

# University of Southern California Joint Provost-Academic Senate Committee on University Libraries Report to the Academic Senate and the Provost, 2019-2020

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May 6, 2020

## Executive Summary and Charge to the Committee

The USC Libraries Committee, a joint Committee of the Academic Senate and the Office of the Provost, advises the Dean of the USC Libraries and the Provost on matters related to print and digital information resources and technologies, and on policies associated with scholarly communication, research, teaching, and study. The Dean of the USC Libraries apprises the committee of current issues and challenges associated with these resources and endeavors.

During the 2019-2020 academic year, the Academic Senate requested that the Committee prepare a report containing a set of recommendations about how the university should consider the use and retention of print materials strategically and intentionally.

In this report, the Committee responds to and contextualizes the following specific questions:

- What role should our library have in encouraging our faculty and students to use print materials and digital resources?
- How can the library encourage greater use of primary research materials?
- What strategic recommendations do we have about how the university can be intentional about the use and retention of print materials while optimizing our digital resources?

The committee embraced these queries through a series of meetings, follow-up research, and preparation of this report. The Committee was guided by a dedication to inform colleagues of critical issues pertaining to research libraries at major institutions of higher learning and, in particular, the specific contributions of USC's libraries in furthering the research and pedagogical missions of USC.

Notably, the charge to the Committee, and the initiation of its work, commenced prior to the COVID-19 pandemic, however, the crisis and the USC Libraries' response merits inclusion in this report. Accordingly, the discussion and the recommendations in the report's conclusions are built upon general and highly specific issues and contexts.

A binary view of print versus digital sources is limiting and ill considered. The Committee urges a creative and strategic embrace of *both* (and *all*) formats in pursuit of the University's mission to advance and exchange knowledge. Investment in broadening the availability and accessibility of multiple-format texts and images—as well as in the spaces in which they are housed and contemplated—remains of utmost importance. This report's space recommendations come, in part, from the Committee's recognition that USC's libraries have not received allocation of new space, or approval to pursue purpose-built facilities, since Leavey Library opened in 1994. Instead, there has been a significant loss in key-to-mission space.

The COVID-19 crisis demonstrates the libraries' fundamental role in challenging times. As the report underscores, USC Libraries should and must play a significant role in the post-pandemic moment and beyond with regard to the restoration and enhancement of intellectual and collegial

communities across campus. Specific strategies regarding enhanced instructional programs, expanded collection development of print and digital sources, and integration of these sources into research and teaching round out the recommendations.

## **Overview of the USC Libraries**

USC has twenty-three libraries and information centers on the University Park and Health Sciences Campus, and throughout the Los Angeles region. The libraries are the 2<sup>nd</sup>-oldest unit on USC's campus after Dornsife College (formerly the College of Letters, Arts and Sciences). There are 217 library faculty and staff and the libraries employ nearly 400 students. The libraries partner in research, teaching, and learning enterprises across all of USC's campus. The libraries are community partners through [L.A. as Subject, Lost L.A.](#), and [K-12 curriculum](#) programs and are participants in many consortia to increase availability of resources and services for USC. The libraries are a lead partner, with USC's ITS and the Shoah Foundation, in the [USC Digital Repository](#), and a lead partner, with the Marshall School, in the [USC Master of Management in Library and Information Science](#) (MMLIS) program. USC's MMLIS has one of—if not the—most diverse student bodies in library professional education nationally.

## **The University's and the Libraries' Relationship to Print and Digital Resources for Teaching, Learning, and Research**

The 2019-2020 charge to this Committee was to consider the relationship of the University and its libraries to print research and teaching resources. The USC Libraries define the relationship to print collections similarly to the relationship to materials in all formats and media. That is, the libraries faculty develop collections that contribute meaningfully and substantively to research, teaching, learning, and clinical and creative practice at USC; therefore the libraries are format agnostic, and content is prioritized over medium.

