for the stored collections will enable innovative space savings activities.

Strategies:

The task force will make recommendations for shared storage options, including facilities, policies (including last copy, preservation, and duplication issues), access and delivery issues, and economic models to share the costs. The benefits of participation in a shared storage facility include: elimination of multiple and redundant planning efforts, prolonging the shelf life of stored volumes and boxed material, reducing preservation expenses in each institutional location, reducing staff time devoted to borrowing from multiple locations, the capability of re-allocating space to user-oriented areas from collection-oriented areas, and extending collection budgets by not purchasing titles held in the Depository. Policies and procedures supporting these benefits must be developed collaboratively.

Action

• The Task Force prepared and implemented a survey.
• Most libraries responded to a survey of interest in shared storage and preservation. Many indicated an immediate need, and those without an immediate need are supportive of the idea.
• The Task Force recommends that funding be obtained for a 2nd bay for the Indiana University storage facility at Bloomington and for its initial fill process.
• A cost analysis indicates that the annual storage cost is about $.09 per volume.
• Indiana University is preparing a detailed budget analysis with various storage participation scenarios.
• It is recommended that the ALI Steering Committee be the governance body for policies related to shared storage in the expanded facility at Bloomington.
Governance of the ALI

The ALI (Academic Libraries of Indiana) Collaborative will seek to become a 501(c)3 non-profit corporation in order to best determine for the members collective needs and implementing cooperative ventures that will improve the quality of teaching, learning, and research in our colleges and universities. As a non-profit ALI will be able to seek private and federal grant funding and as well possibly obtain state funding through Indiana partner organizations, such as INCOLSA, the State Library, Commission on Higher Education. The Collaborative also can work with these agencies and even one of our own member libraries, when useful for project management and implementation.

Member libraries must be part of a not-for-profit institution of higher education accredited by the North Central Association or the Association of Theological Schools within Indiana. Participating libraries will pay an annual commitment fee to fund the collaborative’s administrative costs and core services available to all members. All other projects will be on a voluntary basis and the costs shared among the participants. The Board of Directors will be composed of the library directors of the member libraries. The Board shall adopt and amend the Articles of Incorporation and the by-laws, adopt the annual budget, the strategic plan and consider other matters referred to it by the Steering Committee.

The fifteen member Steering Committee will be composed of representatives of Board of Directors selected by each of the following constituent group: Privates - PALNI members (3), Notre Dame (1), Another private college or university not a member of PALNI (1), Publics - Indiana University Bloomington (1), Purdue, West Lafayette (1), Other public universities (BSU, ISU, IUPUI) (2), IU/Purdue Regional Campuses, Southern Indiana U. (2), Ivy Tech/ and Vincennes (3), and one at-large member (1). The Steering Committee shall have the power to take charge of, manage, and conduct the business of the Collaborative, including formulating a strategic plan and an annual budget plan for approval by the Board of Directors. The Directors will elect the officers of the Steering Committee, who must be members of Committee, and the at-large delegate. After 3 years a committee will be appointed to review the governance structure.
Appendix A
Planning Task Forces Membership

As formed by the Steering Committee, January 28, 2002 and amended since. Draft of 3/06/2002

The TASK FORCES are asked to inform the Steering Committee on each topic, making recommendations as directed in the charges. The Steering Committee will evaluate, prioritize, and refashion the resulting information into the Lilly Planning effort for the final proposal. The Task forces will be comprised of individuals suggested by Steering Committee members who are expert in the field, and who come from various library types. Task Forces should consult individuals or groups with expertise as needed. The chair of each Task Force will be a member of the Steering Committee. Interim reports from all Task Forces are due April 12. Final reports are due October 15, 2002. Summary reports are available on the ALI website: http://www.earlham.edu/~libr/inalc/status.htm

1. Licensing

Determine options (models) for the process of identifying an expanded set of online resources to license, and models for short and long term funding. Make recommendations for establishing expertise on licensing terms and legal aspects, as well as negotiation strategies. Give consideration to the issues of authentication and digital archiving for these resources as appropriate. Provide an estimated budget, and an assessment of the broader impact on strategies for legislative funding, such as issues related to the public good. Chaired by Allen McKiel [Amckiel@ivy.tec.in.us, 219-289-7001]. Membership: Emily Mobley [emobley@purdue.edu], Martha Brogan [mbrogan@Indiana.edu], Tom Kirk [kirkto@Earlham.edu, 765-983-1360], Jackie Delong [Anderson University, 765-641-4277, jsd@anderson.edu], William Corya [wcorya@purdue.edu]