From that perspective, the distinction between the physical and digital with regard to academic library collections is a counterproductive binary, one that obscures the intellectual value of the materials. Such distinction also excludes vital materials that do not fall squarely into either category. To build meaningful collections across the disciplines, the medium is relevant primarily as it relates to research or pedagogical needs and methods, or in the case of specialized collections, the rarity and historical research value of an object or document in its original form. Successful academic libraries—those that excel as genuine, vital partners in the academic, creative, and research enterprises of their universities—approach the development and provision of collections as a question of intellectual need and responsibility rather than an either-or proposition.

As the academic library of a major, private research university, the University's responsibility to the intellectual needs of the academic community requires that consideration is provided not only to the print aspect of a portion of collections, but also to the research value of *all* materials. Books represent only a segment of our physical collections, and the discourse of print-versus-digital omits the essential research value of archives and other primary sources to a multidisciplinary range of students, faculty, artists, clinicians, and other researchers.

It is also the responsibility of the library system of a global university to counter the notion that everything of research value is available electronically. The OCLC publication, "Making Archival

and Special Collections More Accessible,” reports that only 56% of archival materials held by North American research institutions are discoverable through digital means. The percentage drops to 42% when considering collections of cartographic materials (Conway & Proffitt, 2015).

Two additional areas of concern are the intellectual value of materiality and the accessibility benefits of digital materials. According to “The Future of the Academic Library Print Collection: A Space for Engagement,” “There are distinct advantages to both: Print materials offer an awareness of material culture, history, and durability in ways that remain elusive for digital materials, while digital materials radically accelerate the rate at which information can be retrieved, analyzed, and otherwise adapted for academic work” (Arizona State University Libraries, 2017). With admirable clarity, this statement underscores a critical point: Library collections encompassing all formats are essential to high-quality higher education.

The COVID-19 crisis has heightened the necessity of library collections in a full range of formats and media. Demand for physical materials among USC students and faculty has persisted during campus-wide remote teaching. Although the entire teaching enterprise of the University has moved online, USC Libraries continue to ship physical materials, at a 194% increase over the same period in Spring 2019, to students and faculty who have no digital alternative and would be unable to maintain academic continuity without this vital service. Digital delivery of articles and book chapters has increased 582% over 2019 totals for the period. Always critical to the University’s mission, USC’s libraries continue to be at the center of the learning, teaching, and research for a post-COVID-19 USC.

### **The Essential Value of Libraries to the University’s Teaching and Research Missions**

As a Carnegie research 1 university, USC’s teaching and research activities work synergistically with student learning and the advancement of knowledge forming the dual core of USC’s unified mission. The libraries, deeply integrated into the digital revolution for decades, participate in this mission by partnering with faculty and providing print and digital information and data, equity in information access, and spaces and collections for discovery, research, teaching, and learning. Information is the foundation of teaching and learning. It is essential that faculty and students have access to both contemporary and historical data in their work across every academic discipline. USC’s libraries form the lifeline between its students and faculty and the time- and discipline-spanning knowledge that their intellectual achievements require.

This Committee recognizes that library faculty hold unique expertise that adds value far beyond acquiring and providing access to resources. USC libraries faculty design and conduct [information literacy instruction](#) and orientation modules that ensure students can articulate needs, identify, and use appropriate resources to articulate arguments, and evaluate their discoveries. USC libraries faculty collaborate with faculty in each of the professional schools and in Dornsife College to teach and co-teach courses, helping students develop skills and strategies necessary to navigate print and digital resources as they complete coursework, engage in research, and contribute to their disciplines.

Library faculty participate in the Center for Excellence in Teaching (CET) USC Excellence in Teaching Initiative. Library fellows in the CET program have developed a definition of teaching

excellence for library faculty and a peer-observation program. During the COVID-19 crisis, library faculty fellows held workshops on active-learning techniques for teaching online and have collaborated with library staff to move popular on-campus programs, such as *Study On*, to the online environment.

Library faculty taught 915 course-integrated information literacy sessions, workshops, and orientations in the 2018-2019 academic year across the [University Park](#) and [Health Sciences Campuses](#). In 2015, the libraries conducted a survey in which more than 89% of faculty respondents agreed or agreed strongly that students require significant support in these areas; 91% of faculty respondents indicated that improving students' skills in evaluating information is an important educational goal of the courses they teach. The libraries are uniquely positioned to address information gaps and enhancement of vital information literacies.

Research affirms that print and other physical, two-dimensional materials (maps, photographs, ephemera, etc.) can further cognitive advancements more than digitally-retrieved materials. A 2017 study that surveyed 429 university students found that cost and convenience were the biggest motivators for choosing digital reading in higher education, and accessibility is indeed a key benefit of digital resources. However, despite convenience and financial motivators, four of five students *preferred print*, and 92% reported being able to concentrate best when reading printed resources (Baron, Calixte, & Havewala, 2017).

For remote students enrolled exclusively in online classes, such as the many thousands of USC students earning professional master's degrees, digital resources are fundamental to their academic lives. Given the research, the challenge for USC's libraries is not simply how to provide digital materials to remote students. To deliver genuinely high-quality education to remote students, the schools increasingly rely on the libraries to help their faculty translate the intellectual benefits of access to physical materials into effective online pedagogies.

In order to continue to attract and retain the most competitive faculty and students, USC must be able to compete with other major R1 universities in library resources and collections. For many recruits, library resources and research collections are a significant deciding factor. For example, USC's recruitment of Professor Wolf Gruner to the Shapell-Guerin Chair in Jewish Studies was made possible when USC's libraries and Dornsife collaborated on the acquisition of a major collection of Holocaust sources critical to Gruner's teaching and research, as well as that of other USC faculty.

*All of my classes are research driven, and the students, regardless of class level, have to do original research...This enhances our teaching and student research in ways not many university libraries offer. And has a huge impact on our students.*

*Wolf Gruner  
Shapell-Guerin Chair in Jewish Studies and Professor of History  
Founding Director, USC Shoah Foundation Center for Advanced Genocide Research*

## Primary Sources in Teaching, Research, and Creative Practice

Valuing the critical connections between past and present is part of the social contract libraries and universities honor with their many publics. Preserving the materials, and providing the library settings in which they can be studied, discussed, and debated, constitute important functions of a vibrant culture within the university. Primary sources are the key embodiment of such historical connections and the fundamental enablers of a sound culture of higher learning.

The term “primary source” applies variably across disciplines and formats. The Reference and User Services Association (RUSA) of the American Library Association offers this definition:

Primary sources are the evidence of history, original records or objects created by participants or observers at the time historical events occurred or even well after events, as in memoirs and oral histories. Primary sources may include but are not limited to: letters, manuscripts, diaries, journals, newspapers, maps, speeches, interviews, documents produced by government agencies, photographs, audio or video recordings, born-digital items (e.g. emails), research data, and objects or artifacts (such as works of art or ancient roads, buildings, tools, and weapons). These sources serve as the raw materials historians use to interpret and analyze the past (Arlen et al., 2015).

Primary sources are of immeasurable research value, vital to knowledge transmission and knowledge creation, and the library plays the key role at any research university in making primary sources available for study. Without eyewitness accounts, interviews, letters, autobiographies, and memoirs, as well as oral histories, photographs, and audio and video recordings, films, and the like, research in some fields is significantly limited or impossible. Such sources inform multiple academic and professional disciplines, and they bring infinite value to the classroom, as courses that involve a professor’s expertise, gained through careful study of these sources, are demonstrably more effective than more static, textbook-driven instructional settings.