2. Enhanced document delivery (including a virtual or physical union catalog, patron initiated ILL)

Examine the consortial and technical models for creating a virtual or physical union catalog on which patron initiated lending and delivery would be based. Identify the policies that would need attention for consortial support of such services, including net lender reimbursement, load balancing, walk-in support of library users, patron loan rules, delivery systems, etc. Identify implications for other resource sharing programs, including statewide impact. Provide an estimated budget. Chaired by Judith Violette [IUPU Ft. Wayne, Violette@ipfw.edu, 219-481-6511]. Members: Cheryl Truesdell, Pat Steele [Indiana University, steele@indiana.edu], Ruth Miller [University of Southern Indiana, rhmiller@usi.edu, 812-264-1824.], Doris Stephenson, [Manchester College, dfstephenson@manchester.edu, 219-982-5028]. JoAnne Arnold (St. Joseph's College at Calumet).
3. Tools for accessing web-based resources

Investigate and analyze commercial products for portal services (including common interface solutions), search tools, improved linking to digital resources through licensed indexes and abstracts (SFX-type tools), and related resources that could be licensed for improvement of the library user experience. Provide an estimated budget, and address the general statewide impact. **Chair by David Lewis** [Indiana University-Purdue University, Indianapolis, dlewis@iupui.edu, 317-274-0493] Members: Bob Slayton [Vincennes University, 812-888-4166, bslayton@indian.vinu.edu], Susan Mannan [Ivy Tech Indianapolis, Smannan@ivy.tec.in.us, 317-921-4916 or 800-732-1470], Dan Marmion, John Fribley. Chip Dye [IUPUI, cdye@iupui.edu, 317-278-3025] and Julie Bobay [IU Bloomington, bobay@indiana.edu, 812-855-3766].

4. Telecommunication Infrastructure and Bandwidth

Charge: Develop a general description of current statewide network environment; develop a general description of network infrastructure needed now and in the future for Indiana higher education. It should it be broadly based to respond to different needs dictated by size and location. Answer the question: Should minimum bandwidth standards be delineated? Develop a general description of benefits to libraries and to the whole campus. Investigate and recommend ways that collective activity could improve advocacy for libraries uses of telecom infrastructure. Look at issues related to cooperative networked resource authentication. Provide general description of costs. **Chair by Lewis Miller** [Butler University, lmiller@butler.edu, 317-949-9714] Members: Suzanne Rice, Jeff Beck [Wabash College, beckj@wabash.edu, 765-361-6346], John Robson, [Rose-Hulman, John.m.robson@rose-hulman.edu, 812-877-8365].

5. Shared digitization infrastructure, including digital archiving

Look at models and options for a collaborative approach to developing digital collections and services, with the result that users would have an integrated approach to digital primary resource collections and other digital resources, such as state documents. The result would be that Indiana academic libraries would have a way to create and enable access to digital primary resources. Address issues such as a planning process for adopting common minimal metadata and scanning standards, search options, and archiving issues, as well as the possibility of an inventory of content, activity and need. **Chair by Jennifer Younger** [Jennifer.A.Younger.1@nd.edu, Phone 574-631-7790, Members: John Robson [Rose-Hulman, John.m.robson@rose-hulman.edu, 812-877-8365], Robin Crumrin [IU-PUI, 317-278-2327, rcrumrin@iupui.edu], John Straw [Ball State, jbstraw@bsuvc.bsu.edu], Kris Brancolini, [Indiana University, brancoli@indiana.edu], Neal Baker [Earlham College, bakeme@earlham.edu, 765-983-1355]. Rick Provine [DePauw University, provine@depauw.edu]
6. Storage

Make recommendations for shared storage options, including facilities, policies (including last copy, preservation, and duplication issues), access and delivery issues, and economic models to share the costs. **Chaired by Suzanne Thorin** [Indiana University, thorin@indiana.edu, 812-855-3403]. Members: Michele Russo [Indiana University, South Bend, mrusso@iusb.edu, 219-237-4448] , Gay Danneley [University of Notre Dame, danneley.1@nd.edu, 219-631-3282], Harold Shaffer [Indiana University, Shaffer@indiana.edu], Larry Frye [Wabash College, fryel@wabash.edu, 765-361-6327], Sherry Stormes [Butler University, sstormes@butler.edu, 317-940-9218].