*In the context of a multi-pronged presentation, students’ interest in the items is enhanced, because the encounter is less passive. I have seen their faces really come alive with excitement as they handle original letters by fabled composers...or figure out something puzzling about the contents of a book or score, or even about its typography...*

*Bruce Alan Brown*

*Chair, Department of Musicology, USC Thornton School of Music  
President, Mozart Society of America*

Teaching with primary sources provides foundational value added instructional contexts across and within fields of inquiry unavailable at many colleges and universities, and are particularly important in the realm of initiating graduate students into disciplinary traditions that will inform their research and professional practice. A joint Association of College and Research Libraries-Society of American Archivists task force details the importance of primary source literacy:

Primary source literacy is the combination of knowledge, skills, and abilities necessary to effectively find, interpret, evaluate, and ethically use primary sources within specific disciplinary contexts, in order to create new knowledge or to revise existing understandings. (ACRL RBMS-SAA Joint Task Force, 2018).

Interpreting, evaluating, and ethically utilizing knowledge are fundamental tenets of the University's mission, and are abundantly illustrated at USC's libraries. The [USC Libraries Collections Convergence Initiative](#) (CCI) works to align USC teaching and research with the expertise of library faculty and significant collections that are unique to USC and its libraries. CCI brought a major, and thought to be lost, Los Angeles civil rights collection to USC, the [Floyd Covington Papers](#). CCI succeeded in bringing to USC the archive of the Olive View Tuberculosis Sanitarium; Olive View, started in the San Fernando Valley at the close of WW I, was the largest tuberculosis sanitarium west of the Mississippi River, and the archive is an intact collection of the facility's work, administration, and physical plant, ca. 1918-1975. The arrival of the collection coincided with the success of a grant proposal to process it and make it available to researchers and students. The collection comprises an irreplaceable history of medicine, disease, California, and the American West—all of which are flourishing areas of research and teaching at USC.

Working across USC's professional schools and Dornsife college, as well as with such institutions as the Natural History Museum of Los Angeles County, CCI has co-sponsored conferences on such topics as subterranean Los Angeles, Science Fiction and Southern California, Korean American fiction, and (coming in the fall of 2020) Los Angeles Underwater. CCI also sponsors—and helps raise funds for—ongoing postdoctoral appointments across fields and disciplines: legal history, the history of art, and LGBTQ history and culture. These young scholars—each of whom comes to USC's libraries following international searches—pursue their research, teach undergraduate courses, and create inventive scholarly and public programs within USC Libraries and beyond. Through CCI, the libraries have been able to produce academic programs that address the COVID-19 crisis in ways specific to USC and our communities. For example, Lexi Johnson, curator at ONE Archives at USC Libraries, in collaboration with CCI postdoc Jeanne Vaccaro, has begun public-facing explorations of the theme “safer at home” through the lens of archival materials and queer history.

*This is the most essential tool I as a professor have at USC. We need to strengthen it and protect it. I am not the only one. Numerous leading professors not only do the same; They teach their entire courses in Special Collections. I'm not sure people in the university are aware of how much we work there, how important this work is, and its sheer scale.*

*Jacob Soll*

*USC University Professor and Professor of History, Philosophy, and Accounting*

*MacArthur Fellow*

*Director, Martens Economic History Forum*

## Physical and Born-Digital Primary Sources

Primary sources can be physical, born-digital, or a hybrid, and many of the characteristics and benefits of primary source research apply independently of format. Certain qualities are more inherent to physical or digital format, however. For example, physical resources may provide additional information for interpretation because of their container (binding, media, or overall physical attributes) or because of the relationship between the container and the object's informational content (e.g. artists' books). In addition, physical sources may lend themselves to authenticity verification by testing their physical or stylistic characteristics. Many born-digital primary sources are available openly on the internet and on social media platforms, making them a readily accessible resource for researchers. Born-digital sources have their own set of challenges, however. While established mechanisms and practices are in place for preserving tangible materials such as print books and journals, for which relatively uniform and stable publishing and distribution models exist, production and supply chain realities in the digital realm present new challenges for universities. Open source materials are particularly susceptible to corruption or loss through reliance on fluid and complex technologies, loss or suppression by hostile political interests, and the growing privatization of data (Reilly, 2019). Academic libraries, through a combination of expertise, practices, and infrastructure, form a crucial backstop for preservation and accessibility of those sources.

## Digitization at the USC Libraries and the University

Digitization is the process of changing a document or other object from analog to digital form by converting information into numerical bits, which are stored, displayed, or deployed in new applications. The USC Libraries have led digitization programs at the University for many years, including work in support of access, preservation, and value-added applications across the disciplines. The [USC Digital Repository](#), a unit of USC's libraries and a collaborative effort among Information Technology Services (ITS), the Shoah Foundation Institute, as well as the libraries, provides advanced digital preservation and access infrastructure to academic institutions and corporate enterprises, including the Academy of Motion Picture Arts and Sciences and Harvard University, among others. The libraries' digitization lab has built a corpus of 1.3 million photographs, multimedia recordings, and other items in support of the University research priorities, and the [Harman Academy for Polymathic Study](#), especially through the work of its [Ahmanson Laboratory](#), has become a nexus of digital humanities work and other digital-knowledge projects throughout USC and out into the broader community.

Digitization also offers opportunities for new forms of publication, circulation, and scholarly argumentation. For example, an art historian might build a digital collection of an artist's photographs that draws from the holdings of several different libraries and museums, creating a resource that does not exist in one physical location. That collection could be enhanced by scholarly commentary and analysis that lives alongside the digital collections. An archaeologist could include 3-D models within a publication, structuring a stronger relationship between evidence and interpretation. Readers could interact with the models and test the claims of the scholar's analysis. A collection of historic, handwritten letters might be made available in an online collection, inviting the public to transcribe the letters or to provide commentary.

Digitization practices and maintenance of born-digital scholarly research and creative work require a substantial investment of resources, in the original digitization process that enables them and in their subsequent preservation. Such processes require physical space, equipment, and computing resources, in addition to the expertise of digitization specialists, metadata experts, and other library faculty and staff. The act of digitization is the mere initiation of the process.

### **Digitization for Access**

Digitization for access is typically undertaken to increase the availability of material. Advantages of digitization include enabling multiple users to interact with material while also allowing access from multiple locations. Digitization also provides access to analog materials that are rare or delicate, greatly expanding the ability of scholars or the public to view and interact with the materials held in university libraries, while protecting the original from long-term wear and tear.

### **Digitization for Preservation**

The definition of digitization for preservation depends on the goals of the institution. Digitization helps to preserve original documents by providing access to content that doesn't involve handling an original (Trumbo, 2016). Digital preservation is distinct from other modes of digitization; digitization makes a copy of an image or document, but preservation is a continuing, long-term process that requires active management over time to ensure the material's availability and accessibility (Snawder, 2011). Digitization for preservation results in digital materials which must *themselves* be preserved; i.e., digitization for preservation results in a need for digital preservation (American Library Association, 2018). Because preservation requires significant resources, not everything can be preserved; thus, institutions must carefully select the materials they will digitize and preserve. Selection is most effective when made within a framework of priorities that takes into account scale and sustainability (Gertz, n.d.).

Preservation practices have evolved in recent years and will continue to change. In the late 20th century, recommended practice included microfilming for preservation and digitizing for access. Now, although somewhat controversial, digitization alone is becoming an accepted approach for all preservation reformatting. The policy of "digitization for preservation" was endorsed by the Association of Research Libraries in July 2004 (American Library Association, 2018). The benefits of digitization in expanding access are universally acknowledged, but the recognition of digitization as an option for long-term preservation of analog materials is still controversial.

Importantly, digital preservation is a moving target. Technology advancement, digital decay, data integrity and storage, and economic sustainability all affect preservation efforts (Snawder, 2011). Digitization is also not the final step in preservation. Digital formats change with regularity and file formats must be regularly refreshed to the new standard/preferred format. The concept of LOCKSS (Lots of Copies Keep Stuff Safe) also necessitates having multiple dispersed copies of digital files (Trumbo, 2016).

## **Digitization for Value-Added Applications, e.g. Digital Humanities, Digital Publishing, Text-Mining, and Machine Learning**

Extensive efforts have been undertaken by university libraries, presses, and foundations to digitize a broad array of holdings, including scholarly literature such as journals and monographs, popular publications like newspapers and magazines, and many special collections of primary materials ranging from print documents to various audio-visual material. Once these resources are properly digitized (this work is ongoing), they become available for new modes of analysis and for emerging forms of publication and distribution. Such endeavors cross all university disciplines, allowing scholars to work with digital data in ways that extend analytical capacities.

One subset of such activity is in the digital humanities, where scholars engage digitized materials to glean new insights and to produce new interpretations of materials. For instance, a literary scholar might computationally analyze the digitized corpus of a century of newspapers to discern patterns of word usage, tracking how certain ideas enter into public conversations in a manner that would be difficult to achieve without computational power. An anthropologist might use digital renderings of ancient artifacts in order to better understand their construction or to reveal details that are difficult to discern with one's naked eye. Beyond the terrain of the humanities, scientists increasingly work with born-digital data that is most reasonably and securely stored within USC's libraries' repository. Across the disciplinary applications, links to physical resources enrich the scholarly enterprise of digital programs.

*By being able to see, analyze and handle with care some late- fifteenth- and early-sixteenth-century books, everyone has had a more grounded understanding of the digital project in which we are engaged.*

*Lisa Pon  
Professor of Art History, USC Dornsife College*

Given the pace of digitization in academic and cultural institutions, it has become commonplace to field queries about the digitization of books, articles, visual sources, and other formats: “*Why not digitize everything to save space?*” This suggestion is untenable for a variety of reasons, among them cost, storage and technology challenges, the fragility of rare materials, and budget pressures that make funding the necessary—and often invisible—labor a challenge. These structural impediments are but part of the story. Ask any library faculty member, scholar, or student who works with primary materials—those very few items from the past that have time-traveled to contemporary settings—if seeing, working, reading, studying, and holding “the real thing” is part of the analytical alchemy needed to push knowledge forward. All will respond affirmatively.

## **Library Spaces for Learning, Research, Experimentation, and Knowledge Infrastructure**

High-quality university education requires proper facilities to store, preserve, and provide access to the many specialized collections that allow scholars to undertake their work. Faculty, filmmakers, documentarians, historians, literary scholars, composers, studios, corporations, artists, data specialists and the like have already donated valuable materials to USC's libraries and will continue to donate rich collections of historical documents, data and other materials if the libraries

are able to accept, store, and preserve them. The libraries need, in the words of the University's new president, Dr. Carol Folt, a state-of-the-art facility that has the space for the present and future growth of these collections and for access by faculty and other specialists to review and analyze these collections. This is invaluable for original research. Digital and secondary sources are important to the intellectual and research mission of the University, but they are far from enough.

A related feature of a truly great research library is that it provides both structured and unstructured space for teaching and intellectual contemplation. Simply adding to, and preserving, rare and unique materials is but the first step on a journey to knowledge advancement. Those materials, and their related less-rare counterparts, must continue to be part of a community-wide web of discussion, teaching, inspiration, and wonderment that takes place in the immersive environments of library classrooms, auditoria, informal lounges, carrels, seminar rooms, and the like. Just as print and digital materials make up complementary facets of the search for knowledge, so, too, with library materials and the spaces in which they are studied and contemplated. Students inhabit these spaces and engage with the materials held in special collections. Access provides students with unique opportunities for original research and meaningful learning. Library faculty and staff play critical roles in designing and implementing these spaces and activities.

If USC wishes to remain a truly global university, one that draws scholars and students from all over the world, it is essential that the University not only make its current specialized collections available, but also acquire future collections that support faculty research and teaching, no matter how specialized. Every great university is known by its research library and special collections. USC must have the room to make the collections it has available upon request but also to continue to acquire additional specialized collections for the future. It is one of the key ways to distinguish USC amongst its peers, build its reputation and its success.

### **Open Access, Open Educational Resources, and Equity of Access to Knowledge**

“Open access” (OA) refers to modes of academic publishing that result in freely available articles, books, and other research products. The term “open educational resources” (OER) describes a narrower range of no- or limited-cost materials—such as textbooks—designed to replace or supplement cost-prohibitive teaching resources. Considerations around OA and OER are broad and diverse, and they include: equity of access to learning materials for students, financial impacts for the university and the libraries, and the ethics of supporting publishing systems that rely on the free labor of scholars while consuming disproportionate percentages of library acquisitions budgets. Although these considerations fall outside this Committee's present charge, the Committee views OA and OER as potentially significant contributing factors to the University's goals of access and affordability of high-quality university education, and therefore this report includes such related recommendations below.

### **Committee Recommendations**

Given the libraries' essential role as an academic partner to every school, department, and program at USC, the Joint Provost-Academic Senate Committee on Libraries recommends the following:

1. Invest strategically in the growth of library collections that support the University's teaching, learning, research, clinical, and creative-practice priorities under the guiding principle that

digital and print complement rather than replace each other. Recommended investments include, but are not limited to:

- a. Digital materials that support value-added applications, such as digital humanities and research and development programs in the sciences, as well as remote teaching, learning, and research.
  - b. Print materials, particularly primary and secondary sources not currently available in stable, cost-effective digital form.
  - c. In partnership with and at the discretion of individual faculty members, the large and growing corpus of digital course materials, Zoom sessions, and other artifacts of this unprecedented moment in USC's history and teaching enterprise.
2. Invest in library personnel with expertise in information literacy, clinical librarianship, digitization, primary source preservation and accessibility, and deployment of library collections in multidisciplinary value-added applications; these areas of expertise are largely unique to library faculty and staff, are vital to the University's future, and do not exist elsewhere within USC's schools and units.
  3. Invest in the infrastructure necessary for the libraries to continue and expand their vital academic mission:
    - a. Space recommendations.
      - i. As one of few units on campus that has not been allocated new space in over a quarter of a century, purpose-built, archival-quality space is vital. This can be achieved by building an automated storage and retrieval system (ASRS), similar to that constructed at the University of Chicago. Thanks to compact shelving technology, the footprint is small and the capacity large. The construction of an ASRS would allow for optimal operational efficiency and support more efficient use of current library space.
      - ii. Discontinue repurposing USC Libraries spaces for non-library needs.
      - iii. Plan for the creative and immediate use of USC's libraries spaces as a means of rebuilding the campus community in the post-COVID-19 world.
      - iv. Ensure library representation on any forward-looking University body charged with reviewing distribution and use of campus space and physical facilities.
    - b. Digitization infrastructure recommendations.
      - i. Invest in the library technology, space, and expertise necessary for on-demand digitization in support of remote teaching and research.
      - ii. Support growth of the USC Digital Repository as a preeminent provider of advanced digital preservation and access services and as a revenue-generating unit within the libraries.
  4. Program and service recommendations.
    - a. Invest in growth of programs of interdisciplinary value that USC's libraries are uniquely positioned to develop and implement:
      - i. Increase instruction in information, primary source, and digital literacy.

- ii. Expand assessment of literacy-related learning outcomes.
  - iii. Expand digital platforms—such as the SCALAR publishing system—in support of remote teaching and research across campus.
  - iv. Integrate the libraries’ digital collections and services into teaching and research programs originating in the schools and units.
  - v. Integrate library faculty, collections, and programs into all post-COVID-19 remote teaching and research plans throughout the schools and units.
- b. Establish a University-level working group, led by the libraries, charged with determining goals for open access and open educational resources as they apply to diversity, inclusion, and equity of access and educational experience. This workgroup will work in collaboration with the University Libraries Committee during the next academic year.

**Respectfully Submitted By:**

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## Linked Appendices

1. The Association of College and Research Libraries' *Framework for Information Literacy for Higher Education*. <http://www.ala.org/acrl/standards/ilframework>.
2. Association of College and Research Libraries' and Society of American Archivists' *Guidelines for Primary Source Literacy*.  
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